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University Mohamed Kheidher- Biskra
Faculty of Arts and Humanities
Department of English

**An Analysis of Some Factors Leading to Underachievement
in English as a Foreign Language for Secondary School
Pupils
The Case of Technology Streams - Eloued**

**A Dissertation Submitted in Part Fulfilment of the Requirement for a
'Magister' Degree in Language and Civilisation**

Presented By: Mohammed Naoua

Supervised By: Dr Omar Ghouar

Board of Examiners.

President : Dr. Nadia Bouchlallegue

Supervisor: Dr. Omar Ghouar

Examiner: Dr. Said Keskes

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Dedication

**To all those who helped me achieve this research especially
my wife Henda and children Oualid Mrtadha and Hania, I dedicate
this work**

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List of Abbreviations

1'AS' : Première Année Secondaire

2 'AS' : Deuxième Année Secondaire

3 'AS': Troisième Année Secondaire

BAC : Baccalauréat

CE: Civil Engineering

CLL: Community Language Learning

CLT: Communicative Language Teaching

EE: Electrical Engineering

GTA: The Grammar Translation Approach

ITE : Institut Pédagogique de L'Education

ENS : Ecole Normale Supérieure

ME: Mechanical Engineering

ONEC : Office National des Examens et Concours

ONFCEN : Office National de Formation des Cadres de l' Education
National

PEF: Professeur d'Enseignement Fondamental

PES : Professeur d'Enseignement secondaire

TD : Travaux Dirigés

TP : Travaux Pratiques

List of Tables

Table 01: Pupils' Sampling Frame	05
Table 2: Orientation Sets for Guidance to Secondary Education.	13
Table 3: Satisfaction Rate of Pupils' 'wants' in 2003-04	15
Table 4: Orientation Sets for Joining Technology Streams	16
Table 5: Pupils' Preferred Streams in Guémar Technical School in 2002-2003	17
Table 6: BAC Results of Technology Specialities from 1994 to 97	19
Table 7: Technical Education Results in the 2004 BAC Session.....	19
Table 8: Coefficients in Technology Specialities.....	21
Table 9: The First Year Syllabus	27
Table 10: 2 'AS' Technology Streams' Syllabus	29
Table 11: 2 'AS' Technical Streams' Syllabus.....	30
Table 12: Unit Distribution in Comet	35
Table 13: The Topics Included In Scientific Pupils' Syllabus	38
Table 14: BAC Exam Themes From 1995 To 2004	39
Table 15: The Manuals Comprising the 2 nd Year Syllabus.	46
Table 16: The BAC Exam Questions 1995 - 2000.....	47
Table 17: The Mid-Seventies English Syllabus	54
Table 18: The Quality of Teachers in Eloued in 2004-05	73
Table 19: Teachers' Views on Pupils' Preferred Streams	85
Table 20: Teachers' Opinions on the Motives Given by Pupils for Choosing General Education.	86
Table 21: The Impact of Disregarding Pupils' Wishes on Motivation ...	87

Table 22: The Impact of Orientation Sets on Teaching English In Technical Education	88
Table 23: The Role of Guidance Sets In Orientation	89
Table 24: Teachers' Views on 1 'As' Pupils' Inclinations.	90
Table 25: The Impact of Coefficients on Teaching English	91
Table 26: The Stream That Can Largely Take Profit of the 1 st Syllabus.....	92
Table 27: The Question of Relevance in 2 'AS'	93
Table 28: The Impact of Irrelevance on Pupils' Achievement	94
Table 29: Solutions for the Question of Relevance in 2 'AS'	95
Table 30: The Teachers Who Are Aware Of the Syllabus-and-Exam Mismatch in 3 'AS'.....	96
Table 31: The Motives for not Raising the Syllabus-and-Exam Mismatches in Seminars	97
Table 32: The Reasons for the Syllabus-and-Exam Mismatch in Technology Specialities.	98
Table 33: The Impact of the Mismatch on Pupils' Achievement	99
Table 34: The Link between the Mismatch and Poor Achievement....	100
Table 35: Teachers' Views about Informing Pupils on the Syllabus and Exam Mismatch.	101
Table 36: The Motives for Not Informing Pupils of the Mismatch...102	
Table 37: Teachers' Suggestions for Solving The Problem of The Syllabus-and-Exam Mismatch.....	103

Table 38: Teachers' Opinions towards the Introduction of 'MY New Book of English'	104
Table 39: Teachers' Motives for The Failure of 'My New Book of English' to Replace 'New Lines'.....	105
Table 40: The Teachers Who Still Use New Lines in 1 'AS'	106
Table 41: Teachers' Motives for Using New Lines.	106
Table 42: The Books Used in 2'AS'.....	107
Table 43: Teachers' Motives for Using The Other 2 nd Year Books.....	108
Table 44: Teachers' Opinions on the Suitability of Comet to the Third Year Syllabus	109
Table 45: The Reasons for Comet Unsuitability to the New Syllabus Changes.....	110
Table 46: The Extent to Which Teachers Use Comet in 3 'AS'.	111
Table 47: Additional Teaching Material in 3 'AS'.....	111
Table 48: Suggested Solutions for the Material Unsuitability to Syllabi.....	112
Table 49: Teaching Methodology In Secondary Education	113
Table 50: The Reasons for Using Communicative Language Teaching.....	114
Table 51: The Attitudes of Inspectors towards Eclecticism	115
Table 52: The Suitability of the Communicative Approach to Section Two in the BAC Exam	116
Table 53: The Most Efficient Methods for Grammar Teaching	117
Table 54: English Teaching Styles in Secondary Education	118

Table 55: The Reasons For Style Uniformity	118
Table 56: The Category of Learners Who Can Largely Take Profit from The Actual Teaching Styles.....	119
Table 57: The Reasons For Focusing On Auditory Teaching Styles ..	120
Table 58: The Impact of Practical Lessons on Pupils' Styles	120
Table 59: The Styles That Might Result From Learning in the Workshops	121
Table 60: The Impact of The Lack of Kinaesthetic Teaching Strategies on Pupils' Achievement	122
Table 61: The Impact of Pictorial Aids On Motivation	123
Table 62: The Teachers Who Learnt ESP during Graduation.....	124
Table 63: The Importance of ESP for Technical School Teachers	124
Table 64: The Most Efficient Way For Learning ESP	125
Table 65: The Teachers Who Attended A Seminar on Teaching English in Technical Schools	126
Table 66: The Role of Inspectors in the Promotion Teaching English In Technical Education	127
Table 67: The Motives for the Deficiency In the Role of Inspectors to Promote the Teaching of English in Technical Schools	128
Table 68: Pupils' Preferred Streams In Secondary Education	134
Table 69: Pupils' Motives for Choosing General Education Streams..	135
Table 70: The Pupils Who Appealed Against Their Orientation.....	136
Table 71: Pupils' Motives for not Appealing against Their Orientation to Technical Education.	136

VIII

Table 72: Pupils' Attitudes Towards Their Orientation to Technology Streams	137
Table 73: Pupils' Most Preferred Specialities in 2 'AS'	138
Table 74: Pupils' Perceptions for Success Expectancies In Technology Streams	139
Table 75: Pupils' Perception for Relevance In 2 'As'	140
Table 76: Pupils' Attitudes towards Relevance.	141
Table 77: Pupils' Perception for the Relation between Relevance and Motivation	141
Table 78: The Impact of English on Learners' Results in the BAC	142
Table 79: The Role of Coefficients in The Categorisation of School Subjects.....	143
Table 80: The Impact of The Value of Coefficients on Motivation.....	143
Table 81: Pupils' Opinions on the mismatch between Exams and Syllabuses	144
Table 82: The Impact of The Syllabus and Exam Mismatch on Pupils' Achievement	145
Table 83: The Number of Books Pupils Used In 1 'AS'.....	145
Table 84: The Number of Learners Who Own Book In 3 'As'	146
Table 85: The Extent to Which Pupils Use Comet In 3 'As'	147
Table 86: Pupils' Standpoints Concerning the Efficiency of Books Which Fail To Cover the Syllabuses	147
Table 87: Pupils' Preferred Learning Methods	148
Table 88: Learners Preferred Ways For Learning Grammar	149
Table 89: Pupils' Views Concerning Lessons In The Classes And The Workshops	150
TABLE 90: Pupils' Motives for Preferring the Workshops	151

Table 91: The Group Work in the Years of Specialisation	152
Table 92: The Impact of 'TDs' on Pupils' Achievement.....	152
Table 93: Pictorial Aids in Comet	153

Contents	Page
Dedication	I
Acknowledgements	II
List of Abbreviations	III
List of Tables	IV
Introduction	1
Research Methodology	4
Part One: LITERATURE OVERVIEW	9
Introduction	10
Chapter 1: The Problem of Orientation	11
Introduction	11
1 Orientation to Secondary Education	11
2 The Impact of Orientation on Teaching English in Technical schools	12
3 The Problems Caused by Orientation to Technical Schools.....	14
4 Reorientation to Technology Streams.....	15
5 The Impact of Orientation on Motivation.....	17
6 The Impact of Orientation on Teaching English in Technology	20
Conclusion	22
 Chapter 2: The Question of Relevance	 23
Introduction	23
1 The Impact of Learners' Needs on Syllabi Design.....	23
2. Identification of Learners' Needs	24
3. Technical School Syllabi and Pupils' Needs.....	25
4 Syllabi analysis	26

4.1 The First Year Syllabus	26
4.2 The Second Year Syllabus	28
4.3 The Third Year Syllabus	30
Conclusion	32

CHAPTER 3: Compatibility between Content Validity of English Exam Tests and Learners' Programmes..... 33

Introduction	33
1. The Problems Resulting from the mismatch of Tests to Syllabuses....	33
2. Exam Themes.....	34
3. Technology Streams' Official Syllabus	36
4 The Baccalaureate Exam and Official syllabuses.....	36
5. Scientific Streams' Official Syllabus	37
6. The Sessions That Witnessed Syllabus and Exam Mismatch	39
7. The Focus on Certain Themes at the Expense of Others	40
Conclusion	41

CHAPTER 4 : Compatibility between Teaching Manuals Syllabuses Objectives..... 42

Introduction	42
1. Textbooks in Algerian Secondary Education	43
2 The Suitability of Secondary Education Textbooks to the Official Syllabuses	43
2.1 My New Book of English.....	44
2.2 The Second Year Books	45
2.3 The Third Year Book	46
2.3.1 The Suitability of Comet to the New Syllabus Changes	48
Conclusion	50

CHAPTER 5: The Focus on the-One –Method Techniques	51
Introduction	51
1 The Development of English Teaching Methodology in the Algerian school.....	51
1.1 The Grammar Translation Approach	52
1.2 The Aural Oral Method	52
1.3 The Structural Approach	53
1.4 Communicative Language Teaching.....	55
2. The Suitability of Communicative Language Teaching to Section Two, Mastery of Language, in the BAC Exam	56
Conclusion	58
 CHAPTER 6: The Mismatch between Teaching and Learning Styles	
.....	60
Introduction	60
1. Teaching Styles in Secondary Education	61
2. Learning Styles in Technology Streams	62
3. The Factors Leading To the Style Mismatch	64
Conclusion	66
 CHAPTER 7: The Quality of the Teaching Staff	67
Introduction	67
1. The Quality of Secondary School Teaching Staff	67

2 The Suitability of Teachers in Secondary Education	68
2.1 The Unspecialised Teachers	68
2.2 Middle School Teachers.....	69
2.3 English Language University Graduates.....	70
2.4 The 'ENS' Graduates.....	71
3. Technical School Teachers	72
4. The Quality of the Teaching Staff in Eloued	73
5. Inspectors.....	74
5.1 Inspectors' Training Schools.....	74
5.2 Inspectors General.....	74
6. Syllabus Designers	75
Conclusion	77
Conclusion of Part One.....	78
Part Two: Field Study	79
Introduction	80
Chapter 8: Analysis of teachers' Answers.....	81
Introduction	81
1. Design of the Questionnaire	81
1.1 Description of the Questionnaire	82
1.2 Analysis of the Questionnaire Results	85
Conclusion	129
Chapter 9: Analysis of Pupils' Answers.....	130
Introduction	130
1. Design of the Questionnaire	130

1.1 Description of the Questionnaire	131
1.2 Analysis of the Results Questionnaire	134
Conclusion	154
Chapter 10: Pedagogical implications	155
Introduction	155
1. Changing Pupils' Negative Attitudes towards Technology Streams...	156
2. The Implementation of Relevance.....	158
3. Syllabus-Exam Matching	159
3.1 Fitting the Syllabus to match the Exam Paper.....	160
3.2 Matching the Exam Paper to Their Present Syllabus.....	160
4. Fitting the Content of Textbooks to the Official Syllabuses	161
5. Implementation of Eclecticism	162
5.1 Community Language Learning	163
5.2 More Focus on Reading.....	164
5.3 The Teaching of Grammar	165
6. Style Matching	166
6.1 The Inclusion of Pictorial Aids in Comet.....	167
6.2 The Inclusion of Tactual Strategies in the Syllabus	167
7. The Integration of ESP into University Curricula	168
Conclusion	169
Conclusion of Part Two.....	170
Conclusion	171
Bibliography	174
Appendices	186

Introduction

The ultimate aim of teaching English in technical schools is to enable pupils to use it in special situations and for specific purposes (Ministry of Education 1992, 1995 and 2004). The reasons for setting this objective were stated by the Department of Technical Secondary Education (1995):

The mastery of English has become a necessity to anybody who wishes to keep informed of various developments in scientific and technological research. Its teaching in technical schools has (then) become a necessity. Thus, the proposed syllabus aims at giving the opportunity to students to be able to exploit and use documents in written English and (to) have access to scientific and technology publications (p5).

In Technical schools, pupils study in four main streams. Technical streams include five specialities: building and public works, chemistry, electronics, electro-techniques, and mechanical fabrication. Technology streams are distributed into three specialities: civil, electrical and mechanical engineering. However, each of the accounting and managing stream is composed of one speciality; accounting and economy and management.

In these schools, pupils' achievement in English varies from one stream to another. If we consider the continuous assessment results, managing streams rank first, technology streams take the second position and technical specialities lag far behind. However, if we consider the BAC

exam results which are more reliable and more credible technical and technology streams switch positions; it is the technology specialities that now rank bottom of the list (Orientation Centre of Eloued, 2002, 2003 and 2004).

The fact that technology pupils have been achieving the worst results in English at the level of the secondary cycle indicates that the gap is still wide between the objectives stated by the Ministry of Education and what really goes on on the ground.

Our interest in this issue came as result of our work at Guemar technical school where pupils of engineering specialities continued to do poorly in English. Additionally, our examination of pupils' results in the other technical schools in the wilaya of Eloued (See appendix 1) led us to raise our concern on this problem. In the BAC session 2002, out of eleven technology classes no pupil was able to obtain a mark equal or superior to the average. However in 2003, only a slim minority of 10 pupils out of 315 succeeded in the English paper. Once again, in 2004, low achievement marked their work in English in that only one pupil out of 258 could obtain a mark equal to 10 (Orientation Centre of Eloued, 2002 -2004).

Since this case is not a matter two or three years, our intention here is to identify some the factors responsible for these pupils' failure in this subject.

Our examination of this issue led us to raise some questions such as: does this problem lie in the kinds of pupils sent to these streams or is it in the personnel in charge of their teaching? What about the suitability of the syllabuses to these specialities; and to what extent have their teaching manuals succeeded in interpreting those syllabuses? Concerning teaching methods and styles, what is the extent to which their implementation on the principle of unity has affected pupils' learning preferences? Last but not least, what about their English paper in the BAC exam, is it congruent with their syllabus or is it built around a programme they have never studied before?

Due to the fact that previous studies simply report statistical correlations between orientation and pupils' underachievement (Ableche and Sadet, 1999; El Habib, 1990; Ziad and Chemli, 1996/97), we intend to go beyond such a statement of fact by attempting to reveal the link between orientation to technology specialities and poor work in English.

The main aim of this research is to identify some factors leading engineering pupils to do poorly in English. Then we intend to carry out an analysis to see to what extent answers to the listed questions reported above may affect pupils' learning of English. The identification of the causes of the problem will facilitate our attempt to suggest some solutions that will contribute to improving the teaching of English in technology streams.

Research Methodology

1. The Choice of the Method.

The choice of the method in scientific research depends on the kind of the problem subject to investigation. Since our paper focuses on the identification and the analysis of the factors that we have considered as being responsible for pupils' low achievement in English, we found the descriptive method as the most suitable for our research..

2. Population Investigated and Sampling

2.1 The Learners

Technology streams in technical education include two levels; 2nd and 3rd year pupils. Our emphasis on pupils' underachievement in the BAC exam led us to limit our respondents to the 3rd year pupils. In addition, in 2 'AS' which is the first year of specialisation, pupils are not yet aware of the problems they usually encounter in learning English in these specialities.

Third year technology streams in Eloued include 313 pupils; 250 males and 63 females (Department of Education, Eloued 2004-05). This number is distributed into three specialities; 136 study in electrical engineering; the same number attend mechanical engineering; and 41 belong to civil engineering.

Research methodologists assert that when the population under investigation is large, we can resort to sampling. There are different ways for selecting samples representative to the whole population. However, after we had examined some of them, we resorted to stratified random sampling as the most suitable for our research. Not only does this method ensure an equal representation for the three specialities but, as shown in the table below, it also saves us from falling in the bias of a male over representation. In sum, our subjects amongst pupils included 25 % of the whole population which makes them 78.25. Due to the fact our study is concerned with humans, we raised the figure to (80) that represented about the quarter of the population.

Table 1: Learners' Sampling Frame

Speciality	Population		Sampling Frame	
			Percentage	Participants
Electrical Engineering	Males	118	25 %	30
	Females	18	25 %	05
Mechanical Engineering	Males	112	25 %	28
	Females	24	25 %	06
Civil Engineering	Males	20	25 %	05
	Females	21	25 %	06

2.2 The Teachers

The kind of problems encountering the teaching of English in technology specialities needs to be examined with the personnel who are aware of the difficulties we raised earlier. That is why, we limited our respondents amongst two categories of teachers: the teachers who are currently working in technical education and some teachers who are working in general education, but have previously taught in technical schools. The first category includes 20 teachers (Personnel Department Eloued, 2004-05). Concerning the second category; the Bureau of Secondary Education Teachers in Eloued suggested to us 10 names, which raised the number of subjects to 30.

3. Data Gathering Tools

Our data gathering tools included interviews and questionnaires. Interviews were of great efficacy to our research. They helped us define our subjects and identify the most relevant items for our research.

Now having defined our population, the need to get access to their opinions, attitudes and the information that concerns our research, we resorted to the questionnaire.

3.1 Conducting Interviews

Before conducting our survey we felt the need to interview some secondary cycle teachers of English. Our interviewees who represented 10% of the teachers included two main categories; 05 technical school teachers, and 05 'Lycees' teachers who have never taught in technical education. Our main objective was to identify the reasons responsible for engineering pupils' poor achievement in English. General education teachers related that to one factor; it is the issue of orientation. However according to technical school teachers, orientation represented only a single element of the problem. The results of the interviews led us to limit our respondents amongst the first category.

.2 Administering Questionnaires

Questionnaires were anonymous and were administered in person.

3.2.1 Pupils' Questionnaire

During our attempt to administer questionnaires to pupils, we were informed by some technical school headmasters that access to pupils in their classes requires permission from the Director of Education. However, those headmasters did not object to our suggestion which implied that the questionnaires could be administered by pupils' own teachers to whom we had given our directions concerning the different items. Responding to the

questions in the presence of teachers ensured that the questions were answered in their whole; additionally, all the questionnaires were returned.

3.2.2 Teachers' Questionnaire

Concerning teachers, being ourselves a teacher in technical education, facilitated our contact with our subjects. However, due to the number of teachers who did not return the questionnaires; two technical school teachers and three 'lycee' teachers, our sampling frame dropped to 25 respondents, that is to say 25 % of the whole secondary school teaching staff.

Part One

Literature Overview

Introduction

Part which one focuses on the difficulties that engineering pupils encounter in learning English includes seven chapters. Chapter one highlights the importance of orientation on pupils' achievement and how orientation is conducted in the Algerian context. Chapter two raises the question of compatibility between the English syllabuses and pupils' fields of interest. Chapter three, deals with compatibility between the English test in the BAC exam and the contents of official syllabuses. chapter four examines the extent to which teaching manuals cover the syllabuses regarding the functions, the themes, the type and number of activities. Chapters five and six focus on unity in teaching methods and styles versus diversity in pupils' learning styles and preferences. Chapter seven examines the suitability of English teachers in Technical schools.

Chapter I

The Problem of Orientation.

Introduction

Orientation is one of the main factors that affect learners' achievement (McDonough, 1986). On one hand, if pupils feel that they are orientated towards their preferred school or stream, their willingness to learn can rise and their school results will improve. On the other hand, if they feel that they are not placed in the right class, frustration may cause them to do poorly, and in the end they may end up to failure or drop out of school.

1 Orientation to Secondary Education

Orientation to secondary education and from 1 'A.S' to different streams in 2 'A.S' is determined by three factors: pupils' results, their inclinations and the proposals of the Class Councils (Under Dept of Documentation, 2001). In 9 'A.F', 20% of the pupils who obtain the better marks can make their own choice. This number is lowered to 10% regarding orientation from 1 'A.S' to 2 'A.S' (Ministry of Education,

408/2001). For the rest, it is for Orientation Councils, bodies responsible for the orientation process, to decide what kind of education can better suit learners.

2 The Impact of Orientation on Teaching English in Technical Schools

The process of orientation affects the teaching of English in technical schools. This is because pupils' results have a great impact in determining the kind of education that is suitable for them. These results are classified into two groupings (Under Dept of Orientation and Information, 1999): the average of the sets of orientation and that of the main subjects. The average of the sets of orientation which can give a first impression of the pupils' mental capacities suitable for a given stream is based on the average of certain subjects in 7 'A.F', 8 'AF' and in 9 'A.F'. The average of the sets of the main subjects is limited to 9 'A.F' results multiplied by the coefficient of those subjects in the suggested stream.

This process, as we will see in table (2) leads most pupils with good results in foreign languages to follow their studies in General Education schools.

Table 2: Table 2: Orientation Sets for Guidance to Secondary Education

Stream	Sets of Orientation		Sets of the Main Subjects	
	Subject	Coefficient	Subject	Coefficient
Letters	Arabic	04	Arabic	04
	First Foreign language	02	First Foreign language	03
	History and Geography	02	History and Geography	03
	Second Foreign Language	01		
Sciences	Maths	04	Maths	03
	Natural Sciences	02	Natural Sciences	03
	Arabic	01	Physics	03
Technical Education	Maths	04	Maths	03
	Technology	02	Industrial Design	03
	Arabic	01	Industrial Design	03

Under Dept of Documentation and Information, 1999:26.

This mechanism of orientation is certainly affecting English teaching in technical schools in that the average of the sets of orientation along with the Class Councils' proposals suggest that the pupils who do well in foreign languages could be well placed in literary streams. In addition, most of the pupils who learn English as a first foreign language do not prefer to study in technical schools. A study conducted by the Orientation

Centre of Eloued in 2003 concluded that out of 1553 of these pupils only 07 joined technical schools.

3 The Problems Caused by Orientation to Technical Schools.

There are three kinds of problems that affect the learning process in technical schools. The first is caused by the 20% of the best 9 'A.F' pupils who prefer to join scientific or literary streams. The second is caused by sending weak pupils to technical education. Though the process of orientation to different streams is based on the average of orientation sets, this is not the case for those who are sent to technology. This is our translation of what was stated by the Under Department of Orientation (1999):

It is clear that most of the pupils orientated to scientific and literary streams obtained an average equal or superior to 10 in the sets of orientation. Conversely, most of the pupils who are sent to technical schools obtained an average inferior to 10 in these sets (p 21).

Our analysis of this system of orientation led us to conclude that when orientation sets do not qualify pupils to join General Education streams, they are sent to technical schools.

The third problem lies in the rejection of the majority of pupils to join these institutions. A study of Orientation Councils' decisions carried out by the Centre of Orientation in the wilaya of Eloued (2002-2003)

indicated that more than two-thirds (2/3) of 1 'A.S' pupils are sent to technical schools against their wishes. The exact number was 1223 out of 1708. In the same way, in the academic year 2003-04, as the information in table (3) suggest, most technical school pupils were the subject of misorientation.

Table 3: Satisfaction Rate of Pupils' 'Wants' in 2003-04

Stream /School	Number of pupils who study in	Number of pupils whose 'wants are met	Percentage
Sciences	2874	2451	85.28 %
Letters	1820	1621	88.07 %
T/ education	889	405	45.56 %

Orientation Centre of Eloued, 2002-03

Another study conducted by the Orientation Centre of Tipaza (2003) indicated that at the beginning of every school year from 20% to 40% of technical school pupils appeal against their orientation. Additionally, according the previous study most parents share their children's attitudes against technical education for 96.55% of them prefer their children to join scientific or literary streams.

4. Reorientation to Technology Streams.

Reorientation from 1 'A.S' to different streams in 2 'A.S' is governed by the same mechanism that is implemented in orientation from

fundamental to secondary education. The only difference is that the number of pupils who can make their own choice lowers to 10%. Pupils are, as shown in table (4), normally sent to technology specialities according to their achievement in mathematics, physics and industrial design.

Table 4: Orientation Sets for Technology Streams

Stream	Sets of Orientation		Sets of the Main Subjects	
	Subject	Coefficient	Subject	Coefficient
Mechanical Engineering	Maths	03	Maths	04
	Physics	03	Physics	04
	Design	03	workshop	05
Electrical Engineering	Maths	03	Maths	04
	Physics	03	Physics	04
	Design	03	workshop	05
Civil Engineering	Maths	03	Maths	04
	Physics	03	Physics	04
	Design	03	Technology	05
			workshop	05

Ministry of Education, 1999:27

As mentioned previously, pupils come from fundamental education with poor results in the subjects that qualify them for technology classes. For that reason, most of them want to distant themselves from these specialities. Orientation forms filled in the academic year 2002-2003 in Guemar technical school, suggested that technology specialities take the

last positions in pupils' preferences, in that out of 189 of 1'AS' pupils' only five (05) chose engineering classes.

Table 5: Pupils' Most Preferred Streams in Guémar Technical. School in 2002-2003

Preferred Stream	Number of pupils	percentage
Economy and Management	98	51.85%
Accounting	29	15.34%
Mechanical Fabrication	28	14.81%
Chemistry	19	10.05%
Electro-techniques	06	03.17%
Exact Sciences	04	02.11%
Mechanical Engineering	03	01.58%
Electrical Engineering	02	01.05%

Orientation Forms, Guemar Technical School 2002-2003.

These statistics indicate that most pupils seize the opportunity of reorientation to 2 'A.S' to join the classes which have much in common with general education streams.

5. The Impact of Orientation on Motivation.

The appropriate orientation is a vital element for motivation (McDonough1986). There is orientation towards success and orientation towards failure. In 1 'A.S', what most pupils try to do when joining

economy and management is turning towards success. The rate of success in the BAC exam in these classes encourages them for that choice. On the contrary, most pupils who are sent to technology streams think that they are directed towards failure. Pupils prefer managing and technical streams because the first is tightly related to general education while the results of the practical exams in the continuous assessment of technical streams are considered as an integral part of the BAC exam (Ministry of Education, 2002: 92-97). So, it is the need for achievement that McDonough (1986) put as one of the factors that arouse learners' motivation:

The learner estimates of the value of the task to him (either in the long term or in the short term), and the chances of succeeding are clearly vital components of the motivation... (for that) the need for achievement (which can be explained as) motivation towards success and motivation towards the avoidance of failure... both of these tendencies were conceived as being composed of three factors : (1) The person's expectations of success (or failure). (2) The value of the task as incentive. (3) The orientation toward success and the orientation toward failure (p 152).

The results of the BAC exam at the national level, as shown in table (6) indicate that Engineering classes are the mostly affected (Ministry of Education, 1994-97). This leads the majority of technical education pupils to consider orientation to technology as synonymous to orientation towards failure.

Table 6: BAC Results of Technology Specialities 1994-97.

Session	Mechanical Engineering	Electrical Engineering	Civil Engineering
1994	8.23%	2.34%	1.53%
1995	13.18%	9.81%	7.29%
1996	11.84%	14.64%	5.31%
1997	14.18%	14.53%	11.30%

Department of Technical Secondary Education 1997.

In the same way, the BAC results in the 'wilaya' of Eloued for the 2004 session suggest that technology streams are the most disadvantageous.

Table 7: Technical Education Results in the 2004 BAC Session

Stream	Number of Pupils	Number of pupils who succeeded in the BAC	Rate of success
Technology	293	21	07.16%
Technical streams	578	151	21.12%
Accounting	429	171	39.86
Managing streams	603	254	42.12%

Orientation Centre, Eloued 2004.

6. The Impact of Orientation on Teaching English in Technology Streams.

Orientation can affect the teaching of English in various ways. These include the kind of the pupils who are sent to technology streams (Under Department of Orientation, 1999), the relevance of English to their subjects of study (Keller cited in Silverman ,1999: 408) and the benefit they may gain as a result of learning this foreign language (McDonough 1986).

Most technical school pupils with good results in English seize the opportunity of reorientation from 1‘A.S’ to 2‘A.S’ to join managing streams. Many of those who are sent to technology specialities are low-achievers in English (Orientation Centre, Eloued 2002, 2003).Concerning the second point relevance, Silverman (1999) summarised Kellers’ principles that are vital in any learning process:

Keller (1983) synthesizes many theories of motivation to form a model for application that features four major dimensions (1) interest, or the extent to which the learner’s curiosity is aroused and sustained overtime (2) relevance, or the learner’s perception that instruction is related to personal needs or goals (3) expectancy; or the learner’s perceived likelihood of achieving success...and (4) satisfaction which refers to the learner’s intrinsic motivation (p408).

Technology classes' syllabuses in 1 'AS' and in 2 'AS' are, to a large extent, irrelevant to their fields of study (see Chapter II) which gradually

leads pupils to lose interest in English .As a result, their expectancy for success in this subject will gradually diminish.

However, the benefit of knowing this foreign language can be analysed at two levels: pre-university and during graduation. In 3 ‘A.S’, pupils’ interest in learning varies according to its effect on their success in the BAC exam. This is why coefficients, as shown in table (8), play an important role in determining the subject that is given more importance. Pupils in these classes lay much more emphasis on technology maths and physics. As far as the other subjects are concerned, if coefficients happen to be of the same value, learners’ interest will shift to the ones where they meet no linguistic barriers.

Table 8: Coefficients in Technology Specialities.

Subject	Technology	Maths	Physics	Other subjects	Sport
Coefficient	05	04	04	02	01

Under Dept of Programming, 1995:7

In the same way, in Higher Education there is a slim opportunity for these pupils to graduate in English unless they obtain an average equal or superior to 11/20 in the BAC exam along with a good mark in English.

However the 'ENS', 'l'Ecole Normale Supérieure' provides them no opportunity to become middle or secondary school teachers of English (Ministry of Higher Education (01/ 2003, 08/ 2004).

Conclusion

In brief, most technology pupils experience two stages of orientation against their wishes. At the first, they are placed in schools where they have no inclination to study in. At the second, in spite of their poor results, they are sent to specialities, which call for good work in technology, maths and physics. Not only does this lead them to do poorly in 'what they call secondary' subjects but in the main subjects as well.

Chapter II

The Question of Relevance

Introduction

Relevance is one of the key factors that lead to motivation (Eskey, 1983; McDonough, 1986 and Garwood, 1970). Once learners perceive that instruction has connections with their needs or goals, their motivation for learning will increase. According to Chambers (1979) cited in Maurice (1987) “If the teacher is to motivate pupils to learn, then relevance has to be the red permeating activities”p.7. On the other hand, if learners do not see relevance in what they are learning, they will lose interest and may end up to failure.

1. The Impact of Learners' Needs on Syllabi Design

Designing syllabi in general is affected by learners' needs (Dudley-Evans and St John 1998). Syllabus designers usually identify learners' needs, classify them, and then tailor the most appropriate work for the right stream. “...Curriculum designers analysing the situation in which students will likely find themselves and carefully selecting the English necessary for (them) to meet the language demands of these restricted domains” (Larsen-Freeman, 1987: 4).

2. Identification of Learners' Needs

Before we engage in our analysis of the teaching syllabuses, let us first identify pupils' needs. We can distinguish between two kinds of needs (Hutchinson and Waters 2000); target needs and learning needs. The first are "related to what the learner needs to know in the target situation (while the others include) what the learner needs to know in order to learn" p54.

Target needs are, in their turn, classified into three categories: necessities, lacks and wants. Necessities focus on the objectives intended to be achieved by teaching English in a given stream. Lacks represent the knowledge needed by learners to deal appropriately in target situations. In other words, the deficiency in language functions and forms that prevents them from using English efficiently. However, wants form a direct consequence of orientation. If learners are sent to their preferred stream, we can talk about harmony of needs. On the contrary, if learners are not orientated to the stream of their choice, in other word, if their wants are not met, this will result in needs conflict which ,according to Huchingson and Waters (2000) can affect the process of learning English in any stream :

It is more useful to look at the target situation in terms of necessities, lacks and wants. We can call necessities...what the learner has to know in order to function in the target situation...You also need to know what the learner knows already, so that you can decide which of the necessities the learner lacks...(However wants are) learners' views (which can) conflict with the

perception of the other interested parties: course designers, sponsors teachers (and leads to) a demotivating effect, because they remind the students of their frustrated ambitions (p 55).

The second kind is learning needs which involve skills, strategies, methods, techniques, course books, and in sum, all the means that contribute to the learning and teaching process. Learning needs help pupils to bridge the gap between the necessities of the speciality and their lacks.

3. Technical School Syllabi and Pupils' Needs

Having defined the different categories of needs, we intend now to see how technology pupils can perceive relevance in learning English. In secondary education, programmes of study are based on functions and on themes. For the first two years, functions are given primacy. At the third year level, the focus shifts to themes. Concerning 1 'AS', the directives of the Ministry of Education (1992) urge on teachers the need to incorporate functions in texts that are related to learners' fields of interest:

As an orientation of the learners takes place at the end of the first year of secondary school education, the (kind) of the studies that are expected to follow, must be taken into account...For the scientific (and technology) stream(s), the effort has been restricted to selected functions in relation with E.S.P and their related structures (pp 2, 3).

4. Syllabus Analysis

Syllabus analysis should consider four main points (Mackey, 1986). The first point has to do with what pupils will learn. The second one concerns the relation of the syllabus to a given stream. Then, we should explain the reason why we teach pupils such content. Finally, we see to what extent learners can attain that syllabus:

When analysing a syllabus there are four main questions, which have to be answered: (1) What does it include? (Content); (2) How specific is it? (Specification); (3) Why does it include what it does? (Justification); and (4) How attainable is it by the majority of learners for whom is intended? (Attainability) p. 323.

4.1 The First Year Syllabus

If we examine the first year syllabus included in table (9) we will see that out of the seven functions intended for these pupils, only two are and can be taught through scientific or technology topics. These are units 06 and 07 describing a process and instructing. The major part of the syllabus can only help them enhance their previous knowledge of general English for it contains nothing specific for pupils in technical schools

Table 9: The First Year Syllabus

Source	Unit	Function	Topic
New lines	01	Describing People	Four Friends
	02	Describing People's Regular Activities	Rachid's Day
	06	Instructing	How to Make a Piece of Equipment
My New Book of English	03	Describing a Place	The British Isles
	04	Narrating	Djeha's Stories
	05	Planning Future Activities	A Tunnel Under the Sea
	07	Describing a Process	How Nescafe is Manufactured

Ministry of Education, 1998-99.

Some functions such as describing people or their regular activities cannot be taught in the light of technology topics. Narrating is presented through Djeha's stories, which are purely literary texts. The text of the British Isles, which introduces the function of describing a place, has a geographical aspect more than it has a technology one. In the same way, the function of planning future activities is embedded in a text that talks about a tunnel that is supposed to join Morocco and Spain. This text could have brought the imprint of civil engineering if it had shown pupils the ways of building tunnels. Instead, it tells them how the tunnel can facilitate travelling between the two countries.

The reason why we teach the content of this syllabus to general education streams can be justified because the functions in units 1, 2, 3, 4 and 5 are introduced in topics related with every day English. This cannot be applied to technical school pupils whose main need is learning English in relation with E.S.P.

4.2 The Second Year Syllabus

In secondary education, 2‘AS’ is the first year of specialisation. The directives of the Ministry of Education (1995) insist that designing syllabuses should respond to pupils' specialities. ‘‘The ultimate objective of (these syllabuses) is to make (pupils) self-sufficient in exploring and exploiting materials that are linked to their fields of study by providing them the basic linguistic tools » (p.3) .This is implemented for technical and managing streams but it’s not the case for technology specialities. This is because English is presented to them through functions that can hardly be related to the topics of their subject of study and this will certainly affect their motivation for learning. The first three functions (see table 10), job requirements, questioning and narrating have more to do with general education specialities than they are close to technology streams. In addition, the functions of instructing, warning, prohibiting as well as giving advice are taught to technical and technology classes in different ways. For

technical streams, these functions are introduced through appropriate topics: (see table 11) instructions are given to show people how to behave in cases of electrical shocks, fires or accidents at work and advice is given to them to avoid those hazards. The same functions are taught to technology pupils, but by means of topics irrelevant to their speciality (Midlines, 1988:100-114,172-187). These pupils are told what to do and what not to do during scout picnics and in unit 14, advice is given to a youth to help him find a job.

Table 10: 2 'AS' Technology Streams' Syllabus.

Source	Units	Function	Text
Midlines	04	Describing Job Requirements	Journalism/Interpreting
New lines	13	Questioning	Job Interviewing
Midlines	07	Narrating	Talking about one's life
Midlines	08	Comparing/Contrasting	The Solar System
Midlines	09	Description Instructing Warning Prohibiting	A Scout's Life
Midlines	14	Giving Advice	Giving Advice to a Young person
New skills	08	Making Predictions	Water Resources

Ministry of Education 1999:6 & 7.

Table 11: 2 'AS' Technical Streams' Syllabus

Source	Units	Functions	Texts
NEW Skills	01	Describing Shapes/Dimensions	Fire extinguisher
	03	Description and use of an object	Computers/TV Sets
	05	Describing Amount and quantity Comparing and Contrasting	Oil Producers Pie Charts
	06	Describing a Process	Car making process
	07	Instructing and Giving Advice	Electrical Hazards Accidents at Work
	08	Making Predictions	Water Resources

Department of Secondary Education: 1995:9.

Now if we look into the content of the syllabus designed for these pupils we can conclude that the selection of the topics through which those functions are introduced has been inappropriate except for two cases: the first in the topic of the Solar System in Midlines and the second in the topic of Water Resources in New Skills. In the other five units, teaching is presented through topics in close relation to general English.

4.3 The Third Year Syllabus

Unlike in 1'AS' when syllabuses are based on teaching language functions, the focus in 3 'AS' as Bereksi (1993) put, shifts to themes:

In 3 A.S, it is assumed that the learners can show a relatively mastery of the main language functions. That is why it was thought useful to build the syllabus around themes not functions. The emphasis will be more on authentic communication than on individual functions. (p.11).

These themes include 'Inventions and Discoveries', 'Computing', 'Media' and 'Automation and Mechanisation' (Ministry of education, 1997:7). Despite the fact that these themes have some connections with pupils' fields of study, their impact on pupils remains inadequate. This is because technology specialities are the only streams that are delayed until the third year level to learn English related to their speciality.

Unfortunately, relevance at this level is disadvantageous for pupils because their English exam in the BAC is not based on the content of their third year syllabus, but it is generally built on a syllabus intended for scientific and literary streams (The Mismatch between Third Year Technology Syllabus and Baccalaureate English Test p 34).

Conclusion

If we look into technical school syllabi, we will draw these conclusions. One, all first year pupils in secondary education share a common syllabus which is inspired from general English, and this will contribute only to widening the gap between pupils' necessities and lacks. Two, at the second year level the Department of Technical Secondary Education has designed three syllabi based on ESP (Ministry of Education 1992, 1995): English for business and economy for managing streams; English for science and technology for technical streams; and English for clerical and secretarial purposes for accounting streams. Once again, the syllabus intended for technology classes is also meant for streams in general education. In other words, syllabus designers have failed in two successive occasions; in 1 'AS' and in '2 AS', to define engineering classes' necessities. This has led to a misunderstanding of pupils lacks. Consequently, they have been provided with the inappropriate knowledge, which cannot help them in their 'target situations'.

CHAPTER III

Compatibility between Content Validity of English Exam Tests in the BAC and Learners' Programmes

Introduction

The mismatch between examinations and syllabuses is another factor responsible for technology pupils' low achievement in English. Despite the fact that the Ministry of Education (1973:35) urge on examiners to “Be sure that you test only what the pupils have been taught to do in class (and) not to set a type of exercise which they have never done before”. These directives do seem not to find their way into practice at least for technology streams that have been the only series in secondary education whose English paper in the 'BAC' exam rarely coincides with the content of the topics included in their official syllabus.

5. The Problems resulting from the mismatch of Tests to Syllabuses.

The English paper in the BAC is generally built around one theme .More specifically , the reading texts , the mastery of language and the written expression all focus on one topic of a given theme .The leading section is the reading text which can give the examinees a first impression of the extent of the exam difficulty. Since thematic syllabi call for the

knowledge of vocabulary, unfamiliar words in reading texts, as Eskey (1983) signalled, can affect pupils' comprehension:

Good reading assignments should... fall within the student's range of proficiency. The major problem for most readers of a second language even when the interest level is high is the inadequate knowledge of both the content and the forms of whatever it is that they are trying to read. Unfamiliar vocabulary provides the most obvious example of this (p4).

Eskey underlined that relevance and pupils' interest cannot help when they are confronted with unfamiliar vocabulary. For technology pupils, it is irrelevance which produces the lack of interest (see The Question of Relevance 24) along with unfamiliar words that distinguish their English paper. That is why during the 'BAC' exam, these pupils usually get lost and helpless as they lack the linguistic means that can help them deal with the content of their paper.

1. Exam Themes

As we have seen in (The Question of Relevance p.24), third level syllabuses focus on teaching themes. This means that the knowledge of vocabulary is now given primacy over language functions. The units (see table 14) are distributed in a way that fits technical school pupils' fields of study:

Table 12: Unit Distribution in Comet

Streams	Unit Number						
	1	3	4	5	7	9	11
Letters and Foreign Languages	1	3	4	5	7	9	11
Letters and Human Sciences	1	5	7	9	11		
Letters and Islamic Sciences	1	5	7	9	11		
Natural Sciences	1	5	7	9	11		
Exact Sciences	1	5	7	9	11		
Economy and Management	5	6	7	8			
Accounting	1	5	6	7	10	11	
Technology Streams	2	6	7	8			
Technical Streams	2	6	7	8			

Ministry of Education, 1997:6

As shown in the table above, there are three different syllabuses for technical school pupils and two other ones for five literary and scientific streams. In general education, four different streams study the same topics regardless of their specialities whether literary or scientific. Conversely, the themes are carefully designed to meet the needs of technical school streams. Now, technology and technical classes have one common syllabus but different English papers in the 'BAC' exam.

2. Technology Streams' Official Syllabus

We consider the themes intended for technology and technical pupils as the most appropriate syllabus as it takes into account the needs of these specialities to learn this foreign language in relation to the streams they study in. This syllabus is made up of four themes. Unit 2, inventions and discoveries has a very close link with English for Science and technology. Next, computing is a topic shared by all technical school pupils. This enables learners to get access to computer sciences and to the fields of the internet. Unit 7, mass media is intended for all third year streams. This is to show learners the importance and the impact of the means of communication. Finally, unit 8 automation and mechanisation is considered as a part of pupils' practical study in technical schools workshops.

3 The Baccalaureate Exam and Official syllabuses

The baccalaureate is the most important and the most reliable exam at the secondary cycle. That's why in 3 'A.S', the focus is laid on teaching and training pupils on dealing with the English paper regarding the format or the content. As for the new format (ONEC, 2000), teachers have been building their term exams on that model. As far as the content is concerned, continuous assessment is inspired from what pupils have already studied.

This explicitly shows that technology pupils' main problem does not lie in the themes of their syllabus but it is in the content of their English test.

Despite that official directives insist that exams and more precisely the 'BAC' exam should comply with official syllabi (Ministry of Education, 1998: 1&2), technology pupils remain the only streams in secondary education whose 'BAC' paper in English is built on a syllabus that is not intended for them but designed for scientific streams.

4. Scientific Streams' Official Syllabus

Scientific streams' syllabus is composed of five units; 1,5,7,9 and 11. Out of these units, only unit 7 Media constitutes a part of technology pupils' syllabus. This means that the other four themes remain unknown to them. What makes things more difficult is the fact that the themes planned for scientific streams include a large variety of topics. To illustrate this we consider the information in table (15).

Table 13: The topics included in scientific pupils' syllabus

Units	Themes	Topics
01	Modern Life in English Speaking Countries	Youth and Their Problems Family Life. Education / Sport Consuming Habits. Democracy.
05	Trade and Development	Trade Relationships. Market Research. The Developed and the Developing Countries Work and unemployment
09	Human Rights and Racial Problems	UN Declaration of Human Rights Individual Liberties Apartheid and Racism Immigration
11	Great Challenges to Mankind	Ecology and Environment Pollution. Overpopulation Starvation. Social Evils Natural Disasters / Wars The Space Race Health

From Think It Over 1998-89

6. The Sessions That Witnessed Syllabus and Exam Mismatches

The mismatch between the syllabus and the 'BAC' paper, as we will see in table (16), is not a matter of accident. Since the syllabus changes of 1995, and after the introduction of 'Comet' as a textbook for all third year streams, technology and scientific streams have been studying different syllabuses but sharing a common exam paper (see appendix 2).

Table 14: BAC Exam Themes from 1995 To 2004

Year	Session	Unit	Theme	Topic
1995	May	11	Great Challenges to Mankind	Diabetes
1996	May	02	Inventions and Discoveries	Telephones
1997	May	07	Mass media	The impact of the Media
1998	May	11	Great Challenges to Mankind	Green Medicine
1999	May	07	Mass media	Shaping the News
2000	June	11	Great challenge to mankind	The Space Race
2001	June	02	Inventions and Discoveries	Inventions
2001	Sept	11	Great Challenges to mankind	Health
2002	June	11	Great Challenges to mankind	Pollution
2003	June	11	Great Challenges to mankind	Health
2004	July	01	Modern World in English Speaking Countries	Soccer

ONEC, 1995-2004

If we look into table (16), we will see that during ten (10) years, the mismatches between technology pupils' syllabus and their English exam in the 'BAC' have taken place during seven sessions. These pupils were advantageous only in four sessions; in 1996, 1997, and 1999 and in June 2001. For the other sessions, their exams were built around themes that do not make up a part of their syllabus: unit 11, great challenges to mankind was the source of six sessions; 1995, 1998, 2000, September 2001, 2002 and 2003. As for 2004 session, the exam included a topic on sport from unit one.

7. The Focus on Certain Themes at the Expense of others

Another point that needs to be taken into account regarding the BAC exam is that in the National Office For Examinations the 'ONEC', there is tendency to focus on certain themes at the expense of others. Topics from unit 11, for instance, have been included in 1995, 1998, 2000, September 2001, 2002 and in 2003 sessions; unit 02 was introduced in 1996 and in June 2001; and unit 07 in 1997 and in 1999; unit 01 was considered only in the 2004 session .However units 05 and 09 have been completely ignored. This give teachers and pupils the impression that some themes are of more importance than the others, and as a result, their focus will be laid on the part of the syllabus they may consider as the most important.

Conclusion

The mismatch between technology specialities' syllabus and their English paper in the BAC is a serious problem that stands behind pupils' poor work in English. This is because in thematic syllabuses, the knowledge of vocabulary makes the difference in exams. Consequently, we see that technology pupils' poor achievement in English should not be fully interpreted as a failure of the pupils themselves to understand the content of exams. On the contrary, we see that this issue represents the failure of examiners in the 'ONEC' to provide the right exam for the right stream.

CHAPTER IV

Discrepancy between Manuals Contents and Official Syllabuses

Introduction

Teaching manuals represent one of the most important aids in foreign language classes. Their importance stems out of their interpretation of the stated syllabuses. Syllabus designers draw the main broad lines for a given stream at a given level, and it is for material writers to interpret the content of that syllabus through “reading passages, comprehension questions, grammar exercises...and topics for composition” (Taylor,1970 : 156).The way how textbooks interpret a syllabus was explained by Hutchinson and Waters (2000) when they wrote:

The first person to interpret a syllabus is usually the material writer...In writing materials; the author adds yet more assumptions about the nature of language, language learning, and language use. The author decides the context in which the language will appear the relative weightings and integration of skills, the number and type of exercises to be spent on any aspect of language, the degree of recycling or revision. These can all have their effect on whether and how something is learnt (p 81).

1. Textbooks in Algerian Secondary Education

As a result of the shift from structural graded syllabi to functional notional syllabi, secondary school textbooks 'Practice and Progress' and 'Developing Skills' have been replaced by other manuals: 'Midlines' and 'Think It Over' for general education, and 'New skills' and 'Modern World' for technical education. However, 'New Lines' was designed for all first year pupils. In 1994, the Ministry of education initiated a slimming down of the syllabi that resulted in the writing of a new book, 'Comet'. This manual was designed to replace 'Think It Over' and 'Modern World'. Consequently, since 1995, third year classes in technical and in general education have been sharing the same textbook.

2 The Suitability of Secondary Education Textbooks to the Official Syllabi

At present in technical schools there are six textbooks in use; 'My New Book of English' and 'New Lines' in 1 'A.S'; 'Midlines', 'New Skills', 'New Lines' and 'The New Midlines' in 2 'A.S' and 'Comet' in 3 'A.S'.

2.1 My New Book of English.

Comparing this book to the other manuals in secondary education, we can consider it as the most responding to the 2001 syllabus modifications for it includes most of the new suggested types of activities necessary for pupils to deal with the content of their syllabus. However, our disagreement with this book writing team concerns the extent to which it has interpreted the first year syllabus. According to Bereksi (1998-99:5), teachers and pupils who “...were faced with the delicate and time consuming job of finding material that could fit the new syllabuses. The present book hopes to bring an answer to that unending quest for texts and activities’”. However, our examination of the book led us to draw a different conclusion from that of its writing team. On one hand, we do agree that this book has brought an answer to the quest for the type of activities that match the new changes. On the other hand, we consider the main drawback of this new manual which was intended to replace ‘New Lines’ lies in its failure to cover the whole first year syllabus. This because out of the seven functions intended for this level, only four are available in this book. The three remaining functions, for instance, describing people, their activities and instructing are still available in the old book New Lines (see table 10). So, the question that we raise is on the utility of a new textbook when it lacks 42.85 % of the content of the syllabus.

2.2 The Second Year Books

At the second year level, there are four books in use. New Skills is designed for technical streams. Technology streams use three books, 'Midlines', 'New Lines' and 'New skills' (Achour and Salmi, 1999:6).

To end the diversity in the use of books, a new manual was published in 1999. It is 'The New Midlines'. This book is a new manual in form but not in content for it contains nothing new apart from the accumulation of some functions scattered here and there. The writing team of this book (1999) recognised this reality when they wrote:

The present textbook is not really a new one. It is simply a compilation of existing resources from current textbooks put together so as to ease the problems of teachers in their daily struggle for teaching material. After the changes brought by 1995 syllabus, colleagues had to use various books to cover its content...That's why it was felt necessary to gather in one single document all the units intended for a given level. (These units were) borrowed from New Lines, Midlines, (and) New Skills (p 4).

This solution might have saved teachers from using various sources to cover the second year syllabus but regarding learners, this problem remained unsolved. The fact that pupils still carry on bringing the other second year books, the 'New Midlines' has caused, as we will see in table (12) a sort of confusion. This is because teachers need to mention different page numbers in different books to ask their pupils to do the same activity.

Table 15: The Manuals Comprising the 2nd Year Syllabus.

Source	Functions	Page	Source	Page Number
The New Midlines	Job Requirements	52-35	Midlines	42-33
	Questioning	70-53	New lines	177-156
	Narration	93-83	Midlines	89-79
	Comparing/Contrasting	104-95	Midlines	99-90
	Instructing/Prohibiting /Warning	119-105	Midlines	106-112
	Making Predictions	168-155	New Skills	148-131

2.3 The Third Year Book

In 1995, the Ministry of Education initiated a change in the syllabuses which, in its turn, resulted in the design of a new textbook, 'Comet'. This book was designed for all third year pupils whatever their streams. In Comet, as indicated by Benziane and others (1997), pupils' specialities are, to some extent, taken into account:

The slimming down of the syllabuses initiated by the Ministry of Education in 1995 imposed a reorganisation of the course books in our secondary schools...The present work (Comet)...aims at providing the pre-university student with material that received a great deal of retouching in order to achieve internal coherence across units selected from various sources, and congruency with the updated syllabuses. The pupils will study first and foremost the topics that are relevant and related to their respective streams (p 6).

This process has been followed by the introduction of a new BAC paper (Bereksi, 1993) which included activities similar to the ones in the new manual.

Table 16: The BAC Exam Questions 1995 - 2000

<p style="text-align: center;">BACCALAUREAT MEASURES June 1994 and June 1995</p> <p>1. COMPREHENSION</p> <p>Reference questions:</p> <ul style="list-style-type: none">- Open-ended reference questions (questions whose answers are explicitly stated in the reading passage) with justification.- Inference Questions (questions whose answers require ‘reading between the lines’). <p>2. MASTERY OF LANGUAGE</p> <p>LEXIS, MORPHOLOGY AND SYNTAX:</p> <p>Lexis and Morphology:</p> <p>-Synonyms – Opposites – Definitions</p> <p>Syntax:</p> <ul style="list-style-type: none">-Transformation exercises, e.g. Rewriting a sentence from direct to reported speech.-Tenses, e.g. supplying the correct tenses in a paragraph. <p>Text Grammar:</p> <p>Dialogue completion (for all series). Scrambled sentences (for scientific series) Or gap filling (for literary series)</p> <p>2WRITTEN EXPRESSION</p> <p>Either a guided composition –notes to expand, Or a free composition –free personal expression.</p>
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Bereksi (1993:15)

Since 2001, other changes have affected the third year syllabus. Though this time no change has taken place regarding the themes, the number and type of activities that introduce that syllabus have been increased and varied.

2.3.1 The Suitability of Comet to the New Syllabus Changes.

Before we draw any conclusion on the suitability of 'Comet' to the new requirements, we need first to state the type of activities included in the new Examiner Guide (ONEC, 2000), then we will compare them to the ones in 'Comet'.

The main aim of the activities published in the new Examiner's Guide is to provide pupils with the means that enable them to attain the objectives resulted from the 2001 syllabus changes and to familiarize them with the new type of questions included in the new BAC paper so that they will "know what they are expected to do (in exams)" (Dudley -Evans and St John 1998: 178).

Taking the type of the BAC exam as a model, this booklet is divided into three main sections: reading comprehension, mastery of language and written expression (see appendix 3). Section one is composed of three parts: format, content and activities related to the lexis of the text. Section

two contains six parts: mechanics, lexis, morphology, syntax, discourse and oral in writing. The last section is made up of one part.

In the same way, in 'Comet' each unit is divided into three main sections, listening, reading and writing. As the titles suggest, the main objective here is to reinforce the acquisition of the four skills. Each skill is introduced at three levels: activities that introduce the main skill; activities that are intended to teach the skill itself; and activities that are meant for enhancing the learning of that skill. In listening, for instance, we have pre-listening, listening and post listening. The same gradation is applied in teaching the other skills. However, speaking is embedded in the activities that precede and follow the presentation of the other three skills.

Returning to our comparison, we intend to ignore section one listening for two reasons. The first, listening does not constitute a part of the 'Baccalauréat' exam. The second, the type of activities in this section has a great similarity with the ones in reading.

Concerning reading comprehension, Comet lacks the four types of questions on the format. As far as the content is concerned, only activities 1, 3,5,6,7,9,11 in part B and 2 in part C in the Examiner's Guide have their match in comet (See appendix 3 for the type of the questions in the new Examiner' Guide). In 'Mastery of Language', out of the thirty-one type of activities only three have similar ones in 'Comet'. These are activities 2, 3

and 5 in 'Discourse'. However, in writing only three activities (4, 7 and 9) out of eleven have their match in the new guide.

All in all, comparing the activities in 'Comet' to the ones in the Examiner's Guide led us to conclude that in 'Comet' there is a deficiency of fifty (50) types of activities. This led us to draw the following conclusion: 'Comet' is no longer the most suitable textbook for preparing third year pupils for the 'BAC' exam.

Conclusion

In a word, the drawbacks of text books in secondary education are due to two main reasons: their failure to interpret the whole syllabus in one manual and their deficiency to respond to the 2001 syllabus modifications. In 1 'AS', pupils have no choice but to study 42.85% of their stated syllabus without a book. In the same way, second year pupils have to use different books so that they will be able to cover their syllabus. However the main drawback of the third year book 'Comet' lies in its inability to match the modifications that have affected the 1995 syllabus.

CHAPTER V

The Focus on the-One –Method Techniques

Introduction

Foreign language teaching methodology has adopted the principle of unity in its development. The succession of methods and approaches has often taken place as a reaction to what has been considered as inadequacy or a failure of the preceding ones to meet learners' needs (Richard and Rogers 1991; Rolf, 1986; Yule 2000). This has deprived foreign language teachers and learners especially in formal education the right of choosing amongst the techniques of the methods they see as the mostly efficient for learning.

1 The Development of English Teaching Methodology in the Algerian

School

Since 1962, four major approaches have been adopted to the teaching of English in secondary education (Ministry of Education 1973a, 1992b, 1995c, 1997d and 2004f). These are the grammar translation method, the aural-oral method, the structural approach, and last but not least, communicative language teaching.

1.1 The Grammar Translation Method

Shortly after the independence, the focus of teaching English was laid on the recognition of written isolated words and on the prescription of grammar rules by means of translation. The aims of that teaching were clearly stated in the translation we suggest for Richard (1960) cited in Hayene (1989):

We have to go straightforward to the goal and present to the pupil in a clear simple and direct way the most used and useful words...those of every day life...Each lesson represents the illustration of a grammatical point. The rules, as it must be, are taught in French using many examples that include the recently acquired words (p 75).

The grammar translation approach had continued to be used until the late 1960's in the Ministry of Education and extended to the late 1970's in the Ministry of Religious Affairs with Arabic language as a means of translation.

1.2 The Aural Oral Method

In the 1970's, the Ministry of Education initiated a new method as a way to improve the teaching of English in the country. The focus then was no longer on the written aspect of language nor was it on translation. Though the name of the new method was not clearly stated by the Ministry of Education Hayane (1989), the techniques employed into practice gave

the impression that it was the aural-oral method stemmed out of the behaviouristic psychology which put forward the following principles:

Language is a habit. Language teaching in the early stages is habit teaching. We encourage our pupils to form correct behaviour patterns, and this can only be learned by constant practice. It is very difficult to correct wrong habits...What are (pupils) going to learn first? They can only IMITATE the model the teacher has given to them, so it is essential for the teacher to give them clear and simple models pp 185 & 195).

1.3 The Structural Approach

As a reaction to the aural oral method which limited English teaching to habit formation and reduced learners to simple imitators, another approach based on the findings of mentalistic psychology had been embraced during the mid-seventies. The emphasis of teaching English, as the Ministry of Education (1973) defined it, had then shifted to achieving linguistic competence through the knowledge of language rules:

Grammar describes, it does not prescribe. It is the record of how a language is used. In language teaching, however, usage must come before analysis. It is more important for the teacher to give several examples than to state the rule...A structurally graded course presents the grammar in a pedagogical sequence (p.11).

As a result, lessons had to follow, as suggested in (table 17), a fixed progression of language forms and tenses regardless of what pupils use language for:

Table 17: The Mid-Seventies Secondary Education English Syllabus

Number	Key Structures
01	Word Order in Simple ,Compound and Complex Sentences
02	Continuous and Present Simple Present Tenses.
03	Simple Past Tense
04	Simple and Continuous Present Perfect Tenses
05	Simple Past and present Perfect Tenses Compared
06	Articles; Some and Any.
07	Continuous Past Tense; Used to; Would.
08	Comparatives and Superlatives; as.... as; Not so...as Expressions of Quantity
09	Prepositions of Time and Place
10	Passive Voice
11	Simple Future Tense; Going to; Present Continuous with Future Meaning.
12	Continuous Future Tense; Simple and Continuous Future Perfect.
13	Simple and Continuous Past Perfect Tenses.
14	Indirect Speech in Statements Questions and Imperatives.
15	Conditional Sentences (If + Present, Past and Past Perfect)
16	Must ;Have to ;Need ;Should and Ought to
17	Have and Have Got.
18	Can; May; Be able to; Manage to.
19	Gerund
20	Prepositions after Verbs and Adjectives.

Ministry of Primary and Secondary Education, 1973:63-64.

1.4 Communicative Language Teaching

During the 1980's the needs have again been redefined and the ultimate objective of teaching English has shifted to enabling learners to use this foreign language for communicative purposes.(Kisserly 1988-89).Since then, language functions have been given prominence over language forms and the teaching syllabi have been designed accordingly (see Chapter II). The reasons for the shift from structurally based to functionally based syllabi were stated by (Menasseri, 1988) when he wrote:

So far, the teaching of English in Algerian schools has been done through structurally graded syllabi (which has) proved to be deficient in some respects. The results of such language learning has been an obvious inability of our pre-university pupils to make sensible use of the linguistic knowledge they have acquired....Their level of fluency and creativity had not matched our expectations (that's why) we have designed a syllabus based on some common functions of English which may be required for and relevant to a wide of communication situations (p.4).

Now, if we trace the development of English teaching methodology in the Algerian school, we will see that when a new method is adopted, the preceding one is fully ignored regardless of the positive elements it contains. The shift to the aural oral method resulted in the ban of

translation and the prescription of rules. When the structural approach had been introduced, conditioning pupils' behaviour through imitating models had been regarded as primitive way of teaching, and lastly, language usage has, as Larsen-Freeman (1987) put it, lost in the concentration on language use:

Unfortunately, in our enthusiasm to embrace the notion of communicative competence, I fear we may have emphasized the functions too much over the forms and thus have sacrificed accuracy over fluency (Eskey, 1983). Both, in my opinion are integral parts of communicative competence (p4).

2. The Suitability of Communicative Language Teaching to Section Two, Mastery of Language, in the BAC exam

The suitability of a method to a given syllabus is determined by the extent to which that method can meet the objectives meant to be achieved by that syllabus (Mackey 1986). For that, regarding secondary education syllabuses which are built on functions and on themes, there is no question that communicative language teaching is the most suitable method. However the question rises, as Mackey described, when we use CLT for objectives that can be better attained by other methods:

How does the method meet the objectives of the syllabus? Does it concentrate on the same skills as the syllabus prescribes? If the syllabus emphasizes a speaking knowledge of the language, a reading method may not be the most suitable. On the other hand, if the syllabus is limited to a reading objective, the reading section of an all-skill method may, under certain conditions, be the most appropriate method available. The degree of suitability can be determined only to the extent that the syllabus is specific (p.324).

‘Mastery of Language’ in the 'BAC' paper that had been in use from 1995 to 2000 was constituted from two stereotyped activities; transformations from the passive to the active voice or vice versa and reporting (ONEC, 1995-2000). For that, dealing with this section did not require teachers or syllabus designers to focus on teaching pupils grammar rules. However since the syllabus changes that have been initiated in 2001 (ONEC, 2000), this section has been enriched with a large number of activities that not only do they call for the knowledge of language functions but for language rules as an end in themselves as well (see appendix 3).

So, for technology pupils, the problem is not posed when we use communicative language teaching for communicative purposes. The question rises when we impose this method on teachers and on pupils to

learn some parts of the syllabus that do not require the emphasis on communication.

Conclusion

Comparing the development of foreign language teaching methodology to the way sciences have evolved, we will see that methods have developed on the basis of discontinuity and disagreement with what has proceeded. However in sciences, as Mackey indicated (1986), there is always a reference to what has previously been achieved:

When a new method does take hold, it is at the expense of both the good and the bad in the older methods, indifferently overthrown...while sciences have advanced by approximations in which each new stage results from an improvement, not a rejection, of what has gone before (p.5).

This has given the impression that the more traditional a method is, the less efficient it will be for teaching. However, this is not always the case. Each method no matter how traditional it is, contains some positive elements that still can contribute to the teaching and the learning process. Moreover, most of those traditional methods, whether we approve this or not, are still being implemented in our school. For example, in professional and in technical schools, behaviouristic techniques are still dominant in

practical education; a major part of learning in the workshops results from observation imitation and practice. In addition, our pupils are used to learning their first language grammar in prescriptive and descriptive ways (El Akki, Ben Kerid and Hassani, 1999) and they usually take that strategy as a model for learning foreign language grammar.

CHAPTER VI

The Mismatch between Teaching and Learning Styles

Introduction

Educators believe that learners process information in different ways. Some learn more effectively if they see what teachers present to them. Others do better through verbal contact and there are those who favour 'hands on' approach experiences. That is why, they prefer to stand walk around and touch the material they use in their learning (Zhenhui 2001). For that reason, teachers should, as Davis, Nur and Ruru (1994) put it, adapt their teaching in order to fit those learning differences:

All persons have preferences for ways to learn, adapting these strategies to their environments in all three domains. These preferences are called an individual's learning styles... Auditory learners learn primarily with ears. The teachers should therefore provide many resources for hearing. Visual learners are those who learn primarily with their eyes. It is important for the teacher to use resources that must be read or seen. Tactile learners are those who prefer to learn 'hands on'. For these students, teachers should have manipulative and three dimensional materials that are touchable and moveable (pp 12& 15).

Now, if teachers give lessons regardless of the manner their pupils prefer to learn, the latter will do poorly. Their motivation for learning may

decrease. Moreover, they may fail in their exams or drop out of school. Conversely, if learning and teaching styles match, pupils' enthusiasm for learning will rise and the rate of success in exams will also improve.

1. Teaching Styles in Secondary Education

The Principle of unity in teaching English does not seem to be limited to methods and approaches, teaching styles in secondary education have also been taking pupils, whatever stream they study in, for having the same learning strategies. This, of course, has not been stated explicitly. However, the methods, the syllabuses and the teaching material currently in use have all led us to draw this conclusion.

Teachers in general and in technical education use the same books which interpret the same syllabi by means of the same method and the same techniques to teach English to pupils in different streams and in different schools. Moreover, these syllabuses and books are fully designed to fit one teaching method, which is communicative language teaching. In its turn, this method which overemphasizes aural and oral skills falls, to a large extent, in the advantage of pupils with auditory learning preferences.

The teaching strategies employed in our school ignore, as Guild (1998) indicated, that pupils come to school with different learning preferences:

Despite acknowledgements of important differences among learners, uniformity continues to dominate our school practices. Most schools still function as if all students were the same. Students use the same textbooks and the same materials for learning. They work at the same pace on the same quantity of material. They study the same content and work through the same curriculum on the same schedule.

2. Learning Styles in Technology Streams

Concerning this point, we do not claim that technology pupils come to secondary education with different learning strategies from their colleagues in the other streams, at the same time; we cannot deny the impact of learning in technical school workshops on their learning preferences (Zhenhui 2001).

Unlike literary or scientific streams, whose major part of their education is theoretical, practical learning distinguishes technology streams education (Programming Dept 127/ D.P/ 94). In 1 'A.S', the whole number of technical school pupils has a weekly timing of six hours of practical studies; two hours in physics and chemistry laboratories and four hours of industrial design. In 2 'A.S' and in 3 'A.S', the number of practical lessons for technology pupils rises to nine hours for mechanical engineering and ten hours for both civil and electrical engineering (Documentation and Programming Dept, 1992). In these lessons, pupils become accustomed to

using their eyes and hands as a way of learning and grasping information. In the workshop 'TPs' classes no matter their size, are divided into three groups (The Official Review of Education 1995:7); teachers work only with one group at a time. This enables the pupils to touch the machines, walk around them, and they can also move and talk freely. Most of their studies are carried out in cooperative and collaborative ways

This weekly timing of lessons in the workshops where there is an overemphasis of learning by means of eyes and hands will certainly have its impact on pupils. Therefore, in addition to the styles they share with general education pupils, they, as it was described in the translation we suggest for Orcelane (2000), can develop some visual and kinaesthetic strategies:

It is widely known that workshops in technical education have great effect (on the learning and teaching process) because they are the place where pupils (put the theory) into practice. In these workshops, the pupil uses his senses to acquire more knowledge. He is also trained on how to use tools, instruments and on how to make some machines function. All of this is done under the supervision of teachers who works with one group at a time (p 187).

3. The Factors Leading To the Style Mismatch

What is worth mentioning here is that our analysis of the factors responsible for the mismatch between teaching and learning styles in technology streams is not concerned with teachers' own initiatives because this might lead us to draw different conclusions on the same problem. What interests us is the styles that are embedded in the method, the books, the syllabus and the locations where teaching and learning take place.

The first problem that encounters researchers in this field is that official directives issued by the Ministry (1973, 1988, 1992, 1995 and 2004) have all failed to mention the importance of learning and teaching styles. This has led most teachers to teach in the way they themselves see as the most suitable regardless of their pupils' learning preferences.

Secondly, in the previous chapter we have considered the development of teaching methodology based on the-one-method techniques as one of the causes for pupils' failure in English. This is because it prevents learners from the right of choosing amongst the techniques that suit them. Regarding teaching styles, it seems that only auditory learners who can mostly take profit from communicative language teaching.

Next, our examination of 'Comet' and the syllabuses it includes led us to conclude that it lacks the material that allows pupils to take advantage of their visual or tactual preferences. Its main drawback regarding styles

lies in the lack of pictures. These pictures, which can be classified into three categories (Mackey 1986), have a significant role in motivating pupils. Thematic pictures, for instance, can give pupils an overall idea about the topics included in the theme to be studied. However, the role of mnemonic and semantic pictures is much more related to sentence and word level. The importance of these pictures to pupils and mainly for those whose syllabus is based on themes is summarised by Mackey when he wrote:

Thematic pictures are those used simply to illustrate a theme or a text. They may give the learner a desire to read the text in order to understand the significance of the illustration or they may furnish an occasion to comment on a theme. A picture may illustrate the text of a lesson in order to focus the attention of the learner on what the text says by helping him to imagine it. (Mnemonic pictures) remind the learner of certain words or sentences...they may be pictures of situations, presented simultaneously with sentences. (However, the) sole function (of semantic pictures) is to get a specific meaning» (p 245).

Returning to the syllabus, technology pupils' subjects of speciality include: automation and mechanisation, technology and mechanical practices, circuit analysis, functioning machines and geo-mechanics (The national Review of Education, 1995:7).The teaching of these subjects takes place at the workshops where a lot of tactile strategies are employed. In the

same way, technology streams' syllabus of English includes some themes, such as unit 08 automation and mechanisation or unit 06 computing which have great similarity with what pupils learn in the workshops. Teaching these lessons in the classrooms where the strategies are purely auditory deprives them of using their acquired kinaesthetic styles.

Conclusion

As a conclusion, we can summarize the factors responsible for the conflicts between teaching and learning styles in technology streams in five main points. The first of these lies in the absence of official texts linked to teaching strategies. Next, the method that is presently in use favours auditory learners. The two other points concern the lack of pictorial aids in Comet and the failure to incorporate kinaesthetic techniques in the syllabus. Finally yet importantly, the absence of the group work in the years of specialisation has deprived these pupils of learning English cooperatively and collaboratively.

Chapter VII

The Quality of the Teaching Staff

Introduction

The quality of teaching has its direct effect on the quality of learning (Cross 1995). This is because “the great majority of students in the world learn languages through the mediation of the teacher” (Hutchinson and Waters 2000:82). For that, the role of teachers is of great importance; it is the teacher who designs the courses, prepares lessons, motivates his pupils and leads them to success. However, if his teaching is of a poor quality, he will also be responsible for their failure. Due to the importance of the teaching staff, we intend to analyse their contribution at three levels; the teachers, the inspectors and the syllabus designers.

1. The Quality of Secondary School Teaching Staff.

In Secondary Education, teachers of English can be classified into four categories. The first category comprises those who studied in the ‘ENS’ (Executive Decree 356 /83). The second kind are the ones who hold a degree in English granted by university departments (ONEC 3239/ 92). Then, there are the teachers who obtained a qualification in some subject

other than English (Civil Servants' Department 5533 / 91) and the fourth kind includes middle school teachers (Training Department 1988).

2 The Suitability of Teachers in Secondary Education

2.1 The Unspecialised Teachers

During the late eighties and as a result of the shortage of secondary school foreign language teachers, many who possessed university degrees in some subject other than English were employed to fill in the vacuum .At the beginning, these were recruited as supply teachers but in the early nineties the Personnel Department confirmed them as permanent teachers of English:

In accordance with the circular issued by 'La Direction de la Fonction Publique' 5533 issued on 10/ 12/ 91, inspectors general are required to inspect the secondary school teachers employed before 31 /03 / 89 to teach a subject not related to their speciality. Seeing the importance of this process, all these teachers shall be inspected before 31 / 03 / 92.

In spite of this process which led to their administrative integration into the Educational System, we see that these teachers still lack the elements that Mackey (1986) considered as important for the suitability of teachers; the knowledge of the language they are in charge of teaching and its methodology:

The suitability of a teacher is a matter his (1) language skills (2) and professional skills...We should expect the teacher to know the language he is teaching. What is important is a mastery of the language at the level at which it is taught. (This is because even) a good method can be useless in the hands of a teacher who does not know how to use it (p 329&330).

The negative impact of employing these teachers in secondary education is not limited to the pupils they teach, but it can affect other pupils in the same school or even pupils in other schools. The point here is that some of them are, for experience reasons, promoted as coordinators; a part of their job will then be the training of their newly appointed colleagues. The other problem is caused by some inspectors general who usually invite some of these teachers to make up a part of the examiners committees of in charge of confirming or rejecting the appointment of the teachers trainees.

2.2 Middle School Teachers.

The process of employing middle school teachers in secondary Education has started since the mid-eighties (Personnel Department Eloued, 1984).The instructions were given to appoint the more experienced ones. However, if we trace the process of training teachers at Teachers' Training Institutions the 'ITEs', we will conclude that the more

experienced teachers are the less trained ones. This is because during the seventies and the early eighties the period of training had been limited to one year. Moreover, the syllabus in Teachers' Training Schools the 'ITEs' at the time lacked some key subjects, such as linguistics, literature and civilisation (ITE Khadidja Batna ,1978 -79) which foreign language teachers cannot do away with. Lastly and most importantly, these teachers were trained to teach beginners not pre-intermediate or intermediate learners. So, despite the efforts they can make, their work remains inadequate because what they lack is not the training or the methodology but the insufficient knowledge of English that qualifies them for teaching in secondary schools.

2.3 English Language University Graduates.

The third kind includes university graduates who studied English at foreign language departments and whose main advantage is their knowledge of the subject matter they are teaching. However their main drawback is the lack of training which Cross, (1995) put as a main factor for teaching:

Yet, in countries with rapidly growing population, there is an increasing tendency to put untrained teachers into classrooms in a laudable but utterly misguided effort to meet increased demand or to expand access to schooling...Appointments of untrained instructors can be devastating on the character of education (which immediately affects the whole society) (p35)

2.4 The 'ENS' Graduates.

The last category includes those who are taught and trained to teach English. These represent the 'ENS' graduates. Amongst the other teachers, these can be considered as the most qualified for the job. However, if we look into the 'ENS' or at English Language Departments curricula ,we will see that there is less emphasis over the subjects that Zughoul (1986) described as necessary for English teachers:

Rarely does a department in a Third World country offer a solid language training ,i.e., training in reading comprehension, listening comprehension term paper writing , or speech . It is, curiously assumed that the incoming student is proficient in the language and that he needs no further language training. This unrealistic assumption is, to a great extent, responsible for the failure of English Departments in T W countries to respond to the needs of the communities they are supposed to serve (p. 11).

The problems of training secondary school teachers at universities are not limited to curricula but they extend to the trainers themselves. Not only do some English language departments suffer from the inadequacy of permanent teachers, but the number of part time teachers forms the majority.

3. Technical School Teachers

In addition to the problems we have mentioned previously regarding secondary school teachers and their training at English language departments, when we talk about technical school teachers there are other challenges that will rise. First, the best of these teachers are trained to teach general English; the field of ESP remains unfamiliar to them. That's why in some situations they "may feel at loss where they are not sure of their ground" (Garwood 1970:157. Since these teachers have no choice but to meet the challenge, Shu-Shung (1984) saw that, at least, a preliminary knowledge about the subject matter is a necessity when teaching ESP:

Those who are engaged in the teaching work do not generally have a good knowledge of the subject matter that their students are specializing in. It is, of course, out of the question to have the teachers know the students speciality. But to be competent at their work, it seems essential for them to have at least general knowledge of such basic subjects as mathematics physics and chemistry. (p 36)

In technical schools, teachers have to deal with three special syllabi; English for business and economy for managing classes; 'EST' for technical and technology streams; and English for clerical and secretarial purposes for accounting specialities. Teachers who have not been trained to teach ESP find it difficult to do their job in the most appropriate way and this will surely affect the teaching of English in technical schools.

4. The Quality of the Teaching Staff in Eloued

In Eloued, there are three kinds of teachers who work at the secondary cycle; (1) permanent teachers, the 'PES'; (2) middle school teachers, the 'PEFs'; (3) and part time teachers 'the vacataires' (Personnel Department Eloued 2004-05). The list which comprises one hundred (100) teachers is distributed as follows:

Table 18: The Quality of Teachers in Eloued in 2004-05

Permanent Teachers	Temporary teachers	
The 'PES'	The 'PEFs'	The 'Vacataires'
67	12	21

Bureau of Secondary School Teachers, Eloued 2004-05

Our examination of the previous table led us to conclude that about one-third (1/3) of the teachers, that is 33% are not qualified to teach English at this level. Additionally, the remaining 67 % of permanent teachers are not wholly graduated in English. However, when we wanted to know the exact number of permanent teachers who were employed in accordance to 5533/ 91 decree, we were told that teachers' qualifications is a confidential issue.

5. Inspectors.

In addition to teachers, inspection personnel have a significant role to play in the Educational System (Training Department 21 /92).The main aim of their work is to improve the teaching of the subjects they are in charge of. This is usually achieved through inspection visits, seminars or workshops. They are also required to ensure that official syllabi are applied by the teaching staff.

5.1 Inspectors' Training Schools.

Primary and middle school teachers candidates for these positions, have to undergo a period of two years of study at the 'CNFCEN', The National Centre for the Training of the Managerial Staff of the National Education. For secondary school teachers who want to fill in this position, this period is shortened to one year (ONEC 3239 / 92).The inspectors to-be are trained on the best ways of training teachers and giving them advice or directions.

5.2 Inspectors General.

Candidacy for this post is limited to secondary school teachers who are appointed as inspectors trainees immediately after being declared successful in the exams (Training Dept 8160 / 92). The main role of these

inspectors is the promotion of the teaching of English in the sector they are in charge of (Training Department 21 / 91).

Now if we examine the process of promoting teachers to inspectors, we will conclude that inspectors general are the less qualified for the job for they are the only category who is sent to the field lacking the least training and ignoring the simplest techniques that can help them do their job in the most appropriate way. The fact that primary and middle school inspectors have to be trained for two years before being appointed in their positions, leads to the conclusion that secondary school inspectors are required to undergo a longer period of training so that they will be able to do their work effectively.

6. Syllabus Designers.

The importance of a syllabus lies in the fact that "it is a document which says what will (or at least what should) be learnt " (Hutchinson and Waters, 2000:80). For that, the process of designing secondary school syllabi is carried out at two levels (Programming Under Dept 32/ 94).The committees set up under the supervision of the National Educational Institute suggest syllabuses for different subjects and streams. Then, the drafts are presented for discussion at national meetings attended by the

whole number of inspectors general and representatives of teachers. The final work emerges as official syllabi.

Now, in the light of what has been stated previously, there are three questions that remain unanswered. One, on what criteria have syllabus designers planned a common syllabus for '2 A.S' scientific and technology streams (see Chapter II)? If the answer is that technology classes form a part of general not technical education, then why have these specialities, in 3'AS', been given separate syllabuses? Two, if technology and technical streams have different syllabuses in 2 'A.S', then on what basis do they study the same syllabus in 3 'A.S' ?

Conclusion

The problem of the teaching staff in technical education is a matter of qualification, training and specialisation. The teachers who were employed in accordance with the 5533/ 91 decree lack the least requirements that qualify them for English teaching positions. Next, English Languages Departments' graduates are usually appointed as teachers without any training. However, the training of the 'PEFs' is meant for lower levels and that of the 'ENS' graduates is orientated towards general English.

The lack of qualification, training and specialisation in technical schools is not limited to teachers but it also affects the personnel who is indirectly in charge of teaching English at this level such as inspectors general and syllabus designers as well.

Conclusion of Part One

Our analysis in this part led us to conclude that the teaching of English in technology streams is the mostly affected at the level of the secondary cycle. Let us, for instance, take the educational guidance which is supposed to help pupils select the most convenient branch of education that fits their mental capacities and goes with their wishes; however in reality, joining technology streams reminds pupils of their failure to achieve their ambitions in schooling. This process is followed by two years of learning English by means of syllabuses which are not only irrelevant to pupils' fields of study but also provided in unsuitable books. Moreover, the principle of sameness in English teaching methods and styles disregard pupils' learning differences. Adding to this, it is only in these streams that pupils are tested in the BAC according to a syllabus meant for other specialities.

In a word, Technology pupils' underachievement in English is due to the accumulation of problems that exist only in these specialities.

Part Two

Field Study

Introduction

Our field study includes two main points; statistical data analysis and pedagogical implications. In the statistical data analysis, we intend to analyse and interpret the data included in the questionnaires we have previously administered to teachers and pupils. Then, in the light of the results we reach, we will suggest some solutions meant to improve the teaching of English in technology streams.

Chapter: VIII

Analysis of Teachers' Views towards the Factors Leading to Pupils' Underachievement in English

Introduction

After having analysed the factors that have been affecting the learning of English in technology streams, we felt the need to include the attitudes and the opinions of the persons who are involved in teaching English in technical schools. Since we resorted to the questionnaire to get access to their views, our main concern now is to analyse and interpret those results.

1. Design of the Questionnaire

Our field study is based on the questionnaire as a data gathering tool. This questionnaire was, as it was mentioned in the research methodology, intended to two categories of teachers: the teachers who are at present working in technical education; and those who are teaching in 'lycées' but have previously worked in 'technicums'. We would like to notice here that we have conducted some item tryouts so that we can notice the areas of ambiguity and misunderstanding.

1.1 Description of the Questionnaire

This questionnaire contained 31 questions. Our main objective is to elicit teachers' views and attitudes concerning the factors that we have described as the mostly responsible for technology pupils' poor work in English.

Our questions which fall in two categories; open ended and close ended, are divided into seven sections so as to ensure a full coverage of the difficulties raised in the previous different chapters.

Section I: (Questions 01 to 05)

This section is mainly concerned with the impact of orientation on pupils' achievement. It also accounts for the conflicts that result from the two stage process of orientation which leads pupils to join the streams they have no inclinations to study in.

Section II: (Questions 06 to 09)

This section raises the question of relevance in pupils' programmes of study. Our main objective is to examine whether teaching English in technology streams stems out of learners' fields of interest. Moreover, this enables us to see the extent to which pupils' needs; mainly necessities and lacks are met.

Section III: (Questions 10 to 14)

In this section we intend to examine the reasons responsible for the syllabus and exam mismatch. Then, we will see why teachers have failed to raise this issue in seminars or with inspectors. This section is concluded with teachers' suggestions for a convenient solution to this problem.

Section IV: (Questions 15 to 20)

The efficiency of teaching manuals in a given stream or at given level is related to the extent to which these books can cover the stated syllabus regarding the functions, the themes and the type and number of activities (Dudley-Evans and Waters, 2000:81). For that, our questions in this section which are meant to examine the suitability of textbooks to secondary school pupils will take into account those three factors.

Section V: (Questions 21 to 23)

This section which summarises the development of English teaching methodology in the Algerian school, examines the suitability of CLT to the 2001 syllabus.

Section VI: (Questions 24 to 28)

In the mismatch between teaching and learning styles, we wanted to define the styles used in secondary education and see whether the practical lessons, the 'TPs' could reshape pupils' learning preferences.

Section VII: (Questions 29 to 31)

Our questions in this section look into the suitability of English teachers in technical education. Our main objective is to know whether knowledge of ESP is a need for the staff who are directly or even indirectly involved in teaching English in technical schools

Data analysis

Section I: Orientation

Item 1. Teachers' Views Concerning the Majority of the Good Pupils' Preferences in Secondary Education.

In this item, we wanted to examine teachers' opinions on the kind of education at the secondary cycle that most of the good pupils prefer to study in.

Table 19: Teachers' Views on Pupils' Preferred Streams.

Responses	Participants	Percentage
They prefer general education	25	100%
They prefer technical education	00	00%

One of the main issues that irritate teachers in technical education is the process of orientation. These teachers, as their answers in table 19 suggest, think that the majority of the good pupils are sent to study in general education streams. Not only does this problem affect pupils' achievement but it also questions teachers' competence because of the poor results usually achieved by their learners.

Table 20: Teachers' Opinions on the Motives Given By Pupils for Choosing General Education.

Responses	Participants	Percentage
There are more success opportunities in its streams	15	60%
Pupils prefer theoretical to technical education	00	00%
The impact of parents	06	24%
Their colleagues' advice	02	08%
Other reasons	02	08%

Teachers' views differed on the reasons that stand behind learner's choices. 60 % thought that pupils want to be orientated to literary or scientific streams where more success opportunities are likely to be achieved. 24% of them stressed the impact of parents on their children's decisions; and 08% returned that to the influence of school mates; meanwhile 08 % linked pupils' choices to their families' economic conditions. The point here is that compared to general education schools, the number of technical schools is very limited and generally situated in distant locations from many pupils' hometowns.

Teachers' answers indicate that the need for achievement plays an important role in shaping pupils' attitudes towards any stream (Silverman 1999).For that, joining general education results from two main points:

high success expectancies in literary or in scientific series; and the avoidance of failure in technical education.

Item 2). The Consequences resulting from Neglecting Pupils' Inclinations on Their Motivation for Learning English.

In this item, we wanted to see the extent to which pupils' motivation is affected in case their inclinations in schooling are not met.

Table 21: The Impact of Disregarding Pupils' Wishes on Motivation

Responses	Participants	Percentage
Their motivation can be affected	20	80 %
This does not affect their motivation	05	20 %

The vast majority of respondents which included 80% of the teachers saw that there is a tight link between orientation and motivation. According to them, when pupils are sent to a stream which they have not applied for they resent against learning .However, the remaining 20% took a different position; in their opinion, disregarding pupils' inclinations does not affect their enthusiasm for studies.

The BAC exam results achieved at the secondary cycle suggest that technical education streams are generally the less advantageous (Ministry of Education 1994, 1995, 1996 and 1997; Orientation Centre of Eloued

2001, 2002, 2003 and 2004). These results led most fundamental school pupils to consider orientation to technical education as synonymous to orientation towards failure. And when pupils are, in advance, convinced that success opportunities are very slim, their motivation for learning will also diminish (McDonough 1986:152).

Item 3. The Impact of Orientation Sets on Teaching English in Technical Education.

In this item, we are concerned with the impact of orientation sets on teaching English in technical education and the role they play in directing good achievers at foreign languages towards general education streams.

Table 22: The Impact of Orientation Sets on Teaching English Technical Education

Responses	Participants	Percentage
Orientation sets can affect teaching English 'technicums'	25	100%
No these sets do not have any impact the teaching English	00	00 %

In answer to our question whether orientation sets in fundamental education can affect the learning of English in technical school, all the

teachers' answers came to confirm that reality. These answers suggest that it is the mechanism of educational guidance itself that contributes to poor work in technical schools.

Table 23: The Role of Orientation Sets in Orientation

Responses	Participants	Percentage
Orientation sets direct good pupils towards general education streams.	25	100%
Orientation sets do not affect pupils' choices.	00	00%

When we wanted to know the impact of orientation sets on teaching English, our respondents saw that good achievers in foreign languages are usually orientated towards literary streams. Adding to this technical procedure, teachers' answers came to back the study carried out by El-Habib (1990) which indicated that the majority of learners, who are good at foreign languages, are generally sent to general education streams; and that of the Orientation Centre of Eloued (2002) which concluded that only 0.45% of the pupils whose first foreign language was English joined technical education in the academic year 2002-03.

Item 4. Pupils' Choices during Reorientation from 1 'As' to Specialities in 2 'AS'.

In item four, we wanted to know the pupils' most preferred specialities in 2 'AS'.

Table 24: Teachers' Views on 1 'AS' Pupils' Inclinations.

Responses	Participants	Percentage
Managing	18	72 %
Accounting	07	28 %
Technical	00	00 %
Technology	00	00 %

In secondary schools, the first year of specialisation is 2 'AS'. According to 72% of our respondents, managing streams are the most favoured classes for the pupils who show their inclinations towards foreign languages. However, 28% of the teachers saw that these pupils prefer accounting specialities. Answers in this item denote that good pupils in English seize the opportunity of reorientation to join the streams which have much in common with general education specialities.

Item 5). The Impact of Coefficients on Learning English In Technology Streams.

In this item, we wanted to know whether pupils' attitudes, towards the subjects they study, are affected by the value of coefficients.

Table 25: The Impact of Coefficients on Teaching English

Responses	Participants	Percentage
Yes	22	88 %
No	03	12 %

One of the factors that usually motivate pupils for learning is the feeling of the benefit they might gain in return of knowing that subject (McDonough, 1986).According to 88% of our respondents, technology pupils do not feel that the learning of English is beneficial for them either in the short or in the long term. In engineering specialities, if we compare the coefficient of English to those of technology, mathematics or physics English ranks bottom of the list (see the Problem of Orientation). However, in Higher Education, no opportunity is provided for these learners to join the 'ENS' for English teaching positions. Additionally, joining English Language Departments requires them to be amongst the good achievers in English (Ministry of Higher Education 2002-03, 2003-04).

Section 2) The Question of Relevance

Item 6). THE Suitability of the First Year Syllabus to Technical Education Streams.

In this item our question focuses on the streams that can largely take profit from the first year syllabus.

Table 26: The Stream That Can Largely Take Profit of the 1st Syllabus

Responses	Participants	Percentage
Technical education streams	00	00%
General education streams	20	80 %
Streams in both schools	05	20 %

In the opinion of 80% of the teachers who answered this question, the first year syllabus is more suitable for general education streams than it can fit technical education classes. However, 20% of them saw that it can also be used by pupils in both schools. These answers indicate that there is a gap between what is written in official texts and what goes on the ground. These directives (Ministry of education, 1992, 1955 and 2004) which insist that the functions intended for 1 'AS' pupils should be embedded in topics that are in tight connection with their subject of study cannot be achieved by means of a common syllabus for all first year specialities. The opinion

of the 20 % of respondents might be based on the assumption that the implementation of relevance should start at the first year of specialisation, that is in 2 'AS'. In fact, education in 1 'AS' takes place in three main branches 'troncs Communs'; literature, Sciences and technical classes and each of these branches provides its specific field of education.

Item 7). The Question of Relevance in 2nd Year Technology Classes.

In this item, we wanted to know the streams that are the mostly affected with the problem of irrelevant syllabuses in 2 'AS'.

Table 27: The Question of Relevance in 2 'AS'

Responses	Participants	Percentage
Accounting	04	16 %
managing	00	00 %
technical	00	00 %
technology	21	84 %

84 % of the teachers thought that technology streams are the mostly affected with the problem of irrelevant syllabuses, but according to 16 %, it is the accounting pupils who study a syllabus that is not related to their specialities. This means that this problem is not posed in managing and in technical specialities. Technical pupils' syllabus which is shared by accounting streams is linked to English for science and technology, 'EST'.

For that, it was seen by the 16 % of our respondents as unsuitable for accounting classes. But this has not great effect on these pupils because their syllabus includes some additional functions and topics linked to business and secretarial fields (Achour and Salmi 1997:6).

Item8). The Impact of Irrelevant Syllabuses on Teaching English in Technology Streams.

In item 8, our main concern is to know whether the question of relevance, which is posed during two consecutive years in technology streams, can affect pupils' achievement in English.

Table 28: The Impact of Irrelevance on Pupils' Achievement

Responses	Participants	Percentage
It affects pupils' achievement	19	76 %
It does not affect pupils' achievement	06	24 %

According to 76% of the teachers, learning English in engineering specialities is affected by irrelevant syllabuses. This leads us to the link between motivation and relevance. The fact that when pupils in these classes feel that there is a gap between what they study in the subject of

technology and English their enthusiasm for learning will decrease and this, in its turn, can lead them to do poorly in this foreign language.

Item 9). The Most Suitable Solution for the Problem of Irrelevant Syllabuses.

In this item we intended to elicit teachers' standpoints regarding the most efficient solution for the problem of irrelevant programmes of study.

Table 29: Solutions for the Question of Relevance in 2 'AS'

Responses	Participants	Percentage
They keep their present syllabus	04	16 %
They can learn technical streams' syllabus	21	84 %
Other suggestions	00	00 %

As a solution to the problem of irrelevant syllabuses in technology streams, 84 % of the teachers subject to our investigation saw that it would be more efficient for those classes to share the programme of technical specialities, whereas 16 % thought that their present syllabus is more suitable. The solution suggested by the majority of our respondents ensures relevance .In its turn, relevance means that pupils main needs, which include the ‘necessities’ of the stream and their lacks will be met.

Section 3) Compatibility between Content Validity of English Exam Tests in the BAC and Learners' Programmes

Item 10). The Problem of the Syllabus and Exam Mismatch in Technology Streams.

In this question we wanted to know teachers' points of view concerning the syllabus-and-exam mismatch. Additionally, we will investigate into the reason why those teachers have failed to raise this issue in seminars or with inspectors.

Table 30: The Teachers Who Are Aware of the Syllabus and Exam Mismatch in 3 'AS'.

Responses	Participants	Percentage
I am aware of this issue	18	72 %
No, I am not aware of this issue	07	28 %

Answers in (table 30) suggest that 72% of the teachers are aware of the mismatch between engineering classes' syllabus and their English paper in the BAC exam. However, 28% of them do not know at all that pupils face a problem of this kind. Since this problem has been reoccurring for the

last ten year (see appendix 2), we can conclude that the proportion of 28% of teachers might have not taught technology specialities.

Table 31: Teachers' Motives for Not Raising the Syllabus and Exam Mismatch in Seminars

Responses	Participants	Percentage
The number of technical school teachers forms a slim minority	07	38.88 %
This problem affects only one stream in technical education	03	16.66 %
Inspectors do not include the teaching of English in technical schools in the agenda of seminars	08	44.44%
Other reasons	00	00%

For the 18 teachers who are aware of the mismatch, the reason why this issue has not been raised in seminars or with inspectors was seen from different points of view. 38.88% of them related that to the small number of technical school teachers compared to their colleagues in general education. In other words, these teachers have failed to introduce the topics which the majority that attend seminars ignore. Meanwhile, 16.16% of them thought that this problem has not yet been solved because technology pupils themselves form a slim minority in secondary education. However according to 44.44%, the problem is related to inspectors, who have never

included the teaching of English in technical schools, in the agenda of seminars.

Item 11: Teachers' Attitudes Concerning the Reasons for the Mismatch In These Specialities.

In this item, we examine the reasons why this problem has been affecting only these specialities in secondary education.

Table 32: The Reasons for the Syllabus-And-Exam Mismatch in Technology Specialities.

Responses	Participants	Percentage
There is a lack of coordination between examiners and syllabus designers.	07	28 %
Examiners in the 'ONEC' have never taught in technology streams.	08	32 %
There is a misunderstanding of the statue of technology streams	10	40 %
Other reasons.	00	00 %

Teachers saw the source of this problem from different corners. According to 40% of them, the mismatch is due to the failure to distinguish between two different specialities, scientific and technology classes.32% thought that this problem has not yet been solved because the personnel in charge of designing exams have not taught in technical education; while 28% linked the problem to the lack of coordination between syllabus

designers and examiners. Our analysis of these answers led us first to exclude the assumption of the lack of coordination between syllabus and examination designers; otherwise why has this not risen in the other specialities? However, the problem for the examiners might come as a consequence of their ignorance of streams in technical education. Additionally, the statue of technology specialities at the secondary cycle might have delayed the solution for this problem.

In official texts (Ministry of Education, 1992, 1995, 2000), education at the secondary cycle is divided into two main categories: the first includes general and technological education and the second includes technical education. Now, the fact that engineering classes belong to the first category, but because of the lack of workshops in ‘lycées’ they study in ‘technicums’ might have caused some confusion for examiners.

Item 12.: The Impact of the Mismatch on Pupils' Achievement.

This question intends to see whether the mismatch between the syllabus and exams can affect pupils' achievement.

Table 33: The Impact of the Mismatch on Pupils' Achievement

Responses	Participants	Percentage
Yes, it affects learners' achievement	21	84 %
No, it has no effect on achievement	04	16 %

Our translation of Article II in the circular (01. 1078) issued by the Ministry of Education on 17/ 10/ 2001 indicate that the baccalaureate "includes written exams conforming to the official syllabuses that are studied in 3 'AS" (p.53). For that, when we asked teachers whether the mismatch can be considered as a cause for pupils' underachievement, a vast majority of 84 % came to confirm that conclusion; whereas 16 % saw that of no effect on pupils work.

Table 34: The Link between the Mismatch and Poor Work

Responses	Participants	Percentage
Thematic syllabuses call for the knowledge of vocabulary	21	100 %
Each theme has its own type of activities	00	00 %
Scientific pupils' exam is so difficult for engineering specialities	00	00%
Others Reasons	00	00 %

Concerning the 21 subjects who think that this kind of mismatch can lead to poor work, they stressed the role of vocabulary in thematic syllabuses. In other words, the failure to understand the content of topics is one of the obstacles that prevent pupils from obtaining good marks.

Technology pupils' results in the BAC exam (Orientation Centre of Eloued, 2002-2004) suggest that there is a tight link between the syllabus and exam mismatch and pupils' marks. In the 2001 session, because the problem of the mismatch was not posed, pupils' achievement witnessed some improvement. Conversely, in the sessions that followed (2002-04) their work was very poor.

Item: 13: Teachers' Opinions towards Informing Pupils of This Problem.

In this item we want to know whether it is advisable to inform learners of this problem and in case the answer is negative, we want to know teachers' reasons for that.

Table 35: Teachers' Views about Informing Pupils on the Syllabus and Exam Mismatch.

Responses	Participants	Percentage
Informing pupils of this problem	07	28 %
Do not inform pupils	18	72%

Generally speaking, it is taken for granted that pupils know beforehand that they will be examined on the content of the syllabus they

have been studying along the whole academic year. However, this is not the case, at least for technology specialities. When we asked if learners should be informed in advance of this problem, 72 % of the teachers objected to this against 28 % who took different positions.

Table 36: The Motives for Not Informing Pupils of the Mismatch

Responses	Participants	Percentage
This will affect their motivation for learning English	12	66.66%
They might raise this problem during the day of the exam	06	33.33 %
Other reasons.	00	00%

Concerning the ones who opposed the idea of informing learners of this problem, 66.66 % of them saw that this can have its negative effect on pupils' motivation for learning English. This is because learners might question the utility of their syllabus if they know in advance that it will not be included in exams; however 33.33 % expressed their fear from pupils' reaction during the day of the exam. This means that both opinions conclude that informing pupils of this problem may bring about negative consequences.

Item: 14: The Most Efficient Solution For of the Syllabus and Exam Mismatch.

Our question here intends to elicit teachers' views concerning the most efficient solution for the syllabus and exam mismatch.

Table 37: Teachers' Suggestions for Solving the Problem of the Syllabus and Exam Mismatch.

Responses	Participants	Percentage
Their English exam should stem out of their present syllabus.	13	52%
They should study the same syllabus as scientific streams.	06	24 %
Both solutions are of equal importance	06	24%

Our respondents did not agree on one solution for this problem: 52% saw that this issue can be settled by relating the content of the exam to their present syllabus. Conversely, 24% of the teachers suggested that these specialities should study the syllabus of scientific streams while a similar number of teachers thought that both solutions are of equal importance.

Examining these answers, we see that teaching technology streams the syllabus that is intended for scientific classes can solve a problem, but it can also raise another one. On one hand, this will put an end to the syllabus

and exam mismatch; on the other hand, it will raise the question of irrelevant syllabuses at the third year level. That is why, we think that relating the content of the exam to their current syllabus will be more efficient because not only does it put an end to this problem but it also ensures the implementation of relevance in syllabuses.

Section 4) Discrepancy between Manuals Contents and Official Syllabuses

Item15).Teachers' Views towards the Replacement of the First Year Book 'New Lines.'

In this item we wanted to know whether the replacement of New Lines with My New Book of English has successfully been achieved.

Table 38: Teachers' Opinions towards the Introduction of 'My New Book of English'.

Responses	Participants	Percentage
It has been successfully achieved	05	20 %
It has not been successfully achieved.	20	80 %

One of the main reasons stated for the replacement of 'New Lines' is to provide teachers and learners with texts and activities that are included

in a single manual. However when asked about this issue, our respondents expressed a different point of view. 80% of them concluded that the introduction of 'My New Book of English' has not been successfully achieved. However for 20 % of them think that this process has attained its objectives.

Table 39: Teachers' Motives for the Failure of 'My New Book of English' to Replace 'New Lines'.

Responses	Participants	Percentage
Its activities do not match the 2001 modifications	00	00 %
Its failure to cover the whole 1 st year syllabus	20	100 %

For the 20 teachers who thought that the replacement of 'New Lines' has not successfully been achieved, the problem lies in the new book which failed to respond to the objectives it has been designed to meet. This is because both teachers and 1 'AS' pupils have to look for other sources so that they will be able to cover the other missing 42.85% of the syllabus. Answers in this item led us to conclude that if a manual fails to cover the whole syllabus of a given level or a stream, its suitability as an efficient teaching material will be a subject of doubt.

Item 16). The Use of New Lines as an Additional Teaching Material.

In this item, we wanted to know the reason why the majority of teachers still use 'New Lines' as an additional teaching material despite the fact that it has been replaced with another manual.

Table 40: The Teachers Who Still Use New Lines in 1 'AS'

Responses	Participants	Percentage
I still use New Lines	20	80%
No I do not use it	05	20 %

Despite the directives of the Departments of Secondary Education which state that 'New Lines' has been replaced, 80% of the teachers subject to our investigation informed us that they still consider it as a complementary teaching material. Conversely, 20 % of our subjects limit their teaching material to 'My new Book of English.

Table 41: Teachers' Motives for Using New Lines.

Responses	Participants	Percentage
It provides variety in topics	00	00 %
It includes the three functions that the new book lacks	20	100%
Other reasons.	00	00%

When we wanted to examine teachers' motives for resorting to 'New Lines', the answers of the 20 teachers focussed on one point; according to them, this book cannot lose its importance as long as 'My New Book of English' fails to cover the whole syllabus. This implies that first year pupils will have no choice but to use two books or to learn more than one third (1/3) of their syllabus without a book.

Item 16) Diversity in the Use of Books in 2 'AS'

In this item we want to know the reason for the diversity of books in 2 'AS' despite the fact that The New Midlines was designed to put an end to this problem.

Table 42: The Books Used in 2'AS'

Responses	Participants	Percentage
Your pupils use one book	14	56%
They use more than one book	11	44 %

We have mentioned (see Chapter IV) that the second year syllabus for technology streams is distributed into three books; Midlines, New Lines

and New skills. For this, the aim of our question here is to know whether 'The New Midlines' has put an end to the diversity of books in 2 'AS.

56% of the teachers concluded that this has not ended the use of the other second year books in technology streams. Conversely, 44% of our respondents saw that it has succeeded in putting an end to that problem in that their pupils' use for manuals is limited to the 'New Midlines'.

Table 43: Teachers' Motives for Using the Other 2nd Year Books.

Responses	Participants	Percentage
The New Midlines has brought nothing new regarding the syllabus	05	35.71%
Teachers tolerate the use of the other books	07	50%
The other books are abundantly and freely available	02	14.28%
Other reasons	00	00 %

Concerning the 14 teachers who saw that the introduction of the new book has not ended the use of the other books, 50% of them linked that to the teachers themselves who tolerate the use of the other books. However; 35.71% related this issue to the new book which, according to them, has brought nothing new regarding the syllabus. Meanwhile, a slim minority

connected the problem in engineering specialities to the pupils' economic conditions.

The answers of the 50 % and those of the 35.71 % of the teachers lead to the same conclusion: as far as the syllabus is concerned, ‘The New Midlines’ has brought nothing new. For that, teachers’ tolerance for the diversity of books is based on the assumption that the units of the syllabus are also available in the other books. Additionally ‘The New Midlines’ itself which was mainly designed to fit the 1995 syllabus changes (Achour and Salmi , 1997) has, in its turn, become unable to match the changes brought by the 2001 syllabus.

Item 18). The Suitability of Comet to the 2001 Syllabus Change.

Our main concern here is to look into the extent to which the third year manual 'Comet' can respond to the syllabus changes initiated in 2001.

Table 44: Teachers' Opinions on the Suitability of Comet to the Third Year Syllabus

Responses	Participants	Percentage
It can respond to the new modifications	00	00 %
It fails to respond to the new modifications	25	100 %

In answer to our question whether teachers still consider 'Comet' as the most suitable teaching material for 3 'AS' pupils mainly after the modifications that have affected the syllabus in 2001, the whole number of respondents informed us that they do not. Teachers' views in this item put the efficiency of this book in question.

Table 45: The Reasons Leading To Discrepancy of Comet to the New Syllabus Changes.

Responses	Participants	Percentage
It no longer includes the stated themes	00	00 %
It lacks the adequate type of exercises brought by the 2001 syllabus.	25	100%
Other reasons	00	00%

As we have mentioned in the 'Question of Relevance', the third year syllabus is thematic. In other words, it focuses on the knowledge of vocabulary. For that, our subjects did not question the utility of this book regarding the themes, but their criticism focused on its failure to match the new type of activities included in the new syllabus that pupils might come across in the BAC exam.

Item 19). The Extent to Which Comet Is Used As a Teaching Material.

In this item we wanted to know the extent to which Comet is used as a teaching material and whether teachers in 3 'AS' use other sources.

Table 46: The Extent to Which Teachers Use Comet in 3 'AS'.

Responses	Participants	Percentage
I fully depend on Comet	00	00%
I use Comet for the themes and adapt my own activities	10	40 %
I use other sources	15	60%

Teachers' answers led us to conclude that Comet is not considered any more as the only third year course book in that none of them wholly depends on it. As for the 40% who are still using it, their use is limited to reading texts. However, 60% of them do not use this book at all. Instead, they use other sources.

Table 47: Additional Teaching Material in 3 'AS'

Responses	Participants	Percentage
Previous BAC Papers	10	66.66 %
Commercial books designed for BAC classes	05	33.33%
Others	00	00%

As for the 15 teachers who use other sources, 66.66% of them use previous BAC papers; and 33.33 % take some commercial books designed for 3rd year pupils as complementary teaching material. The main conclusion that we have drawn from these answers is that most of the third year pupils learn English without a book. And this will certainly have its negative effect on teaching English at this level.

Item 20). Teachers' Suggested Solutions for the discrepancy of Books to Syllabuses

In this item, we asked teachers on the most suitable solution they can suggest for the problem of material unsuitability to the syllabuses.

Table 48: Suggested Solutions for Material to Unsuitability

Responses	Participants	Percentage
Adapting their activities to the ones in the new Examiner's Guide	10	40 %
Using the new teacher's guide itself as a teaching material	01	04 %
Producing a new manual that contains the stated themes with the new type of activities	14	56 %

In this item, the whole number of teachers agreed on the unsuitability of Comet to the 2001 changes but their views differed on the most effective solution to this problem. 56% thought of the need to produce a new manual that can respond to the new requirements. 40% thought that they can keep the present book on condition that its activities should be modified to fit the ones in the Teacher’s Guide. However, one answer (4%) saw that the guide itself can be used as a course book. Concerning material adaptability, we see that producing a new book or modifying the activities of Comet to match the ones in the new guide are almost of equal efficacy as long as pupils can take profit of them as learning aids.

Section 6: Teaching Methodology

Item 21: Teaching Methods in Secondary Education.

In this item we want to know the teaching method that is presently implemented in our school and why teaching English is based on the-one-method techniques.

Table 49: Teaching Methodology in Secondary Education

Responses	Participants	Percentage
CLT	25	100 %
Other methods	00	00 %

Teachers' answers in item 21 indicate that teaching English in secondary education is based on the principles of unity in that the whole number of the teaching staff subject to our investigation limit their teaching to the communicative approach.

Table 50: The Reasons for Using Communicative Language Teaching

Responses	Participants	Percentage
It is imposed by the Ministry	16	64 %
It is the most suitable for the present syllabus	06	24 %
It is your favoured method.	03	12%
Other reasons.	00	00%

Teachers' answers led to conclude that the focus on the-one-method techniques does not answer to the requirement of the present syllabus nor does it consider the training of learners on the BAC questions, but it is used as a response to the directives of the Departments of Technical and General Education (1992, 1995 and 2004) which give no room for teachers' own initiatives and creativity.

Item 22: Inspectors' Attitudes towards the Implementation of Diversity.

In this item, we want to know the inspectors' reactions in case teachers combine techniques from different methods.

Table 51: The Attitudes of Inspectors towards Eclecticism

Responses	Participants	Percentage
They will approve this initiative	00	00 %
They will disapprove it	25	100 %

Once again, 100 % of the teachers who answered this question informed us that inspectors will stand against the use of any method other than the one implemented by the National Educational Authorities. This indicates, as official texts suggest, that concerning teaching methodology, eclecticism is not yet allowed in secondary education.

Item 23: The Suitability of CLT to Section two 'Mastery of language' in the BAC exam.

In this item we want to know whether teachers still consider communicative language teaching as the most efficient way to teach and prepare pupils for section two 'Mastery of Language' in the BAC exam.

Moreover, if this section requires pupils to know some knowledge about grammar, we want to know the most efficient way to do that.

Table 52: The Suitability of CLT to Section Two in the BAC Exam

Responses	Participants	Percentage
Yes	06	24%
No	19	76 %

Communicative language teaching was introduced in secondary education in response to the failure of structural based syllabuses to enable pupils to use English efficiently and appropriately in target situations (Kisserly, 1988-89:4). Additionally, the type of questions included in 'Section Two' of the English paper in the BAC at the time, 'Mastery of Language' (ONEC, 1995-2000) does not require learners to know a lot about grammar rules. For that ,when we wanted to know whether teaching grammar communicatively can also be used as the only method even after the 2001 syllabus changes, 76% of the answers opposed that idea against 24 % who saw that communicative language teaching can also fit the new changes.

Table 53: The Most Efficient Methods for Grammar Teaching

Responses	Participants	Percentage
descriptively	17	89.47%
prescriptively	02	10.52 %
In either ways	00	00 %

According to the 19 teachers who did not see the suitability of CLT to the 2001 modification, they considered the teaching of grammar rules as a need that enables pupils to deal efficiently with the new BAC paper. This is because in exams, learners are tested on accuracy not on fluency. Concerning the most efficient way for teaching grammar, the vast majority of our respondents 89.47 % saw that it is more preferable for pupils to deduce the rules from the examples given by teachers against a slim minority 10.52 % who favoured prescriptive rule teaching.

Section 6: The Mismatch between Teaching and Learning Styles in Technology Streams

Item 24). Teaching styles in secondary education.

In this question, we want to know whether teachers think that English teaching styles in secondary education are based on uniformity or on diversity and what they have based their conclusions on.

Table 54: English Teaching Styles in Secondary Education

Responses	Participants	Percentage
Based on uniformity	25	100 %
Based on diversity	00	00 %

The whole number of teachers saw that English teaching strategies at the secondary cycle are similar which means that the idea of pupils' learning preferences is not recognised. This implies that in spite of the fact that pupils learn in different ways, "uniformity continues to dominate school practices" (Guild, 2001).

Table 55: The Reasons for the Style Uniformity

Responses	Participants	Percentage
The directives of the educational authorities	00	00 %
The similarity in the use of books, syllabuses and methods	25	100 %
Other reasons	00	00 %

When we asked our respondents how they had concluded that the teaching of English is biased towards uniformity, they linked that to the principle of sameness which has been affecting the teaching material, the

programmes and the methodology that are not only meant for pupils in general education but intended for learners in technical schools as well.

Item 25: The Category of Learners Who Can Largely Take Profit from English Teaching Styles.

This question intends to identify the category of learners that can largely take profit from the current teaching styles.

Table 56: The Category of Learners Who Can Largely Take Profit from the Actual Teaching Styles.

Responses	Participants	Percentage
Auditory	25	100 %
visual	00	00 %
tactual	00	00 %

In item 24, our respondents concluded teaching English in technical education is carried out on the principle of unity. However when we wanted to know the type of learners who can mostly profit from those strategies, the whole number of answers pointed at pupils with auditory learning preferences. This implies that learners with visual and / or kinaesthetic learning styles are less advantageous.

Table 57: The Reasons for Focusing on Auditory Teaching Styles

Responses	Participants	Percentage
Visual strategies are not included the in textbooks	08	32 %
There is less emphasis on tactual styles	06	24 %
Visual and tactile strategies are not embedded in the syllabus	11	44 %

Teachers' conclusions, which were drawn from their examination of pupils' syllabus and manuals, went as follows: 32% of them concluded that the books lack the pictorial aids which are favoured by visual learners; 24% saw that there is less emphasis on tactual styles; however for 44% of them thought that both kinaesthetic and visual styles are not embedded in the syllabus.

Item 26). The Impact of 'TPs' on Pupils Learning Preferences.

This question aims at examining the impact of practical studies the 'TPs' in the workshops, laboratories and the design rooms on pupils' learning strategies .

Table 58: The Impact of Practical Lessons on Pupils' Styles

Responses	Participants	Percentage
'TPs' can reshape pupils' styles	18	72 %
No, they do not affect pupils' styles	07	28 %

About one third of technology pupils' lessons take place in the workshops, laboratories and design rooms where a lot of visual and tactile teaching and learning strategies are used. So, when we wanted to know whether these 'TPs 'could affect pupils' ways of learning, 72 % of the answers were positive, meanwhile 28 % did not believe in the effect of practical learning on pupils' styles.

Table 59: The Styles That Might Result from Learning in the Workshops

Responses	Participants	Percentage
auditory	00	00 %
kinaesthetic	06	31.57 %
visual	04	20.05 %
visual and tactual	09	47.36 %

Concerning the 18 teachers who believed that the workshops and laboratories can influence pupils' learning strategies, they gave different conclusions on the strategies pupils might prefer. According to 31.57 % of them learners could acquire tactile styles; meanwhile 20.05 % saw that this would lead them to prefer visual learning. However the majority which represented 47.36 saw that this would result in favouring both kinaesthetic and visual styles. This leads us to conclude that teaching English in

technology streams does not take into account the styles most pupils in these specialities prefer.

Item 27: The Lack of Kinaesthetic Aids in the Syllabus of English.

In this item, we want to see whether the failure to incorporate kinaesthetic strategies in technology streams' syllabus can affect pupils' achievement in English.

Table 60: The Impact of the Lack of Kinaesthetic Teaching Strategies on Pupils' Achievement.

Responses	Participants	Percentage
Yes	19	84 %
No	06	16 %

In this item, 84% of the answers believed that the deficiency to incorporate visual and tactile styles in the syllabus and in the teaching material can slow down the pace of learning English for engineering classes against a slim minority of 16 % who saw that of no effect on learners. Since we have concluded that practical studies in the workshops can lead pupils to favour tactual and spatial strategies, the lack of these styles in their syllabus will affect their motivation.

Item 28: The Impact Pictorial Aids in Text Books on Pupils' Motivation..

This question intends to see whether the inclusion of pictorial aids in Comet can raise technology pupils' motivation for learning English.

Table 61: The Impact of Pictorial Aids on Motivation

Responses	Participants	Percentage
They can raise learners' motivation	21	84%
No, they do not affect motivation	04	16 %

Unlike the third year books which preceded Comet, the latter lacks the pictorial aids which are mainly intended to introduce the different themes in the syllabus. For that, when we wanted to inquire on the impact of those pictures on pupils who are supposed to have acquired some spatial learning strategies in the workshops, 84% of the teachers supported the idea while 16% of them did not see any effect of those aids.

Section 7: The Quality of teachers

Item 29) .The importance of ESP for technical school teachers

In this item we want to know whether teachers of English in technical schools have learnt ESP during their graduation and if the knowledge of English for some restricted domains is important for them.

Table 62: The Teachers Who Learnt ESP during Graduation.

Responses	Participants	Percentage
Yes, I have learnt 'ESP'	02	08 %
No, I did not learn 'ESP'	23	92 %

In item 29 ,when we wanted to know the number teachers who learned a module of ESP during their graduation 92 % of the answers were negative in that only a slim minority of 08 % who informed us that they had studied English for some restricted domains. Ignoring these fields raises problems for both teachers and learners because technical school syllabi and mainly those designed for managing or technical specialities bear a lot of terms related to business and economy and to Science and technology.

Table 63: The Importance of ESP for Technical Education Teachers

Responses	Participants	Percentage
Important	23	100 %
Not important	00	00 %

In answer to our question whether teachers of English in technical education need to have some knowledge of ESP, the 23 of our respondents who did not learn English for specific purposes at the university gave their consent on this issue. This leads us to the problem of specialisation which

we raised in the (Quality of the Teaching Staff) in that the training of 'technicum' teachers should be orientated towards the specific use of English.

Table 64: The Most Efficient Way for Learning ESP

Responses	Participants	Percentage
During graduation studies	10	43.47 %
During in-service training	09	39.13 %
Through teachers' own efforts	04	17.39 %

Concerning the best way to learn ESP; 43.47 % of our subjects saw that this can take place during university studies; and 39.13 %, thought that in-service training can solve the problem; meanwhile a minority of 17.39 saw that teachers in technical schools should depend on themselves for an orientation towards ESP fields. Our respondents' answers in this item led us to conclude that technical school teachers of English should not limit their knowledge of English to what they have studied at the university but they are required to know some of the specific uses of the language they are teaching as well.

Item 30). In-Service Training for Technical School Teachers.

Concerning in-service training, we asked these teachers if they have ever attended a seminar on teaching English in technical schools.

Table 65: The Teachers Who Attended a Seminar on Teaching English in Technical Schools

Responses	Participants	Percentage
I have attended those kind of seminars	00	00%
No, I have not	25	100%

In-service training usually takes places in seminars where generally the whole teaching staff of English is invited to attend its works. Attending these meetings is sometimes limited to one category of teachers such as the trainees, the permanent or the coordinators. Seminars' timetables are devoted to the teaching of English at the secondary cycle. Now when we asked our respondents if they had attended a seminar that is wholly or partly devoted to the teaching of English in technical education, 100% of the answers were negative. This means that general education streams have always been the most advantageous.

Item 31) The role of inspectors general in technical education.

In this item we want to know whether inspectors give the same degree importance for teaching English in technical education as they usually give to English in general education.

Table 66: The Role of Inspectors in the Promotion Teaching English in Technical Education

responses	Participants	Percentage
Give the same degree of interest	00	00%
No, they do not	25	100%

Official texts of the Ministry of Education (see the Quality of the Teaching Staff) indicate that the main role of inspectors general is promotion of English teaching at the secondary cycle. However answers in item 31 suggested that this objective has not yet been fully achieved as it has been planned for. This is because the whole number of respondents saw that inspectors lay much more emphasis on teaching English in general education.

Table 67: The Motives for the Deficiency in the Role of Inspectors to Promote Teaching English in Technical Schools

Responses	Participants	Percentage
These inspectors have been promoted from general education	12	48 %
Their in-service training has not been orientated towards ESP.	13	52 %
The insufficient number of inspection visits to technical schools.	00	00 %
Other reasons.	00	00 %

This deficiency in the work of inspectors was, according to 52 % of these teachers, due to their lack of training in the fields of ESP, whereas 48 % of them linked that to the inspectors' previous work. This is because being previous general education teachers, these inspectors ignore the problems that encounter the teaching of English in technical schools.

Conclusion

In conclusion, teachers' views can be summarised in the following points. Concerning the first point orientation, teachers concluded that the need for achievement plays a significant role in shaping pupils' ambitions for further studies. This means that when their grades do not qualify them to join their preferred speciality, low achievers are first sent to technical education, and then they placed in engineering classes. Next, the majority of teachers do not perceive relevance in pupils' syllabuses. As far as teaching manuals are concerned, this problem is posed at the whole secondary cycle. However, only technology pupils suffer from the syllabus and exam mismatch. Regarding teaching methods and styles, most teachers take sides with diversity and eclecticism against the one-method techniques that is recommended by the educational authorities. Lastly, the teachers themselves recognised that their training which was orientated towards general English does not qualify them to teach English for science and technology in the most efficient way.

Chapter IX

Analysis of Pupils' Views Concerning Teaching English in Technology Streams

Introduction

In a study that is primarily concerned with pupils' underachievement in English, we saw that limiting our survey to teachers' views and ignoring the attitudes of learners, who are the mostly involved in this issue, will question the accuracy of our study. For that reason, the main concern of this chapter is the description, the analysis and the interpretation of the data included in pupils' questionnaire.

1. Design of the questionnaire

The second questionnaire is intended for 80 pupils representing the 313 of technology pupils in the wilaya of Eloued. Before the administration of the questionnaire we had conducted some item tryouts on 20 pupils that is, 25 % of our sampling frame in order to lift any ambiguity in the wording and /or the formulation of questions.

1.1 Description of the questionnaire

This questionnaire focuses on learners' views towards the difficulties they encounter in learning English. To elicit their perceptions on this issue we included open ended and close ended questions. The questionnaire is composed of 17 questions classified into six sections. The interpretation of the results is reported below. Rest to mention, the questions intended for pupils were written in Arabic (see appendix 5).

Section I (Questions 1-4)

The aim of this section is to draw out pupils' views regarding their orientation to technical schools. We will also see why these learners have not appealed against the decisions of orientation councils and whether they have become satisfied with technology specialities.

Section II (Questions 5-6)

In this section we want to know if pupils feel that their syllabus of English have some connections with their fields of study and whether relevance could raise their motivation for learning English.

Section III (Questions 7-9)

This section brings out learners' points of view concerning the incongruence of exams to their syllabuses and whether this could affect their achievement. Additionally, it describes the extent to which pupils' interest in English can increase in case of raising its coefficient.

Section IV (Questions 10-12)

Our questions here are concerned with the number of the books used by pupils in 1 'AS'. As far as in 3 'AS', we want to know the extent to which 'Comet' is used and whether learners use other sources as learning materials.

Section V (Questions 13-14)

Our questions in this section focus on two main points; the most efficient way for language learning and the teaching of grammar. Our intention here is to see the extent to which pupils' attitudes regarding language can coincide with the objectives meant to be attained by communicative language teaching.

Section VI (Questions 15-17)

The last section of the questionnaire is concerned with learning styles in technical education. It raises three points; the impact of 'TPs' on pupils' learning strategies; learners' points of view regarding the 'TDs' of English in 2 and 3 'AS'; and pictorial aids in textbooks.

Section 1: Orientation.

Item 1. Fundamental school Pupils' most preferred streams in secondary education.

This question focuses on 9 'AF' pupils' most preferred streams in secondary education and the reasons for their choices.

Table 68: Pupils' Preferred Streams in Secondary Education

Responses	Participants	Percentage
I wanted to study in general education	57	71.25%
I wanted to study in technical education	23	28.75%

The issue of orientation is one of the problems that raise 9 'AF' and 1 'AS' pupils' concerns at the end of every academic year. This is because Orientation Councils find it almost impossible to meet all pupils' 'wants'. In other words, if pupils' wishes conflict with their orientators' decisions, this may bring about negative consequences on their achievement. So, when we wanted to see the extent to which technical school pupils' 'wants' had been met, we found that a majority of 71.25 % wanted to join general education streams against a minority of 28.75 who had made their own choice in favour of technical education.

Table 69: Pupils' Motives for Choosing General Education Streams.

Answers	Participants	Percentage
You do not like practical studies	07	12.28%
There are limited choices for technical school pupils in Higher Education	05	08.77%
In general education, there are more success opportunities in the BAC exam	29	50.87%
It was your parents' decision.	12	20.05%
Other reasons	04	07.01%

For 50 % of the pupils who did not want to study in technical education, general education provides more success opportunities. However, according to 20.05 % of them it was their parents' decisions, meanwhile 08.77 % saw that joining technical schools would limit their choices in Higher Education. We also concluded that there are personal and health reasons in that 12.28 % of our respondents informed us that they do not like practical studies; and 07.01% who returned that to health reasons. In conclusion, we can say that the need for achievement was behind most pupils' choices.

Item 2: The Pupils Who Appealed Against Their Orientation Decisions.

In this item, we want to know whether pupils have become satisfied with technical education, and why they had not appealed against their orientation decisions.

Table 70: The Pupils Who Appealed Against Their Orientation

Answers	Participants	Percentage
I appealed against my orientation	14	24.56%
I did not appeal	43	75.54%

Information in table 71 suggest that the number of pupils' who appealed against their orientation to technical education forms a minority; 24.56% against a large of 75.54 % who did not object to the decisions of orientation councils.

Table 71: Pupils' Motives for Not Appealing Against Their Orientation to Technical Education.

Answers	Participants	Percentage
You were certain that your request would be turned down	34	79.06%
You had become satisfied with technical education	09	20.93%
Your choice for general education was wrong	00	00%

Now when we asked those 43 learners why they had not appealed against their orientation, 79.06 % of them informed us that they were certain that their requests would be turned down. Conversely, 20.93% of had become satisfied with technical education. This implies that the first stage of the conflict rises at the first year level where the majority of learners see the learning in technical schools as a reminder of their failure to join streams in general education.

Item 3. Pupils' Attitudes towards Orientation to Technology Streams.

In this item we wanted to know if orientation to technology streams came as a result of pupils' first choices and what speciality they had applied for.

Table 72: Pupils' Attitudes towards Their Orientation to Technology Streams

Answers	Participants	Percentage
I chose to study in technology	08	10%
No, I did not choose it	72	80%

Pupils' answers in this item indicate that technology streams rank bottom of the list in their preferences. This is because only 10 % of our respondents made their own choice in favour of engineering specialities which implies that 80 % of the pupils study in engineering classes because

they have failed to join the other streams in technical education. In short, the second stage of the conflict rises in 2 'AS' where most of these pupils are reoriented against their wishes.

Table 73: Pupils' Most Preferred Specialities in 2 'As'

Responses	Participants	Percentage
a) Technical specialities	20	27.77%
b) Managing streams	34	47.22%
c) Accounting streams	18	25%

When we asked these seventy-two pupils about their preferred streams in 2 'AS', their answers came as follows: 47.22 % of them applied for economy and management; 27.77 % wanted to study in technical specialities; and 25 % chose accounting streams. These answers led us to conclude that 72.22 % seized the process of reorientation to distant themselves from technical education. This is because managing and accounting streams have much in common with general education streams. Pupils' answers in this item imply that the need for achievement plays a significant role in shaping their choices.

Item 4: Success Expectancies in Technology Streams

In this item, we want to know whether technology pupils feel they have equal success opportunities with their colleagues in the other streams.

Table 74: Pupils' perceptions for success expectancies in technology streams

Answers	Participants	Percentage
Equal success opportunities with the other streams	06	7.5%
More success opportunities than the other streams	00	00%
Less success opportunities than the other streams	74	92.5%

Pupils' answers concerning this issue led us to conclude that learners consider orientation to engineering specialities as orientation to failure in that a vast majority of 92.5 % informed us that technology specialities are the streams where the least success opportunities are likely to be achieved. These views were, of course, opposed by a minority of 7.5 % who had joined these classes a result of their own choice. Pupils' answers in this item raise the question of motivation again. This is because when learners become, in advance, conscious that they are orientated towards failure their enthusiasm for learning will decline.

Section 2: The Question of Relevance.

Item 5: Pupils' perception for relevance in their programmes of study.

This question intends to see whether pupils feel that the syllabus of English they studied in 2 'AS' have some connections with what they study in the subject of technology.

Table 75: Pupils' Perception for Relevance in 2 'As.

Responses	Participants	Percentage
English is connected to my speciality	13	16.25%
It is irrelevant to my field of study	47	58.75%
I do not know	20	25%

The issue of relevance did not unify pupils' answers; 58.75 % did not perceive relevance in 2 'AS' syllabus against a minority of 16.25 % who had a different view. However, a proportion of 25% informed us that they did not have any idea about this issue.

Item 6: Pupils' Attitudes towards the Implementation of Relevance.

In this item, we want to know whether learners prefer that the syllabus of English should stem out of their fields of study and whether the

implementation of relevance can raise their motivation for learning this language.

Table 76: Pupils' Attitudes towards Relevance.

Responses	Participants	Percentage
I prefer the connection of English to my speciality	58	72.5%
No, I do not prefer relevance	00	00%
I do not care about this issue	22	27.5%

Concerning pupils' views on the factor of relevance; 72.5 % prefer that their programmes of study should stem out of their topic of speciality. However, 27.5 % did not care about this issue at all. Pupils' answers indicate that their involvement in learning depends on the extent to which they perceive relevance in their syllabuses.

Table 77: Pupils' Perception for the Relation between Relevance and Motivation

Responses	Participants	Percentage
Relevance rises motivation	58	100%
It does not rise motivation	00	00%

In order to elicit pupils' views regarding the relation between relevance and motivation, we asked them whether their motivation for

learning will increase, in case relevance is implemented in their syllabus. All of the 53 subjects confirmed that their motivation for English can rise if they perceive relevance in what they are studying.

Section 4) Exams

Item 07: Pupils' Attitudes towards the English Exam in the BAC

In this item, we want to know whether pupils consider English as a subject that contributes to their success in the BAC exam or they see it as source for their failure.

Table 78: The Impact of English on Learners' Results in the BAC

Responses	Participants	Percentage
English increase the rate of failure	68	85 %
English increase the rate of success	12	15%

Pupils usually divide the subjects they study into two main categories; the subjects that contribute to their success in the BAC and those that contribute to their failure. For that, when we wanted to know their attitudes towards English regarding this issue, 85 % of the answers came to consider it as a cause of failure. On the contrary, a minority of learners largely composed of females saw that English contributes to increasing pupils' average in the BAC exam.

Item 08 : The role of coefficients in pupils' motivation.

In this item, we asked pupils if coefficient play a certain role in determining the importance of the subjects they study and whether their interest in English can rise in case of raising its coefficient.

Table 79: The Role of Coefficients in the Categorisation of School Subjects

Responses	Participants	Percentage
I consider the value of the coefficient.	63	78.75 %
No, I do not.	17	21.25%

When we wanted to know whether learners take into account the value of coefficients in determining the importance of the subjects, 78.75% of the answers were positive against a minority of 21.25 % who did not include the role of coefficients in their attitudes towards the subjects they are learning.

Table 80: The Impact of the Value of Coefficients on Motivation

Responses	Participants	Percentage
The value of coefficients motivate me to learn.	63	100%
No, this does not motivate me.	00	00%

Now when we asked the 63 pupils whether their interest in English can increase in case of raising its coefficient, all of their answers were in the affirmative. This confirms McDonough' views that pupils classify the subjects they study at school according to the benefit they might obtain from them.

Item 09. Pupils' attitudes towards the problem of the syllabus and exam mismatch.

In this item, we want to know whether pupils think that exams should always be congruent with official syllabuses and if they consider any kind of mismatch as factor that leads to underachievement.

Table 81: Pupils' opinions on the congruency of exams with syllabuses.

Responses	Participants	Percentage
Exams should stem out of syllabuses	80	100%
No, this is not important	00	00%

According to pupils, it is taken for granted that exams should always be congruent with official syllabuses. This is what, at least, official texts call for as well (Ministry of education 1998: 1&2). This explains their unanimous standpoint included in table 86 in that 100 % saw that topics and questions in exams should always match what they study in class.

Table 82: The Impact of Syllabus-And-Exam Mismatch on Pupils' Achievement

Responses	Participants	Percentage
The mismatch affects my achievement	64	80 %
No, it does not	16	20%

Now, when we asked learners whether their achievement could be affected in case of any exam and syllabus mismatch, 64 pupils which represented a majority of 80 % gave positive attitudes. Conversely, 20 % of our subjects did not share the same points of view with their colleagues.

Section 4: Compatibility between Teaching Manuals and Syllabus Objectives.

Item 10: The Number of Books Used By 1 'As' Pupils.

In this item we asked pupils about the number of books they used in 1 'AS'.

Table 83: The Number of Books Pupils Used In 1 'As'

Responses	Participants	Percentage
I used one book	80	100%
I used more than one book	00	00%

As far as teaching material in 1 'AS' is concerned, the whole number of the pupils subject to our investigation told us that they had used only a single manual. Due to the fact that the first year book 'My New Book of English' contains only 51.14 % of the stated syllabus (See the Question of Relevance), 1 'AS' pupils are required to cover the remaining parts of their syllabus without a book.

Item 11: The Use of Comet in 3 'As' Classes.

This question intends to know the number of pupils who own the third year book 'Comet' and the extent to which they use it as a learning material in their classes.

Table 84: The Number of Learners Who Own a Book in 3 'As'

Responses	Participants	Percentage
I have a book	31	38.75%
I do not have a book	49	61.25%

Answers in item 8 suggest that pupils who do not have books in 3 'AS' form a majority of 61.25 % ,whereas learners who own books represent the minority. Pupils' answers put the suitability of teaching material at this level in question.

Table 85: The Extent to Which Pupils Use Comet in 3 'As'

Responses	Recurrences	Percentage
We always use it in class	11	22.44%
We do not always use it in class	20	77.55%

Pupils' answers indicate that Comet has almost lost its efficiency as a teaching material for third year pupils. Despite the fact that it has not been replaced yet, 77.55 % of our respondents, amongst those who own this book, do not use it in class.

Item 12: The Suitability of Textbooks to the Syllabuses.

In this item, we want to know pupils' opinions concerning the teaching material which fails to cover the whole parts of the syllabus and whether this can affect its efficiency.

Table 86: Pupils' Standpoints Concerning the Efficiency of Books Which Fail to Cover the Stated Syllabuses.

Responses	Participants	Percentage
The failure of books to cover the whole syllabus affect their efficiency	66	82.5 %
No, this does not affect their efficiency	14	17.5 %

In item 7, pupils informed us that they had used only one book in 1 'AS'; however in 2 'AS' we have showed the problems that might result from the diversity of books because both unity or diversity will be disadvantageous if they fail to cover the programmes of study. In the same way, in this item 82.5% of the learners consider the books that fail to cover the whole parts of their syllabus as deficient.

Section 5) Teaching Methodology

Item 13: Pupils Most Preferred Methods for Learning English.

In this item, we asked pupils on their most preferred method for learning English.

Table 87: Pupils' Preferred Learning Methods

Responses	Participants	Percentage
the method which allows you to use the language efficiently	27	33.75 %
The method that enables you to obtain better results in exams	53	66.25 %

Answers in this item indicate that limiting teaching English according to the principles of communicative language teaching conflict with the ways most learners prefer to learn this language. This is because 66.25 of our respondents expressed their preferences for the method which enables them to obtain good marks in exams. Moreover, in secondary

education oral communication is not included in examinations. This does not mean that we should fully submit to pupils' wishes; instead, activities in tests and exams should comply with the method that is officially in use.

Item 14. The most efficient method for learning grammar.

In this item we wanted to know the method that pupils favour in learning grammar.

Table 88: Learners' Preferred Ways for Learning Grammar.

Responses	Participants	Percentage
learn the rules to practise them on the examples	38	47.5%
deduce the rules from the examples given by teachers	42	52.5 %
learn the language without studying its rules	00	00 %

Pupils' answers in this item came to stress the importance they give to grammar in learning English. Their only difference was on the way how this should take place in that 52.5 % of them wanted to learn it descriptively; 47.5 % preferred to be given the rules in advance; however, none of them was in favour of learning English without learning its rules. Our respondents' answers show the impact of the styles that are used in learning their first language grammar on the strategies they use in learning English.

Section 6). Teaching and Learning Styles.

Item 15: The Role of Practical Lessons in Shaping Pupils' Learning Strategies.

In this item, we want to know pupils' preferences concerning practical and theoretical lessons.

Table 89: Pupils' Views Concerning Lessons in the Classes and the Workshops.

Responses	Participants	Percentage
I prefer to study in the workshops	69	86.25%
I prefer the classrooms	11	13.75%

We have seen previously (see the Mismatch between Teaching and Learning Styles) that about one third of technology pupils' time table is devoted to practical works the 'TPs'. Our intention, in this item, is to see the extent to which those lessons can influence pupils' learning strategies. So, in answer to our question whether they prefer to study in the workshops or in the classrooms, a vast majority of 86.25 showed their preferences for the workshops against 13.75 % who were in favour of the classrooms.

Table 90: Pupils' Motives for Preferring the Workshops

Responses	Participants	Percentage
The small number of pupils facilitates the learning process	12	17.39 %
You see and touch the machines and the tools you are learning about	46	66.66 %
The learning atmosphere in the workshops is less apprehensive	11	15.94 %

Pupils gave different reasons for their choices. For 66.66 %, in the 'TPs' they can see and touch the material they learn about. In other words tactual and visual teaching strategies lead them to be more involved in the learning process. However, the small number of learners and the learning atmosphere took the second and the third positions respectively.

Item 16. The Role of 'TDs' in Raising Pupils' Motivation in Learning English.

In this item, we want to know if pupils are in favour of 'TDs' in 2 'AS' and in 3 'AS' and whether these 'TDs' can raise their motivation for learning English.

Table 91: Group Work in the Years of Specialisation

Responses	Participants	Percentage
Yes, I favour the 'TDs'	64	80 %
No, I do not	16	20 %

Our intention in this item is to see whether ‘TDs’ at the first year level had made their impact on technology pupils’ learning strategies. In their answers, 80 % of our respondents showed their inclinations towards learning English in groups. Conversely, 20% of them did not see any effect of group work on their achievement.

Table 92: The Impact of 'TDs' on Pupils' Achievement

Responses	Participants	Percentage
Teachers can devote more time to learners	19	29.68%
Work in groups reduces the level of your anxiety	22	34.37%
You depend, to a large extent, on the help of your classmates	23	35.93%
Other reasons	00	00 %

Regarding the pupils who were in favour of the ‘TDs’, 35.93 % of them saw that work in groups could help them learn English in cooperation with their classmates; 34.37% returned that to the learning condition themselves which contribute to reducing their level of anxiety. However, a proportion of 29.68% returned this to the small number of learners, which allows teachers to take care of every individual learner.

Item 17: The Impact of Thematic Pictures on Pupils' Motivation.

In this item, we want to know pupils opinions regarding the inclusion of pictorial aids in their course books.

Table 93: Pictorial Aids in Books.

Responses	Participants	Percentage
The books that include pictorial aides	56	70 %
The books that lack the pictorial aids	00	00%
Do not care about this issue	24	30%

The main objective in this item is to see the extent to which pictorial aids included in pupils' teaching material can be as incentive for them in learning English. Learners had two different points of view on this topic; the group that represented the majority of 70 % favoured the books which

include pictorial aids; meanwhile 30 % of them informed us that they did not care about pictures in learning English.

Conclusion

In summary, we can say that the majority of technology pupils have experienced a two stage process of orientation to streams where they had no ambitions to study in. Due to the fact that most of these pupils are low achievers, they take the decisions of orientation councils which sent them to specialities which require good work in mathematics, physics and technology as if it were orientation to failure. In these classes, pupils do not feel that their programmes of study grow out of their concerns. Additionally, the drawbacks of their text books lie in their inability to fit the syllabi content. Moreover, a vast majority of learners keep negative attitudes towards English because they consider it as one of the causes of their failure in exams.

Chapter X

Pedagogical implications

Introduction

Technology pupils' low achievement in English should not be interpreted as one of the unavoidable problems mainly related to technology streams. As we have seen in the review of the related literature and data analysis, most of the factors responsible for their poor work have nothing to do with the pupils themselves. On the contrary, these are much more related to some problems resulted from the failure of the personnel in charge of teaching English at the national level to provide the most suitable conditions needed for teaching English in these classes.

In our attempt to help these pupils go beyond the difficulties they have been encountering in learning English since 1995, we intend to suggest some solutions that aim at reducing the effects caused by those problems.

This enables us to attain two objectives at the same time. Firstly, technology pupils' achievement in English will improve for now they will be given the same opportunities in learning as the other specialities in secondary education. Second, joining technology streams will no longer be considered as synonymous to frustration and failure.

1: Changing Pupils' Negative Attitudes towards Technology Streams

Our first concern focuses on the process of orientation or more specifically educational guidance which is supposed to help learners select the most suitable stream of education where they can achieve their ambitions in schooling (EL Kubeissi, 2000: 85). However in reality; most secondary school pupils believe that orientation to technology streams leads them to frustration and failure. For that, changing their negative attitudes towards engineering specialities involves two main factors; raising their success expectancies and asserting the feeling that learning English will be beneficial for them.

Due to the fact that orientation sets governing orientation to these specialities (see table 4) require good grades in maths, physics and technology, sending poor achievers to these classes will certainly affect their credibility. So, when orientation councils send pupils to these specialities according to their achievement in the orientation sets, success expectancies will rise, and then more pupils will make their own choice in favour of these streams. This is what was happening during the seventies and the early eighties when the majority of middle school pupils used to compete so that they could win a seat in 'technique mathématique' classes. In addition, in this information age, globalisation and technological progress, the role of English should be overemphasised in technical education than it

is in general education. For that, we suggest that the mark of English should be included in the sets of orientation for engineering classes.

Concerning the benefit of learning English, technology pupils have no opportunity to join the 'ENS' for English teaching positions (Ministry of Higher Education, 01/2002, /2003, 08 /2004). Regarding a degree in English Language Departments, this is limited to good achievers, and only as a second choice. To solve these problems, we suggest that graduation in English should be open to all secondary school pupils regardless of their speciality. It is the mark that should dictate pupils' choices not the speciality they are studying in. In the same way, we do not see on what grounds the 'ENS' allows natural and exact sciences pupils to become teachers of English, at the same time, it deprives technology pupils of that right despite the fact that they have the same English bac paper.

In summary, if these learners feel that joining technology classes can lead them to success and success can provide them a variety of choices in Higher Education, then they will no longer see these specialities as the cause of their failure.

2: Implementation of Relevance

The second point that we suggest for the promotion of teaching English in these streams is the implementation of relevance which, in its turn, should obey to certain conditions. First of all, the objectives of teaching English should be stated in a clear and precise way so that teachers and learners can identify the different necessities. In the second place, before we engage in the teaching process, we should define pupils' lacks. This enables teachers to provide them with knowledge that qualifies them to deal appropriately in 'target situations'.

Before we carry out our analysis on technology pupils needs, let us first examine the components that make up those needs; target needs and learning needs. Defining these pupils' necessities can be drawn from the purpose of teaching English in technology streams which is intended to enable learners to use it in relation to their specialities (Ministry of Education 1992). Additionally, Technology Departments in Higher Education provide English courses in connection with science and technology. This leads us to consider EST as their necessity. Concerning the other component, lacks a comparison between their actual syllabi and the appropriate knowledge needed for EST situations can determine their lacks. Based on this assumption, we can design the right syllabus for these pupils. The importance of lacks comes as a result of their role in

determining the right syllabus for the right stream. “It is lacks that come to determine curriculum, since what we are really interested in is the gap between target proficiency and the present proficiency of the learners ” (Basturkmen 1998:2).

Now in order to bridge the gap between pupils' lacks and necessities, we suggest that their present second year syllabus should be replaced with the one included in table 11.

At the third year level, we suggest that we keep the present syllabus. The reason why we have not suggested a separate one for each of the three engineering specialities is related to the bac exam .In this exam, these pupils have the same English paper which is built around a common syllabus .In addition, the third year syllabus is designed, to a large extent, to enable pupils to use English for some specific purposes.

3. Syllabus-and-Exam Matching

The other problem that needs to be settled in these specialities is the mismatch between their English exam and their programmes of study. Fitting a content of a syllabus to match exam requirements or modifying the topics of exams to fit the objectives of a given syllabus can be seen as if achieving the same objectives. However, this is not the case for technology

streams because their syllabus is built around ESP but their English paper in the BAC exam is inspired from general English.

3.1 Fitting the Syllabus to Match the Exam Paper.

Engineering classes have a common syllabus with technical streams and one exam paper with scientific streams. Fitting the syllabus to the exam involves a syllabus replacement. This solution can ensure that the exam topic and questions will be familiar to pupils because “when assessment is built into the instructional process, the confusion and frustration that test takers often face is reduced” Chappelle and Douglas cited in Puhl (1997:3). Fitting the syllabus to their present exams will widen the gap between the necessities of the stream and pupils' lacks (Hutchinson and Waters 2000).

3.2 Matching the Exam Paper to Their Syllabus.

The other face of the solution involves matching the content of the exam to fit their present syllabus. This process means that they will have the same paper with technical streams. This solution has more advantages than its predecessor. Not only does it save pupils from falling in the problem of unfamiliar words but it also ensures relevance.

Matching exams to syllabuses is more advantageous than fitting irrelevant syllabuses to exams. First, when pupils feel that the content

grows out their concerns, they will be motivated to learn; EST syllabi give them the impression that their learning is purposeful. In addition, the nightmare of ambiguous and difficult words in exams will come to an end.

4. Fitting the Content of Textbooks to the Official Syllabuses

The deficiency of teaching manuals in secondary education is due to two main factors; their failure to cover the whole units of a given syllabus and their inability to match the modifications that have affected the type and number of activities. For that, they should be adapted so that they can match the content of the stated syllabuses.

Concerning the first year level, there are two solutions which we consider of equal efficacy. We either write a new version of 'My New Book of English' which includes the three missing units of the syllabus or we adapt the activities of 'New Lines' so that they will match the new syllabus changes.

Regarding the second and the third year levels, material adaptability has to focus on the type and number of activities brought by the 2001 syllabus.

5. The Implementation of Eclecticism in Teaching Methodology

The focus on the one-method techniques, as it has been recommended in our secondary education (Ministry of Education 1970, 1973, 1995 and 2004) has proved to be deficient because it has prevented our pupils from taking advantages of the positive elements of the other methods. On the other hand, combining techniques from different approaches can, as Girard (1986) mentioned, give unexpected consequences if it is not implemented as a result of a careful study and analysis:

I have always advocated for the language teacher an eclectic attitude towards linguistic theories, considering it as his sacred right and duty to borrow from one theory or another, according to the help it can give him to make his pupils understand.... (However) such decision (should) not be taken on the spur of the moment in a haphazard way but as a conclusion of a serious analysis of the situation and out of the available techniques and devices (p11).

Our suggestion for an 'eclectic way' for technology streams should answer to four main points; the stated objectives set by the Ministry of Education (1995), science and technology pupils' needs (Dudley-Evans and St John 1998), the requirements of the new syllabus (ONEC 2000) and pupils' previous learning strategies. This eclecticism draws elements from

community language learning, the reading method, descriptive and prescriptive grammar teaching.

5.1 Community Language Learning

Our choice for CLL techniques which is mainly based on pupils' low level in English (Richards and Rodgers 1991) is intended to enable learners to achieve a certain level of communicative competence in a non-threatening environment.

We have seen in the chapter of orientation, that most of the pupils who are sent to technology streams are low achievers in English. This leads them to perceive the learning of English as an experience that needs to be avoided for the frustration and the anxiety it may cause them " in defensive learning, the learner sees the learning experience as a threat and a danger to be protected against" (Nation 1985:18). Their previous experience in learning English leads them to lose their confidence in themselves and they, as Mitchell (1986) described, may evaluate their work in the subject in question out of success:

Teen students with learning difficulties and / or low levels of motivation...Although very different from one another; they were all joined by two common bonds: they were anxious and perceived themselves as failures in the educational system... (If we want to help them) the first priority is to put (them) at their ease. This could be done by presenting them with practical tasks

and activities that (a) absorbed them and (b) removed the fear that they would be called upon to do things that were beyond them (p39).

Silverman (1990:456) went in this way when he wrote about the negative impact of past experiences on learners "Many students do poorly in school because they are hesitant and fearful. Students with poor self concepts may give up hope and expect mediocrity or worse as inevitable".

To overcome these difficulties which encounter technology pupils in learning English, we see that the first part of the solution will be humanistic and more precisely in the techniques of community language learning.

Our choice for the techniques of CLL is based on three assumptions. One, the need of these pupils to regain their self-confidence in a non-threatening environment. Two, cooperative and collaborative learning in the workshops can be taken as a model for learning English. Lastly, this will help them to acquire a certain level of communicative competence with the close support of teachers.

5.2 More Focus on Reading.

The Ministry of Education (1992) has stressed the importance of reading in technical education because in Higher Education most of these

pupils join technology or economy departments (Ministry of Higher Education 2002, 2003, 2004) where English is taught in close relation to their topics of speciality. Consequently, reading, as denoted by Abdulghani (1993), is considered as the most important skill needed by these pupils so that they will be able to deal with the information in scientific texts:

Perhaps the most important ability that a non English speaking student of science needs is reading. Such ability is a crucial tool that aids the learning process, as without it, the student cannot deal with the enormous bulk of literature he has to read during his study of English (p 42).

5.3 The Teaching of Grammar

There are two main factors that impose the reintroduction of teaching grammar rules in secondary education. The first concerns section two in the BAC exam 'Mastery of Language' which calls for the knowledge of grammar rules as an end in themselves. In other words, pupils in this exam are tested on accuracy not on fluency (See the Bac English Papers, Mastery of Language 2001-2004). The second concerns pupils' previous learning strategies: secondary school pupils have always been learning their first language grammar either descriptively or prescriptively and this has made its impact on the way they prefer to learn foreign language grammar (El – Akki, Ben Kerid and Hassani, 2000). The point here is that when we had adopted the communicative approach, we did not go through a transitional

stage where the shift from structural to functional based syllabi could have taken place gradually and smoothly.

In our call for a more focus on teaching rules, we do not intend to neglect fluency but we need to know that an effective communication is the result of both appropriateness and correctness (Larsen-Freeman 1987).

6. Style Matching

We have seen in the 'Mismatch between Teaching and Learning Styles' that pupils have all been taken for having the same learning strategies. Now, to reduce the level of learning and teaching styles conflicts in technical education, we should first recognise the idea of learning diversities. Then, we should incorporate the strategies that fit pupils' learning styles. This is because, as Davis, Nur and Ruru (1994) stressed, when pupils feel that instruction coincides with their favoured ways of learning their enthusiasm for learning will also rise:

Research shows that students learn a subject at different rates and with strikingly different levels of completeness (Lowman 1990). We as instructors cannot be held as responsible for the differences in ability students bring with them into our classrooms, but we are responsible for motivating our students, and for making sure that they become involved in learning (Cole 1982) (p 12).

To provide the learning conditions that match pupils' visual and tactile learning strategies, we call for the inclusion of pictorial aids in their books and the incorporation of spatial and kinaesthetic techniques in their syllabus.

6.1 The inclusion of Pictorial Aids in Comet

Concerning this point, we suggest the writing of a specific version of Comet for technology specialities. Comet now consists of one hundred and forty-three pages (143). The four themes meant for technology pupils stretch on thirty-seven (37) pages: unit 02 (pp 15-22); unit 06 (pp 50-58); unit 07 (pp 59-69); and unit 08 (pp 70-78). In other words, these pupils use only about the quarter (1/4) of the present book. These four themes can be separated from the original version to form a specific manual containing three kinds of text pictures: thematic, semantic and mnemonic pictures.

6.2 The Inclusion of Tactual Strategies in the Syllabus

During their study in technical schools, technology pupils use four kinds of course rooms. There are the normal rooms for theoretical lessons; laboratories for physics and chemistry experiments; design rooms for industrial design; and the workshops for mechanical and electricity

experiments. Comparing studies in the workshops to lessons in the normal classrooms, the former take the first position in learners' preferences.

Due to the fact that one half of technology pupils' syllabus of English, which includes units 06 computing and 08 Automation and mechanisation, has a great similarity with what pupils learn in their subject of speciality. We see that teachers of English in engineering specialities should incorporate the material of the workshops in English teaching.

In short, in our emphasis on the inclusion of tactile and visual strategies in engineering pupils' programme of study, we do not aim at excluding auditory styles. Our intention is to help these pupils take advantage of the strategies they employ in the 'TPs' and use them as a model for learning English.

7. The Integration of ESP into University Curricula

The integration of ESP into English language departments' curricula contributes to the improvement of technical school pupils' achievement in English. The objective here is to provide technical schools with the most suitable English language teachers. Regarding this point, we see that technical education pupils are more qualified than general education pupils to join that speciality. This is because English for restricted fields is more familiar to them.

Conclusion

In summary, pupils' underachievement in English is due to the accumulation of some difficulties that affect specifically technology streams. Once these barriers are lifted, the learning of English will also improve. In other words, if these pupils are treated on equal footings as their colleagues in the other streams, they will certainly achieve better results.

Conclusion of Part Two

We can summarize the results of our field study as follows: first both teachers and pupils blame the mechanism of orientation as a main factor for pupils' poor work. Secondly, article 02 in the circular (01. 1070) issued by the Ministry of Education (2001:53), which suggest that questions and topics in exams should comply to the official syllabus intended for 3 'AS' level, has been violated since 1995 in technology specialities. Concerning the question of relevance, it is posed only in engineering streams. However, the mismatch between teaching and learning styles and the quality of the teaching staff affect all technical education pupils. Lastly, unity in teaching methodology and the failure of the books to cover the syllabus represent a problem for pupils at the whole secondary cycle.

Conclusion

The main aim of teaching English at the secondary cycle is to enable pupils to use it efficiently and appropriately for communicative purposes (Ministry of education, 1992)." The general objectives set to the teaching and the learning of foreign languages in our country...state that the learner should achieve communication in its various forms, aspects and dimensions" p.3.

In technology streams, these objectives have been adapted to fit the changing role of English as a language for science and technology (Department of Secondary Education, 2004):

As the students ... will most certainly be directed towards scientific and technology streams, it is advised to select the topics from scientific and technological sources. The functions included in their syllabus could be studied in the light of those resources (p.17).

However, after we had examined technology pupils' results for three consecutive sessions (see appendix 1), we concluded that the objectives stated for teaching English in engineering specialities have not been attained yet.

In order to look into the reasons responsible for these pupils' failure in English, we set some hypotheses which we tested in our field research. These hypotheses, as they were mentioned in the introduction, range from the mechanism of orientation to syllabuses, books, the design of exams, teaching styles and methods, and lastly the quality of teachers.

Our field study included the administration of two questionnaires; one was intended for teachers and the other was meant for learners. The results of that study confirmed the concerns we had raised in our hypotheses. Based on the interpretation of our subjects' responses, we can summarise the solutions which we suggested to improving the teaching of English in engineering specialities in few points.

Concerning the mechanism of orientation, we suggest that joining technology streams should come as a result of pupils' mental capacities and inclinations. When orientation sets govern orientation to these specialities, the rate of success will rise, and pupils will no longer see them as a symbol for failure and frustration. Secondly, the programmes of study should grow out of pupils' concerns. Additionally, the teaching material should be adapted to fit those programmes regarding the content, the type and number of activities. The other point concerns evaluation, not only should exams be

congruent with syllabuses but with teaching methods as well. Lastly, we call for the incorporation of visual and tactile aids in teaching English in technology streams.

In Higher Education, we suggest the modification of the procedure of orientation so as to allow technology pupils to join the 'ENS' or English Language departments. Next, we call for the integration of ESP in university curricula so that we can provide technology streams with the most suitable teachers.

The failure to take our recommendations into account, this problem risks to extend to the new stream 'technique mathématique' intended to include four engineering specialities resulting from the new reforms (Ministry of education, 2005:43).

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السنة الأولى ثانوي.

80- المديرية العامة للتوظيف العمومي. منشور رقم 5533 الصادر بتاريخ 10/07/1991 المتعلق بإدماج الأساتذة الذين وظفوا قبل تاريخ 31/12/1989 لتدريس مادة لا تتناسب مع اختصاصهم. مجموعة المنشور الصادر خلال الموسم الدراسي 1991-1992. الجزائر: المديرية الفرعية للوثائق.

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Appendix 1. Pupils' Achievement English in Three 'BAC' Sessions

**Diréction De L'Education -Eloued
Technology specialities:**

**Guémar Technical School
Mechanical Engineering**

Number of pupils	2002	2003	2004
01	00.5	02.5	0.5
02	03	03	01.5
03	03	03	02.5
04	03.5	03.5	02.5
05	04	0305	02.5
06	04	04	04
07	04	04	04
08	04	04	04.5
09	04	04	04.5
10	04.5	04	05
11	04.5	04.5	05
12	04.5	04.5	05.5
13	04.5	04.5	05.5
14	04.5	05	05.5
15	04.5	05	05.5
16	05	05.5	06
17	05	05.5	06
18	05	05.5	06
19	05	05.5	06
20	05	05.5	06.
21	05	05.5	06.5
22	05	06	06.5
23	05	06	06.5
24	05.5	06	06.5
25	05.5	06	07.5
26	05.5	06	08
27	05.5	06.5	08
28	05.5	06.5	09.5
29	05.5	07	
30	05.5	07	
31	05.5	07	

32	05.5	07	
33	06	09	
34	06.5	10.5	
35	06.5	10.5	
36	07	12	
37	07.5		
38	08.5		
39			
40			
41			
42			
43			
44			

Diréction De L'Education -Eloued Guemar Technical School

Technology specialities: Electrical Engineering

Number of pupils	2002	2003	2004
01	00.5	01	02.5
02	02.5	02.5	03
03	03	04	03.5
04	03.5	04	03.5
05	03.5	04.5	04
06	04	04.5	04
07	04	04.5	04
08	04	05	05
09	04	05	05.5
10	04	05	05.5
11	04.5	05	06
12	04.5	05.5	06
13	04.5	05.5	06
14	04.5	06	06
15	04.5	06	06.5
16	05	06	07
17	05	06.5	07
18	05	06.5	
19	05	06.5	
20	05	06.5	
21	05	07	
22	05	07	
23	05	07	
24	05	07.5	
25	05	07.5	
26	05.5	07.5	
27	05.5	09.5	
28	05.5	09.5	
29	05.5		
30	06		
31	06.5		
32	07		
33	07.5		
34	08		

35	08.5		
36			
37			
38			

1

Diréction De L'Education -Eloued
Streams Technology

BAC Exam Results 2002
English Test

School	Stream	Percentage
Eloued	Electrical Engineering	00%
	Mechanical Engineering	00%
Debila	Electrical Engineering	00%
	Mechanical Engineering	00%
Djemaa	Civil Engineering	00%
El-Megheir	Electrical Engineering	00%
	Mechanical Engineering	00%
Guemar	Electrical Engineering	00%
	Mechanical Engineering	00%
Robbah	Electrical Engineering	00%
	Mechanical Engineering	00%

1) Mechanical Engineering

School	Number of Pupils	Superior to ten	Percentage
Guemar	28	00	00%
Debila	22	00	00%
El-megheir	29	00	00%
Robbah	39	00	00%
Eloued	21	00	00%

2) Electrical Engineering

School	Number of Pupils	Pupils 10	Percentage
Guemar	36	03	8.33%
Debila	27	01	3.70%
El-megheir	29	01	3.45%
Robbah	35	01	2.86%
Eloued	24	00	00%
Total			

3) Civil Engineering

Djema	33	04	12.12%
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1) Mechanical Engineering

School	Number of Pupils	Rate School exams	Results of English in the Bac
Debila		29.41%	00%
Guemar	20	55.56%	00%
Djemaa	15	00%	00%
El-Megheir	20	22.73%	00%
Eloued	16	52.94%	00%
Robbah	39	13.51%	00%

2) Electrical Engineering

school	Number of pupuils	Continuous assessment	Results of English in the Bac
Debila	33	19.05%	00%
El-Megheir	29	06.90%	00%
Eloued	21	31.82%	00%
Guemar	26	46.15%	00%
Robbah	33	11.76%	02.94%

3) Civil Engineering

School	Number of pupils	Continuous assessment	English in the bac
Djemaa	25	00%	00%

Diréction De L'Education -Eloued
Streams: Technical Specialities

BAC Exam Results 2002
English Test

Stream	School	N° of pupils	Superior to 10	%
Mechanical Fabrication	El Megheir	34	04	11.76%
	Guemar	52	01	01.92
	Debila	35	00	00%
Electro- Techniques	Robbah	41	09	19.51%
	Guemar	50	03	06%
	Debila	23	00	00%
Chemistry	Robbah	36	09	25%
	Djemaa	22	02	09%
	Debila	25	00	00%
	Gemar	49	00	00%
Building and Public works	Djemaa	24	01	04.17%
	Debila	29	01	03.45%

Diréction De L'Education -Eloued
Streams: Technical Specialities

BAC Exam Results 2003
English Test

2003

Speciality	School	No Pupils	More 10	%
Mechanical Fabrication	El megheir	34	04	11.76%
	Guemar	65	06	9.23%
	Debila	50	03	6%
	Chouhada	33	00	00%
Electro Technics	Debila	49	12	24.73%
	El megheir	22	05	22.73%
	Guemar	58	10	17.24%
	Robbah	46	05	10.87%
	Chouhada	12	00	00%
Chemistry	Djemaa	36	18	50%
	Debila	24	07	29.17%
	Guemar	64	11	17.19%
	Robbah	53	04	7.55%
	Chouhada	23	01	4.35%
Building and Public works	Djemaa	30	03	10%
	Debila	33	00	00%

School	N° of Pupils	More 10	%
Bouchoucha	45	05	11.11
Guemar	82	07	8.54
Robbah	47	02	4.26
Debila	36	01	2.78
Djemmaa	49	01	2.04

2003 Managing Streams

Speciality	School	N° Pupils	More 10	Percentage
Economy And Management	Guemar	90	70	77.78%
	Robbah	73	39	53.42%
	Bouchoucha	72	38	52.78%
	El Megheir	49	24	48.98%
	S.A.El Hei	49	17	34.69%
	Djemmaa	71	16	22.54%
	Chouhada	81	15	18.52%
	A. Cherif	44	06	13.64%
	Debila	33	04	12.12%
	Debila	38	03	7.83%

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

امتحان بكالوريا التعليم الثانوي - دورة ماي 1995

المدة : ساعتان

شعبة : علوم الطبيعة والحياة ، علوم دقيقة، تكنولوجيا .

اختبار في مادة اللغة الانجليزية

ENGLISH PAPER

SECTION ONE : READING COMPREHENSION

(8 points)

Read the text carefully and answer the questions.

Diabetes

Diabetes is about sugar. When you eat a meal containing carbohydrates (you get this from bread, potatoes, cakes, fruit, etc.) your body produces extra sugar in your blood. This is used to produce energy in the muscles and generally makes the body stronger : it is essential for a normal healthy life. If you do not have enough sugar in your blood, then you feel weak, dizzy, and you may collapse. If you have too much sugar in your blood, this can be dangerous, too. To meet this problem, the body produces a substance called insulin.

Insulin controls the amount of sugar in the blood, so that you have enough for all your energy needs. And yet not so much that it becomes dangerous. Some diabetics can only produce a little insulin in their bodies, others produce no insulin at all. If this second kind of diabetic eats carbohydrates, then his blood sugar level starts climbing and continues to climb until there is too much sugar in the blood, the body stops working properly and the diabetic goes into a coma.

In 1921 scientists discovered how to produce insulin by taking it from animals. This major technological advance in the treatment of diabetes has saved a lot of lives. So, very quickly, a second major advance occurred : the doctors decided to educate the diabetic about his condition, so that he could calculate his own sugar/insulin balance and treat himself.

Answer the following questions according to the text.

1. Is sugar essential for life?
2. When can it be dangerous?
3. What is the role of insulin?
4. In what ways has the diabetic been helped?

SECTION II : MASTERY OF LANGUAGE

(8 points)

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

- a) to lose consciousness (§ 1) b) cure (§ 3)

2. Find in the text words, phrases or expressions that are opposite in meaning to the following.

- a) unhealthy (§ 1) b) harmless (§ 2)

3. Give the correct form of the verbs in brackets.

- a) As I (get) near the park, he came from behind a tree.
b) As soon as they (leave) the house, John ran back inside and shut the door.
c) You should avoid (waste) your time.
d) If he (fail) his exam, he would be very disappointed.

4. This is a conversation between A and B. Complete what B says.

A : You know smoking damages people's health, don't you?

B :

A : Even if you are a non-smoker ...

B :

A : Yes, a study carried out in the U.S.A. shows that even non-smokers are at a risk.

B :

SECTION III : WRITTEN EXPRESSION

(4 points)

Choose one of the following topics.

Topic One : Using the following notes, write a composition of about 120 words.

- medical science has advanced rapidly in this century
- new machinery and equipment
- doctors performing more and more difficult operations
- doctors educating patients suffering from diabetes, cancer, AIDS, etc.

Topic Two : Write a composition of about 120 words on the following topic.

In your opinion what is the most important scientific or medical advance in this century? Explain why.

Section One : Reading Comprehension

(8 points)

Read the passage carefully then answer the questions.

Developing countries are investing in telephone development so as to improve the service in the capital and between the capital and other towns. Large amounts of money are being spent on such programmes, and for good reasons. The problem, however, is that there is an unfair distribution of telephone investments in those countries. They invest more in large towns and less in smaller villages. So, villagers have fewer opportunities to speak to nearby villages or to their district town.

The main function of village telephones is to allow villagers to be in touch with the market town and district officials. It is a two-way communication; it allows the local nurse, or teacher, to make a request to their superiors as well as to receive instructions. It allows the farmer to enquire about the price on the market or ask whether the fertiliser has arrived. A single community phone may be adequate for years, and may be used only three or four times a day, but it still could however change the life of the villagers.

Answer the following questions according to the text

1. Why are developing countries investing in telephone development?
2. Why are villagers given fewer opportunities to get in touch with the nearby villages or their district town?
3. What is the main function of village telephones?
4. In what ways is a telephone useful to a farmer?

Section Two : Mastery of Language (8 points)

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

a) to better

b) principal

Find in the text the words or phrases whose definitions follow :

- a) A means of sending and receiving sounds or talking to others over long distances.
- b) A chemical product to make the land more productive.

Complete the second sentence so that it means the same as the one given.

- a) 1. Alexander Graham Bell invented the telephone.
2. The telephone ...
- b) 1. "The telephone is a wonderful invention," he said.
2. He said that ...
- c) 1. "I called you up yesterday but you were not there," he said to me.
2. He told me that ...
- d) 1. Large amounts of money are being spent on such programmes by developing countries..
2. Developing countries ...

Reorder the following sentences to make a coherent paragraph. One sentence is irrelevant and must be left out.

- a) because it enables doctors and nurses to intervene immediately after a serious accident.
- b) The telephone is a new invention of no utility. ^H
- c) The telephone is very important to mankind. ²
- d) It also enables people to inform fire fighters if a fire breaks out. ²
- e) It might be a life saving factor. ²

Section Three : Written Expression

(4 points)

Choose one of the following topics.

Either 1. Using the following notes, write a composition of about 60 to 80 words on how life would be like without any means of communication.

isolation from the outside world

- lack of information and news
- time wasted
- life difficult

Or 2. Write a composition of about 60 to 80 words on the following topic.

According to you, what are the main advantages of the telephone? Give examples.

امتحان بكالوريا التعليم الثانوي (دورة ماي 1997)

الشعب(ة): علوم الطبيعة والحياة، علوم دقيقة، تكنولوجيا المدة: ساعتان

مادة اللغة الانجليزية

SECTION ONE: READING COMPREHENSION

(8 POINTS)

Read the passage carefully then answer the questions.

- 1 While certain aspects of culture may be vehicles for the transmission of prejudice, it is increasingly through the media that the general public gains knowledge of other countries and of racial and ethnic groups. Even where it is not racist, the manner of presentation of news may nevertheless keep prejudice alive by laying emphasis, for example, on crime associated with particular ethnic cultural groups. Articles on social questions may involve negative stereotyping. Immigration may be represented in such a way to make one think that it is illegal or in need of regulation. Cultural differences may be presented in a twisted or negative way.
- 2 The influence of the media is often accentuated by that of school textbooks. Although these may be free of explicit racism and even proclaim the equality of all peoples, they nevertheless tend frequently to describe historical events, industrial development and cultural achievements without adequate explanation or simply in an unbalanced way. While some particularly flagrant errors have been rectified, the stereotypes are still there and are accepted all the more readily because the bias is not perceived. The way in which historical events are selected may suggest the existence of intrinsic superiority or immutable differences.

Answer the following questions according to the text.

1. How can one be in touch with other countries?
2. Are the media objective or subjective in presenting news? Explain.
3. Do stereotypes still exist? Why or why not?
4. According to the text, is the writer for or against the media? From the above passage, select words, phrases or expressions to justify your answer.

SECTION TWO: MASTERY OF LANGUAGE**(8 POINTS)**

Synonyms: Find in the text words or phrases closest in meaning to the following.

- (a) laying stress (§1) (b) chosen (§2)

Opposites: Find in the text words or phrases opposite in meaning to the following.

- (a) similarities (§1) (b) refused (§2)

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

1. (a) The influence of the media is often accentuated by that of school textbooks.
(b) School textbooks ...
2. (a) People gain knowledge from various sources.
(b) Knowledge ...
3. (a) "While some particularly flagrant errors have been rectified, the stereotypes are still there," the writer said.
(b) The writer said that ...
4. (a) "The bias is not perceived," he added.
(b) He added that ...

Jumbled Sentences: Reorder the following sentences to make a coherent paragraph. One sentence is irrelevant and must be left out.

- (a) we used to enjoy civilised pleasures.
- (b) We used to have hobbies and play games day and night.
- (c) Before we admitted the TV set in our homes,
- (d) we never found it difficult to occupy our spare time:
- (e) Television has not been with us very long,
- (f) but we are already beginning to forget what the world was like without it.

SECTION THREE: WRITTEN EXPRESSION**(4 POINTS)**

Choose one of the following topics.

Either 1: Using the following notes, write a composition of about 80 to 120 words.

Mass- media play an essential role in people's lives.

- inform
- educate
- entertain
- news
- documentaries
- children's programmes
- films, sports, cartoons, serials, games, songs

Or 2: Write a composition of about 80 to 120 words on the following topic.

It is said that TV is a two-edged sword.

Write about its advantages and disadvantages.

امتحان بكالوريا التعليم الثانوي

دورة ماي 1998

الشعب(ة) : علوم الطبيعة والحياة، علوم دقيقة، تكنولوجيا المدّة : ساعتان

مادة اللغة الانجليزية

SECTION ONE : READING COMPREHENSION

(8 points)

Read the passage carefully then answer the questions.

Medicine's Green Revolution

- 1 All over the world, people are beginning to take an interest in medicinal plants. Anxiety about the threats caused to health by the industrial civilisation is leading more and more people to seek herbal remedies for their suffering and illnesses.
- 2 At the dawn of history, the therapeutic and the toxic properties of plants were of equal interest to men. Sorcerers, 'medicine men' and witch-doctors were as familiar with poisons as with cures, and this knowledge gave them a special authority. In its turn, modern medical science has been enriched by the investigation in plants that were known to primitive societies.
- 3 But how can we distinguish between beneficial plants and harmful ones?
- 4 The nineteenth century marks a turning point in the way medicinal plants are used. Man no longer used the plants themselves, but rather the active molecules they contained. The traditional view of nature changed. The young industrial firms began to see it as a vast store of readily available raw materials. The resources are there to be exploited and converted into chemical medicines.
- 5 Tonics, tranquillisers and all kinds of treatments which are produced in great quantities are consumed by masses of basically healthy people in the belief that they will feel better.
- 6 However today there is a powerful public demand for softer and less aggressive therapeutic techniques which would cause less strain on the human system. This is why we can notice an increase in the consumption of medicinal plants.

New Deal

Answer the following questions according to the text.

1. What kind of medicine did primitive societies use?
2. Why are more and more people interested in medicinal plants?
3. Why do some healthy people take medicines?
4. Why were the toxic and therapeutic qualities of plants of equal interest to some men in the past?
5. Why did industrial firms take an interest in medicinal plants?

SECTION TWO : MASTERY OF LANGUAGE**(8 points)**

Synonyms: Find in the text words or phrases closest in meaning to the following.

(a) worry (§1)

(b) poisonous (§2)

Opposites: Find in the text words or phrases opposite in meaning to the following.

(a) modern (§4)

(b) worse (§5)

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

1. (a) Medical science has been enriched by the investigation in plants.
(b) The investigation in plants
2. (a) He told me that if I took that mixture I would feel better.
(b) He said to me, "....."
3. (a) "Don't stop the treatment until your temperature goes down."
(b) The doctor advised me

Dialogue completion: A and B are speaking with each other. Complete what B says.

A: Hi, how are you?

B:

A: Oh, what's the matter?

B:

A: Really? Did you take any medicine?

B:

A: Well, why don't you try some herbal infusion before going to bed?

B:

A: In that case, you'd better go and see a doctor.

SECTION THREE : WRITTEN EXPRESSION**(4 points)**

Choose one of the following topics.

Either 1: Using the following notes, write a composition of about 80 to 120 words.

How can man keep fit and healthy throughout his life?

- physical exercise
- balanced diet
- avoid smoking, drugs, alcohol
- avoid all excesses
- be involved in interesting activities
- be optimistic and see the positive side of things

Or 2 : Write a composition of about 80 to 120 words on the following topic.

Choosing a job is not an easy matter. On what bases would you choose yours?

انت هي

الصفحة 2/2

بالتوفيق

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية
البيروقراطية الوطنية للامتحانات والمسابقات

امتحان بالوريا التعليم الثانوي

﴿ دورة جوان 1999 ﴾

الشعب(ة) : علوم الطبيعة والحياة، علوم دقيقة، تكنولوجيا المدة : ساعتان

مادة اللغة الانجليزية

SECTION ONE : READING COMPREHENSION

(8 points)

Read the passage carefully then answer the questions.

Shaping the News

- 1 News is one the most vital products we consume. It is also one of the most perishable. The worker who contributes to the making of a car, house or even a pair of shoes knows that he has produced something that will last. Not so with the news worker. The story on which he laboured so hard and which he wrote so eloquently will be on its way to the dustbin a day later ... if it is not used to wrap fish. By then, he is gathering facts for his next story. And who can remember the words of a TV or radio news announcer twenty four hours afterwards?
- 2 The process of obtaining, writing, editing, printing and distributing news continues twenty hours a day to satisfy a world-wide demand for fresh information. On the basis of the news we get, we vote, sell, buy, make or change plans, carry an umbrella to work, attend the theatre, go to a meeting or write a letter to the Mayor. We want to know what's going on; the news media tell us.
- 3 Time is an important factor and a reporter works constantly under pressure. He is always aware that his story must be in the hands of his editor by a rigidly prescribed time. Newsmen work by the clock. The same pressure applies to broadcasting.
- 4 Does time pressure affect the quality and accuracy of the news? Of course. Reporters working at a great speed in gathering and writing news stories cannot always provide exactitude of detail, furnish sufficient background for total comprehension or give both sides of a publication. And inaccuracies may occur. Newsmen often obtain information under difficult conditions, for example at the scene of an accident or during a mass demonstration. Also news sources do not always tell the truth and often there is not always time to verify the given statements. But remember, editors and reporters are meeting the public demand for news shortly after events happen. They are dealing in instant history.

M. L. STEN, *How the Media Function Today*

Answer the following questions according to the text.

1. Why is the news a most perishable product?
2. After getting the information, what actions can people undertake?
3. Are journalists always accurate? Why or why not?
4. Do all news sources tell the truth?

اقلب الورقة

الصفحة 2/1

SECTION TWO : MASTERY OF LANGUAGE

(8 points)

Synonyms: Find in the text words or phrases closest in meaning to the following.

- (a) of great importance (§1) (b) collecting (§1)

Opposites: Find in the text words or phrases opposite in meaning to the following.

- (a) permanent (§1) (b) supply (§2)

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

1. (a) Can we trust the media?
(b) Can the media
2. (a) The quality of the news is affected by time pressure.
(b) Time pressure
3. (a) "If you interview too few people, your report may lack accuracy," the editor told his reporters.
(b) The editor said to his reporters that
4. (a) He added that news sources did not always tell the truth.
(b) The editor added, "....."

Dialogue completion: A and B are speaking with each other. Complete what B says.

A: Do you read newspapers?

B:

A: What type of news do you like?

B:

A: You should try other topics as well.

B:

A: But reading about politics can help you understand what's going on in your country and in the world.

B:

SECTION THREE : WRITTEN EXPRESSION

(4 points)

Choose one of the following topics.

Either 1: Using the following notes, write a composition of about 80 to 120 words.

The main qualities of a reporter.

- objectivity: events as they happen
- honesty: avoid lies
- accuracy: precise, exact information
- courage: ready to take risks
- hard work

Or 2 : Write a composition of about 80 to 120 words on the following topic.

Would you like to be a journalist? State your reasons.

انتهى

الصفحة 2/2

بالتوقيع

امتحان بكالوريا التعليم الثانوي

دورة جوان 2000

المدة : 2 ساعة

شعبة : م . ط . ح . ع . د + تكنولوجيا

اختبار في مادة اللغة الإنجليزية

SECTION ONE: READING COMPREHENSION

(8 points)

Read the passage carefully then answer the questions.

The Space Race

- 1 Almost everyday we see something in the paper or on our TV screens about the latest exciting development in the space race. Photographs are regularly flashed to the earth from millions of miles away. They are seen as a visible proof of man's new achievements and successes.
- 2 We are often told that such achievements will be utilised to make life better on earth. But what has the space race done to relieve the suffering of the earth's starving millions?
- 3 The space race is just an extension of the race for power on earth. Only the wealthiest nations can compete and they do so in the name of pure scientific research. But in reality, all they are interested in is power and prestige.
- 4 Poverty, hunger, disease and war are man's greatest enemies and the world would be infinitely better if the powerful nations devoted half as much money and efforts to these problems as they do to the space race. For the first time in history, man has the overwhelming technological resources to combat human suffering, yet he spends them on meaningless pursuits.
- 5 If a man deprived himself and his family of food in order to buy a car, we would consider him mad. Individuals with limited budgets usually get their priorities right: they provide themselves with necessities before trying to obtain luxuries. Why can't great nations act in the same sensible way? Let us put our house in order first and let the space look after itself!

Answer the following questions according to the text.

1. In which paragraph are the human problems listed? What are they?
2. What are the wealthiest nations interested in?
3. Who does the writer refer to when he uses "we ... us ... our" in the text?
4. Is the writer for or against space race? List words and phrases from the text to justify your answer.

SECTION TWO: MASTERY OF LANGUAGE**(8 points)**

Synonyms: Find in the text words or phrases closest in meaning to the following.

- (a) used (§2) (b) richest (§3)

Opposites: Find in the text words or phrases opposite in meaning to the following.

- (a) friends (§4) (b) wrong (§5)

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

1. (a) Everyday we see something new in the papers.
(b) Something
2. (a) Would you consider him mad?
(b) Would he
3. (a) "What time is it?" she asked me.
(b) She wanted to know
4. (a) The boy said, "I've never seen a lion."
(b) The boy said that

Jumbled Sentences: Reorder the following sentences to make a coherent paragraph. One sentence is irrelevant and must be left out.

- (a) huge amounts of money were used.
- (b) The science of space is useful.
- (c) Is this not a waste of time and money?
- (d) Just to examine dust and stones from the planet,
- (e) In the end they were put in some museums.

SECTION THREE: WRITTEN EXPRESSION**(4 points)**

Choose one of the following topics.

Either 1: Using the following notes, write a composition of about 80 to 120 words.

Television has advantages:

- entertains: sports, games, songs ...
- educates: religion, scientific documentaries ...
- informs: news, events, new discoveries ...

Television has disadvantages:

- bad influence on children
- addiction
- waste of time
- cut off from real world

What conclusions can you draw?

Or 2: Write a composition of about 80 to 120 words on the following topic.

What do you think of space research? Give examples to support your answer.

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

﴿دورة جوان 2001﴾

امتحان بكالوريا التعليم الثانوي

المدة : 02 ساعتان

الشعبة : علوم الطبيعة والحياة + علوم دقيقة + تكنولوجيا

أختبار في مادة الإنجليزية

Read the passage carefully then do the activities.

The Use and Misuse of Science

1. The history of civilisation shows how man always has to choose between making the right and wrong use of the discoveries of science. This has never been more true than in our own age. In a brief period, amazing discoveries have been made and applied to practical purposes. It has become commonplace to say we are living in an age of revolution.
2. It would be ungrateful not to recognise how immense are the good things which science has given to mankind. It has shown how starvation and disease can be overcome. It has not only lengthened life, but it has improved its quality. Through the work of science, the ordinary man today has been given the opportunity of a longer and fuller life than was ever possible to his grandparents.
3. But the gifts of modern science can be misused. The car makes business easy and gives harmless enjoyment to many, but it can fill the roads with dead and wounded. The cinema is a means of instruction and recreation, but it is often a channel of false values. The radio can link the world together instantly, but it can also be the instrument of lying propaganda. The airplane makes travel rapid and easy, but it can also become a weapon of destruction.
4. This two-fold aspect of the use of science was the dilemma posed by Professor Hill in the remarkable address he gave at a meeting of a British association. He summed it up in the question, "Are we justified in doing good when the foreseeable consequence is evil?"

SECTION ONE: READING COMPREHENSION (8 PTS)

Activity 1. How many sentences are there in the third paragraph?

Activity 2. In which paragraph are only the good aspects of science mentioned?

Activity 3. Copy the following table and fill it in.

	Positive Aspects	Negative Aspects
Car		
Radio		
Airplane		

Activity 4. Answer the following questions according to the text.

1. What is the problem facing man?
2. List three good things that science has brought to mankind.

اقلب الصفحة

الصفحة: 2\1

Activity 5. Match the following words with their synonyms.

Words	Synonyms
1. wrong	a. bad
2. opportunity	b. chance
3. dilemma	c. problem
4. evil	d. false

SECTION TWO: MASTERY OF LANGUAGE (8 PTS)

Activity 1. Supply punctuation and capitals where necessary.

science is a two edged sword it can be used for good it can be used for bad it is up to man to make the right choice

Activity 2. Which verbs can be derived from the following nouns?

- a. discovery b. enjoyment c. instruction d. association

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

- (a) Amazing discoveries have been made by man.
(b) Man
- (a) "It has become commonplace to say we are living in an age of revolution," the writer said.
(b) The writer said that
- (a) The wireless has linked the world together.
(b) The world
- (a) "Are we justified in doing good when the foreseeable consequence is evil?" Pr Hill wondered.
(b) Pr Hill wondered if

Activity 4. Reorder the following sentences to make a coherent paragraph.

- But nowadays the use of such medicine is prohibited by the Olympic Associations,
- If the test control is positive, the sportsman is disqualified and even punished.
- Many athletes used drugs to help them perform better in competitions.
- and athletes are controlled before and after each performance.

SECTION THREE: WRITTEN EXPRESSION (4 PTS)

Choose one of the following topics.

Either Topic One

Using the following notes, write a composition of about 80 to 120 words.

What benefits could be drawn from the progress of science?

- new medicines
- new machines
- easier, longer, more comfortable life
- more free time
- more entertainment

Or Topic Two

Write a conversation of about 80 to 120 words between an old man and a young man on science and technology. They hold opposing views on the role and consequences of technology.

الجمهورية الجزائرية الديمقراطية الشعبية

الديوان الوطني للامتحانات والمسابقات

وزارة التربية الوطنية

دورة سبتمبر 2001

امتحان بكالوريا التعليم الثانوي

المدة : ساعتان

الشعبة : علوم الطبيعة والحياة + علوم دقيقة + تكنولوجيا

الاشتبار في مادة الإنجليزية

Read the passage carefully then do the activities.

1. Scientists know there are two basic approaches to prolonging life. One is the elimination of diseases such as cancer, heart and brain attacks that affect older people. The other is the slowing down of the process of growing old, the delaying of the deterioration of the body.
2. Scientists believe that they will soon develop the knowledge and ability to delay the ageing process by ten to fifteen years. The result will be that more people will live longer. Scientists believe that with the right diet, exercise, medical advice and mental attitude, many people can live to be 100 years old.
3. Gerontologists, people who specialise in the study of the process of growing old, are investigating why the body cells die. They are studying the activity of cells and the effect of diet on ageing. If their studies are successful, the result should help to improve the quality of life of the next generation.
4. What will some of the effects of longer life be? For one thing by adding extra more healthful years to a person's life, youth and middle age will be prolonged. A person's productivity and efficiency will be increased.
5. On the other hand, the longer lives would bring a major problem, that of money. Pensions would have to last longer, which means that governments would have to provide enough money to meet the increased cost of pensions. Otherwise, it would be tragic if man were to live longer but not have any financial security.
6. Today, gerontologists think that by the next decade, the results of their research will be apparent and that there will be a significant increase in the number of longer lives among the general population.

SECTION ONE: READING COMPREHENSION (8 PTS)

Activity 1. Are there any interrogative sentences in the passage? If so, how many?

Activity 2. On your answer sheet, copy the title which is the most appropriate.

- a) Financial Security for Old People
- b) Prolonging Life
- c) Causes of Early Death

Activity 3. Answer the following questions according to the text.

1. According to scientists, what should people do to live longer?
2. What does a gerontologist do?
3. What impact will living longer have on governments?
4. When will the results of the gerontologists' research be apparent?

Activity 4. Match the following words from the text with their synonyms.

Words

1. improve
2. provide
3. approaches
4. impacts

Synonyms

- a) effects
- b) methods
- c) make better
- d) supply

SECTION TWO: MASTERY OF LANGUAGE (8 PTS)

Activity 1. Give the plural form of the following words.

- a) life b) process c) body d) youth

Activity 2. Put the verbs in brackets in the correct form.

1. I (already, read) that book.
2. He (arrive) soon.

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

1. (a) The writer said, "If their studies are successful, the results should help to improve the quality of life of the next generation."
(b) The writer said that
2. (a) Scientists are studying the activity of cells.
(b) The activity of cells

Activity 4. Reorder the following sentences to make a coherent paragraph.

- (a) The man with the new heart lived for only eighteen days.
- (b) He took a healthy heart from the body of a girl
- (c) and put it into a man's body.
- (d) In 1967, Dr Christian Barnard transplanted a heart for the first time.

Activity 5. Reorder these words to make a meaningful sentence.

environment | street | the | by | influenced | is | children | of | behaviour | the

Activity 6. Supply punctuation and capitals where necessary.

among the many effects of longer life expectation is the scarcity of food supply in certain regions of the world rapid development in agriculture is therefore necessary to cover a higher demand for food

SECTION THREE: WRITTEN EXPRESSION (4 PTS)

Choose one of the following topics.

Either Topic One

Using the following notes, write a composition of about 80 to 120 words.

What should people do to live longer?

- follow the instructions of their doctors
- go on a strict diet
- practise sport
- spend plenty of time outdoors
- avoid all excesses
- refrain from smoking

Or Topic Two

Write a composition of about 80 to 120 words on the following topic.

What kind of sport do you prefer? State your reasons.

اختبار في مادة الإنجليزية (لغة أجنبية ثانية)

Read the passage carefully then do the activities.

It is easy to think of the world's oceans as indestructible, bodies so deep and wide they can absorb anything. And enormous they are - 300 million cubic miles of water spread over 70 percent of the earth's surface. The only trouble is that we have managed to clog all the seas of the world with something like 20 billion tons of rubbish, including everything from soda cans to radioactive waste and exotic chemicals to heavy metals. And now, perhaps the oceans are finally telling us that enough is enough, and that those waters have suffered the worst effects of pollution.

At bottom, the problem is one of overpopulation in coastal areas and inadequate waste management. In the world-wide web of pollution, almost no one is blameless.

The irony is that the technology and expertise already exist to alleviate some of the worst effects. For instance, there are treatment plants that can take the heavily contaminated water and make it drinkable. Such facilities are terribly expensive, but it may eventually become clear that the costs of not investing in them are even higher.

Section One: Reading Comprehension

(8 pts)

1. How many paragraphs are there in the above passage?
2. Choose the general idea of the text.
 - a) Pollution of the environment.
 - b) The world's polluted oceans.
 - c) Measures taken to fight water pollution.
3. Are these statements True, False or Not Mentioned ?
 - a) Oceans tell people to stop throwing rubbish.
 - b) Demographic explosion is a cause of water pollution.
 - c) Polluted waters cannot be treated.
 - d) Coastal areas play the most important role in the chain of life.
4. Answer the following questions according to the text.
 - a) What makes people think that oceans can absorb anything?
 - b) What can be done to alleviate some of the effects of pollution?
5. Match words and their definitions.

WORDS	DEFINITIONS
a. to clog	1. to make less severe
b. contaminated	2. to fill , to block
c. to alleviate	3. not pure

Section Two: Mastery of Language**(8 pts)**

1. Add three more words to the list.

environment	pollution			
-------------	-----------	--	--	--

2. Supply punctuation and capitalisation.

whales are sea-living mammals they breathe air but cannot survive on land

3. Reorder the words to make a coherent sentence.

produce / radioactive / of / remain / all / nuclear / wastes / which / stations / for / years / thousands / power / dangerous

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

Verb	Adjective	Noun
to think	thoughtful	a thought
to exist		
	blameless	
		pollution

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

wastes - bodies - chemicals - sons - facilities - thinks

/ s /	/ z /

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

a1. Polluted water can be treated.

b1. We

a2. "How many casualties were recorded during the Chernobyl accident?" he asked.

b2. He asked

a3. Radioactive waste and chemicals are spoiling our environment.

b3. Our environment

Section Three: Written Expression**(4 pts)**

Choose ONE of the following topics.

Either topic one.

Write a composition of 80 – 120 words on the following topic.

According to you what are the measures that should be taken to protect our environment?

Or topic two.

This is a conversation between a journalist and a whale hunter. Complete what the journalist says.

Hunter: Can I help you?**Journalist:** ...**Hunter:** Of course. I know them well. There are two main groups of whales: toothed like the dolphin and toothless like the blue whales.**Journalist:** ...**Hunter:** Well! For their oil, their meat and a curious product called 'ambergris'.**Journalist:** ...**Hunter:** A substance produced by the whale, and it is used in the production of perfumes.**Journalist:** ...**Hunter:** I know we are destroying the whale stocks... But what can we do instead?**Journalist:** ...

بالتوفيق

الصفحة 2 / 2

انتهى

﴿ دورة جوان 2003 ﴾

امتحان بكالوريا التعليم الثانوي

المدة : ساعتان

الشعب : علوم الطبيعة والحياة + علوم بقيقة + تكنولوجيا

اختبار في مادة الإنجليزية (لغة أجنبية ثانية)

Read the passage carefully then do the activities.

Research has shown that the physically fit person is able to withstand fatigue for longer periods than the unfit person; that the physically fit person is better equipped to tolerate physical stress; that the physically fit person has a stronger and more efficient heart; and that there is a relationship between good mental alertness, absence of nervous tension and physical fitness.

One way of being fit is through weight control. The major purpose of weight control is to reduce the amount of fat and to increase the amount of muscle. It is in reality a programme of fat control rather than weight control. This control can be exerted only by coupling a sensible dietary programme with a regular balanced programme of exercise.

When we eat, the food is used, stored or discarded. The body stores fuel or calories as fat. The more fuel we consume, and the less of it we use, then the more of it is stored in the body in the form of fat. The human body is not like the petrol tank of a car that will overflow when it is full. Our bodies accept all the calories that we put into them, and store those that we do not use.

When you exercise, you burn calories. As muscle is slightly heavier than fat, you may very well notice an increase in your weight rather than a reduction. However, it must be stressed that this muscle weight is useful weight and will improve the way you look and feel.

Research has shown clearly that the most effective way of taking off weight and keeping it off is through a programme which combines diet and exercise.

Section One: Reading Comprehension

(8 pts)

1. Are there any negative sentences in the third paragraph? If so, how many?
2. Are the following sentences true or false?
 - a) As compared to the physically unfit person, the fit person has a stronger and healthier life.
 - b) A dietary programme is necessary for fat control.
 - c) The human body rejects some calories.
 - d) According to research, practising sport and special diet are very effective ways of taking off weight.
3. Here are the answers to some questions about the text. Ask the questions.
 - a) The food is used, stored or discarded.
 - b) Fuel or calories as fat.
 - c) When you exercise.
4. Find in the text words or phrases opposite in meaning to the following.

a) weaker (§ 1)

b) reject (§ 3)

c) useless (§ 4)

Section Two: Mastery of Language

(8 pts)

1. Supply capitals and punctuation.

the next olympic games will be held in athens athletes from different parts of the world will take part in the event the algerian athletes will certainly represent their country in an honourable way

2. Divide the following words into roots and affixes.

unfit - reality - ineffective

Prefix	Root	Suffix

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

Verb	Noun	Adjective
produce	product	productive
	thought	
		known / knowledgeable
endanger		

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

- a1. "The muscle weight will improve the way we look", the writer says.
 b1. The writer says that
- a2. Solar energy is changed into chemical energy by plant cells.
 b2. Plant cells
- a3. The candidates had revised English before they slept last night.
 b3. After

5. Reorder these sentences to make a coherent paragraph. One irrelevant sentence must be left out.

1. you will gain an extra pound.
2. and use only 2 600 of them in your activity,
3. When you accumulate about 4 000 of these calories,
4. you will lose 400 calories.
5. the remaining 400 calories will be stored in the body.
6. If you eat food that has a value of 3 000 calories

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

equipped - used - discarded - stored - accepted - reduced

/ t /	/ d /	/ id /

Section Three: Written Expression

(4 pts)

Choose ONE of the following topics.

Either topic one:

Using the following notes, write a short paragraph of about 80 – 120 words on the following topic.

Activity and diet play a beneficial role in man's health.

- control weight	-decrease stress and anguish	- reduce heart problems
- activate the respiratory system	- make life more enjoyable	- feel and look well

Or topic two:

Write a composition of about 80 – 120 words on the following topic.

Do you like to practise sport? Give your reasons.

بالتوفيق

الصفحة 2 / 2

انتهى

الجمهورية الجزائرية الديمقراطية الشعبية		
الديوان الوطني للامتحانات والمسابقات	وزارة التربية الوطنية	
امتحان بكالوريا التعليم الثانوي		
« دورة جوان 2004 »		
المدة : ساعتان	الشعبة : علوم الطبيعة والحياة + علوم دقيقة + تكنولوجيا	
اختبار في مادة الإنجليزية — لغة أجنبية ثانية —		
SECTION ONE: READING COMPREHENSION		(8 points)
<i>Read the text carefully then do the activities.</i>		
<p>Soccer is probably the most popular sport in the world. Two teams of 11 players attempt to guide an inflated ball into goal cages opposite ends of a playing field. Soccer is unique because of <u>its</u> restriction on the use of the hands; only the goal keeper may handle the ball, and then only within a limited area.</p> <p>The continuous action and fast pace of soccer have made it a major spectator sport throughout the world, and for <u>the same reasons</u> it has attracted millions of players. Since the late 1960s and early 1970s its growth in the United States, especially on the amateur level, has been substantial. The name of the game presents some confusion. In countries other than the United States soccer is called football. The word 'soccer' is short for 'association' football.</p> <p>It is hard to believe that a game as fast and exciting as soccer had its origin in a religious ceremony several thousand years ago in Egypt. After putting an armor, two teams fought with sticks over a round stone. The custom of teams competing for control of a round object, or ball, spread across North Africa, the Arabic countries and Persia.</p> <p>The international governing body of soccer is the Fédération Internationale de Football Association (FIFA), with headquarters in Zurich, Switzerland. Every 4 years national teams – made up of the top players from each country (<u>who</u> may play professionally for teams in other countries) - compete for the World Cup, soccer's most coveted prize. It is the most popular athletic event, possibly with the exception of the Summer Olympics. The 2002 World Cup Finals were hosted by two Asian countries: South Korea and Japan.</p>		
<p>1. Are there any passive sentences in the above passage? If so, how many?</p> <p>2. Are the following statements true, false or not mentioned?</p> <p>a) Soccer is the most popular sport in America.</p> <p>b) Football isn't played in the USA.</p> <p>c) Soccer could be found in North Africa, long time ago.</p> <p>d) Millions of viewers watched the last world cup finals.</p> <p>3. On your answer sheet, copy the title which you think is the most appropriate.</p> <p>a) The Last World Cup Finals</p> <p>b) Football and Soccer</p> <p>c) The History of Soccer</p> <p>4. What or who do the underlined words or phrases refer to in the text?</p> <p>a)... <u>its</u> restrictions ... (§1)</p> <p>b)... <u>the same reasons</u> ... (§2)</p> <p>c)... <u>who</u> may play ... (§4)</p> <p>5. Find in the text words , phrases or expressions closest in meaning to:</p> <p>a) try (§1) b) all over (§2) c) award (§4)</p> <p>6. Find in the text words, phrases or expressions opposite in meaning to:</p> <p>a) least (§1) b) minor (§2) c) slow (§3)</p>		
أقلب الصفحة	الصفحة 2 / 1	

SECTION TWO: MASTERY OF LANGUAGE

(8 points)

1. Supply punctuation, capitals and apostrophes where necessary.

mother the little boy said I want to see the game it s all right you may go she answered

2. On your answer sheet, copy the odd one out.

- a) tennis volleyball handball basketball
b) passed watched succeed earned.

3. Divide the following words into their roots and affixes.

- a) shortening b) athletic c) international

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

1 (a) Eleven players guide an inflated ball into goal cages.

1 (b) An inflated

2 (a) The 2002 World Cup Finals had been hosted by Korea and Japan.

2 (b) Korea and Japan

3 (a) He didn't watch the basketball match. He didn't study.

3 (b) He neither

5. Fill in the gaps so that the passage makes sense.

One of the top women athletes Algeria1..... ever known is Hassiba Boulmerka. This athlete has2..... part in different running competitions all over the world. Thanks to her fitness3..... determination, she has won medals and become a star long distance4..... She was the youngest world champion ever in the 1500-metre competition.

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

- a) drowned b) spectator c) game d) against

SECTION THREE: WRITTEN EXPRESSION

(4 points)

Choose one of the following topics.

1. Either topic one: Complete the following dialogue.

- A:
B: Unfortunately I did. It was a pity.
A:
B: Don't blame the referee. Our team didn't play well.
A:
B: Yes, you're right, we must support them.
A:
B:

2. Or topic two: Write a composition of about 80 to 120 words on the following topic.

Team sports contribute more to international understanding than individual sports. Do you agree? Give examples to justify your point of view.

Appendix 3. The 2001 Syllabus Modifications

Reading comprehension :

A) Format :

- 1) How many paragraphs are there in the following above passage ?
- 2) How many affirmative, (or negative, or interrogative, or exclamatory, etc.) sentences are there in a given paragraph?
- 3) Are there any direct or indirect quotations in this text ? If so how many ?
- 4) What type of text is the reading passage above ?

B) Content :

- 1) Answer the following questions according to the text (reference and inference questions).
- 2) Multiple choice comprehension questions .
- 3) Are these statements true, false or not mentioned ?
- 4) Match each question with its corresponding answer .
- 5) Choose / give a title / the topic sentence / the general idea of the text .
- 6) Fill in the following table .
- 7) What do the underlined words refer to ?
- 8) In which paragraph is it mentioned that... ?
- 9) Match the titles with their corresponding paragraphs .

10) Read the text and put the following sentences in the right order according to the reading passage .

11) Find the right word from the passage and put it in the appropriate column .

C) Activities Related to the Lexis of the Text .

1) Match words and synonyms / opposites / definitions.

2) Find the words that are closest / opposite in meaning to the following.

3) Find in the text words of the same root as the ones given.

4) Divide (these) words into roots and affixes.

Mastery of language .

A) Mechanics .

1) Identify the wrong capitals and write the paragraph corrected .

2) supply punctuation, capitals, apostrophes where necessary .

3) Reorder the different parts of the letter and present it in its appropriate layout .

B) Lexis .

1) Classify the words in alphabetical order .

2) Copy / cross the odd word out of each line .

3) Add more words to each of these lists .

C) Morphology.

- 1) Which nouns / verbs / adjectives can be derived from these words .
- 2) Give the opposites of these words keeping the same root .
- 3) Give the plural / singular form of the following words.
- 4) Supply the past tense and the past participle of the following verbs .
- 5) supply the comparative and the superlative forms of the following adjectives .
- 6) From the list tenses .below, pick out the irregular verbs and give their past
- 7) Use the correct tense .

D) syntax .

- 1) Combine the sentences using the connectors provided .
- 2) Ask questions which the underlined words answer .
- 3) Rewrite sentence (b) so that it means the same as sentence (b).

(The transformation is usually from direct to indirect speech / Active into passive voice or vice versa.

- 4) Without changing the meaning, rephrase the following sentences / questions.
- 5) Turn into direct / indirect speech.

- 6) Express it differently.
- 7) Spot the mistake and correct it.
- 8) Give the correct form of the verbs in bracket.
- 9) Observe and do : tag questions.

Discourse.

- 1) Read the text and delete unnecessary words.
- 2) Fill in the gap with some words from the list provided.
- 3) Match statement from column A with statement from column B.
- 4) Reorder the words to make a coherent sentence.
- 5) Reorder the sentences to make a coherent paragraph.
- 6) Fill in the invisible gap.

F) Oral in Writing.

- 1) Choose the pairs that rhyme.
- 2) Classify the verbs according to their final "ed" / "s".
- 3) Classify the words according to the number of their syllables.
- 4) Classify the words according to which a syllable is stressed.
- 5) Underline / or write the silent letters.

Written Expression

- 1) Change the following conversation into a prose passage.
- 2) Changing from prose to dialogue.
- 3) Expand this telegram into a letter
- 4) Using the following notes, write a composition of about () words.
- 5) Transfer from table to a paragraph or vice versa.
- 6) Write an ending to this story.
- 7) Dialogue completion.
- 8) Write a short summary to text.
- 9) Write a letter (to a friend) of an application / a business letter.
- 10) Free composition.
- 11) Use the following notes to write a composition.

Appendix 4.

Questionnaire to Teachers on the Teaching of English in Technology Streams

Chapter 1 Orientation

Item 1). In your opinion, where do most good pupils prefer to study?

a) in general education

b) In technical education

If it is in general education, what is their reason for this choice?

a) There are more success opportunities in its streams

b) Pupils prefer theoretical to technical education

c) The impact of parents

d) Their colleagues' advice

e) Other reasons

Item 2). Do you think that the sending pupils against their wishes to technical schools can affect their motivation for learning?

a) yes

b) No

Item 3) Do you think that orientation sets in fundamental education can affect the teaching of English in technical schools?

a)Yes

b) No

-If yes, this process leads most good pupils at English to join

a) General education streams **b) Technical education streams**

Item 4). During reorientation from 1 'AS' to different streams in 2 'AS' in technical schools, where do the rest of the pupils with some inclinations towards English prefer to study?

a) Managing b) accounting d) technical c) technology

Item 5) Do you think that the value of the coefficient can affect the teaching of English in engineering specialties?

Yes

No

Chapter 2). The Question of Relevance

Item 6). In your opinion, what are the streams that can largely take profit from the 1 'AS' syllabus?

a) **technical education**

b) **general education**

c) **both schools**

Item 7).What is the stream that is the mostly affected with the problem of irrelevant syllabuses in 2 'AS'?

a) Accounting

b) managing

c) technical

d) technology

Item 8) Do you think that the question of relevance in 1 and in 2 'AS' syllabuses can affect the learning of English in technology streams?

a) yes

b) no

Item 9) what is, in your opinion, the most efficient solution for the question of relevance in 2nd year technology classes?

a) to keep their present syllabus which they share with scientific specialities.

b) The syllabus designed for technical streams is more relevant.

c) Other suggestions

Exams.

Item 10) Are you aware of the mismatch that usually takes place between the syllabus and the English paper in the bac exam in technology streams?

Yes

No

-If yes, why haven't you discussed this problem in seminars or with inspectors?

a) The number of technical school teachers forms a slim minority

b) This problem affects only one stream in technical education

d) Inspectors do not include the teaching of English in technical education in the agenda of seminars

e) Other reasons

Item 11) According to you, why has this problem been affecting only engineering specialities?

a) There is a lack of coordination between examiners and syllabus designers.

b) Examiners in the 'ONEC' have never taught in technology streams.

c) There is a misunderstanding of the status of technology streams

d) Other reasons.

Item 12) Does this kind of mismatch affect pupils 'achievement?

Yes

No

If yes, why?

Thematic syllabuses call for the knowledge of vocabulary

Each theme has its own type of activities

Scientific pupils' exam is so difficult for engineering specialities

Others

Item 13) In your opinion, should pupils be informed of this problem?

Yes

No

-If no, Why?

a) This will affect their motivation for learning English

b) They might raise this problem during the day of the exam

c) Other reasons.

Item 14) In your opinion, what is the most suitable solution for the syllabus /exam mismatch in engineering specialities?

a) Their English exam should stem out of their present syllabus.

b) They should study the same syllabus as scientific streams.

c) Both solutions are of equal importance

Chapter 4)The Failure of Teaching Manuals to Contain the Stated Syllabi.

Item 15) Do you think that the replacement of ‘New Lines’ with ‘My New Book of English’ has successfully been achieved?

Yes No

If no, why?

- a) Its activities do not match the 2001 modifications
 b) Its failure to cover the whole 1st year syllabus

Item 16) Do you still use ‘New lines’ as an extra teaching material for the 1st year level?

Yes No

-if yes, why?

- a) It provides variety in topics.
 b) It includes the three functions that the new book lacks
 c) Other reasons.

Item 17) In 2 ‘AS’, apart from ‘The New Midlines’ do your pupils sill use the other second year books?

Yes No

If yes, why?

- a) The New Midlines has brought nothing new regarding the syllabus
 b) Teachers tolerate the use of the other books
 c) The other books are abundantly and freely available
 d) Other reasons

Item 18) Since the 2001 syllabus modifications, do you think that Comet is still the most suitable teaching manual for 3rd year pupils?

Yes

No

If no, that is because

a) It no longer includes the stated themes

b) It lacks the adequate type of exercises brought by the 2001

Syllabus

d) Other reasons

Item 19) In 3 'AS', what is the extent to which you use Comet as a teaching material?

fully depend on Comet

use Comet for the themes and adapt my own activities

use other sources

-If you use other sources, what are they?

Previous BAC Papers

Commercial books designed for BAC classes

Others

Item 20) In your opinion, how can the issue of the material unsuitability be solved?

a) Adapting their activities to the ones in the new Examiner's

Guide b) Using the new teacher's guide itself as a teaching material?

c) Producing a new manual that contains the stated themes with the new type of activities

6) Teaching Styles

Item 24) Do you think that English teaching styles in secondary education are based on uniformity or o diversity?

Based on unity Based on diversity

If they are based on uniformity, what have you based your judgements on?

a) The directives of the educational authorities.

b) The similarity in the use of books, syllabuses and methods.

c) Other reasons.

Item 25). According to you, what is the kind of learners that can largely take profit form the current teaching styles?

a) Auditory b) visual tactual

How did you know that?

a) Visual strategies are not included the in textbooks

b) There is less emphasis on tactual styles

c) Visual and tactile strategies are not embedded in the syllabus

Item 26). Do you think that practical learning the 'TPs' in the workshops, laboratories and in the design rooms can lead pupils to acquire some more kinaesthetic and visual learning strategies ?

Yes No

-if the answer is positive, what are those styles?

Item 30) Have you ever attended a seminar on the teaching of English at technical schools?

a) Yes

b) No

If Yes, when? And where?

Item 31) Do you think that inspectors give the same importance to teaching English in technical education as they give it to English in general education ?

a) Yes

b) No

if no why?

a) These inspectors have been promoted from general education.

b) Their in-service training has not been orientated towards ESP.

c) The insufficient number of inspection visits to technical schools.

d) Other reasons.

Appendix 5

جامعة محمد خيضر – بسكرة

كلية الآداب والعلوم الاجتماعية

قسم اللغة الإنجليزية

الدراسات ما بعد التدرج

إسبيان

تحضيراً لرسالة ماجستير في اللغة الإنجليزية نقدم لكم هذه الاستمارة قصد الحصول على معلوما تخص دراستنا والتي تتمثل في تحليل لبعض العوامل المؤدية إلى ضعف تلاميذ التعليم الثانوي في مادة الإنجليزية دراسة لحاله أقسام شعب التكنولوجيا لولاية الوادي.

نرجوا ملء هذه الاستمارة بعناية علما أن المعلومات لن تستعمل إلا لغرض البحث العلمي.

إعداد الطالب: نوه محمد

إشراف: الدكتور عمر غوار

يرجى وضع علامة ✓ أمام الاختيار الصحيح و إضافة ما ترونه مناسباً.

المحور الأول : الوجيه المدرسي

1. عندما كنت تلميذا في السنة التاسعة أساسي، بأي نوع من التعليم كنت

ترغب؟

التعليم الثانوي العام التعليم الثانوي التقني

- إذا كانت رغبتك تتمثل في الالتحاق بالتعليم العام، ما سبب هذا الاختيار؟

لا ترغب في التعليم التطبيقي.

فرص النجاح أكثر في التعليم العام.

التعليم التقني له فرص اختيار قليلة في الجامعة.

كان اختيار والديك.

أسباب أخرى.

1. هل طغت ضد توجيهك إلى المتقنة؟

نعم لا

- إن كان الجواب لا، لماذا؟

كنت متأكدا بأن طلبك سيرفض.

أصبحت راضي عن توجيهك.

اختيارك للتعليم العام كان خطأ.

2. هل وجودك الآن في شعب التكنولوجيا جاء نتيجة لاختيارك الأول ؟

نعم لا

- إذا كان الجواب لا، إلى أي من الشعب التالية كنت تريد أن توجه ؟

الشعب التقنية .

شعب التسيير والاقتصاد .

شعب المحاسبة .

3. هل تعتقد بأن الانتماء إلى شعبة الهندسة يوفر لك فرص نجاح.....

زملائك في الشعب الأخرى؟

أقل من متساوية مع أكثر من

المحور الثاني : علاقة اللغة الانجليزية بمادة تخصصك ، التكنولوجيا ؟

4. هل شعرت، عندما كنت في السنة الثانية ن بأن برنامج اللغة الإنجليزية كان له

علاقة بما كنت تدرسه في مادة تكنولوجيا؟

نعم لا

5. هل تفضل أن تكون هناك علاقة بين مفردات اللغة الإنجليزية التي تدرسها بما

تدرسه في مادة التخصص؟

نعم لا

- إذا كان الجواب نعم، هل يزيد ذلك من رغبتك لتعلم هذه اللغة ؟

لا

نعم

المحور الثالث: الكتاب المدرسي

7. كم عدد كتب اللغة الإنجليزية التي كنت تستعملها عندما كنت تلميذا في السنة

الأولى ثانوي؟

كتابان

كتاب واحد

8. هل لديك كتاب السنة الثالثة "Comet"؟

لا

نعم

إن كان الجواب نعم، هل دائما تستعملونه في القسم؟

لا

نعم

9. عندما لا يغطي الكتاب المدرسي كافة محاور البرنامج، هل يقلل ذلك من قيمه

عندك كوسيلة تعليمية؟

لا

نعم

المحور الرابع: الامتحانات.

10. في رأيك هل تساهم مادة الإنجليزية في رفع أم خفض نتائج تلاميذ الهندسة في

البكالوريا؟

خفض

رفع

11. عندما تقوم بترتيب المواد التي ستراجعها للامتحان، هل يلعب المعامل دورا

هام في هذا الترتيب؟

لا

نعم

12. في اعتقادك هل يجب أن تتوافق مواضيع امتحان شهادة البكالوريا مع المقرر

الرسمي للدراسة؟

لا

نعم

- في حالة ما إذا بني موضوع امتحان من خارج البرنامج هل يؤثر ذلك على؟

لا

نعم

المحور الخامس: التدريس

13. بأي من الطريقتين تفضل أن تدرس لك اللغة الإنجليزية؟

الطريقة التي تمكّنك من استعمال اللغة.

الطريقة التي تمكّنك من الحصول على نقاط أكثر في الامتحانات؟

14. عند دراستك لقواعد اللغة الإنجليزية هل تفضل أن

تعطى لك قواعد اللغة أولا لتطبيقها على الأمثلة.

تعطى لك الأمثلة أولا لتستخرج أنت القواعد.

تتعلم كيفية استعمال اللغة بدون التطرق لقواعدها.

المحور السادس: أساليب التعليم

15. هل تفضل أن تدرس في القسم أم في الورشة؟

القسم الورشة

- إذا كنت تفضل الدراسة في القسم فذلك راجع لـ:

عدد التلاميذ القليل يساعد في عملية الفهم.

رؤية وتشغيل الأجهزة والآلات يساعد على الفهم أكثر.

المناخ الدراسي في الورشة أكثر حرية من القسم.

16 هل تعتقد أن عملية تعميم دراسة الإنجليزية بالأفواج إلى سنوات التخصص

يرفع من مستوى تحصيلك؟

نعم لا

إذا كان الجواب نعم لماذا؟

يكرس الأستاذ وقتاً أكثر لكل تلميذ.

الدراسة في الأفواج توفر لك جو من الطمأنينة.

الاعتماد على زملائك التلاميذ.

أسباب أخرى

17. أي من الكتب المدرسية التالية تساعدك على الفهم أكثر.

الكتب التي تحتوي على صور.

الكتب الخالية من الصور.

لا تهتم بهذا الموضوع.

Abstract

The main aim of teaching English in Technical schools is to enable learners to use it in special situations and for specific purposes (Ministry of Education, 1995). However, poor achievement amongst pupils of technology specialities reveals that the gap is still wide between the objectives meant to be achieved and what really goes on on the ground.

This study, which intends to identify and analyse some factors responsible for these pupils' underachievement in this subject, is divided into two parts. Part one focuses on the difficulties that engineering pupils encounter in learning English, and includes seven chapters. Part two is devoted to field study. It comprehends three chapters. Chapter one examines the consequences resulting from the conflicts between pupils' ambitions in schooling and the decisions of guidance councils. Additionally, it shows the impacts of orientation sets on teaching English in technology streams. Chapter two raises the question of compatibility between the English syllabuses and pupils' fields of interest. Chapter three, deals with the mismatch between exam contents and syllabuses. In chapter four, we examine the extent to which teaching manuals cover the syllabuses regarding the functions, the themes, the type and number of activities. Chapters five and six focus on unity in teaching methods and

styles versus diversity in learning styles and preferences. Chapter seven examines the suitability of English teachers in Technical schools. Chapter eight focuses on the description, the analysis and the interpretation of the data resulting from teachers' views. In the same way, chapter nine, analyses and interprets pupils' answers. Chapter ten suggests solutions to improving the teaching of English in technology specialities.

ملخص باللغة العربية

إن الهدف الأساسي من تدريس اللغة الإنجليزية في التعليم الثانوي التقني يتمثل في تمكين التلاميذ من استعمالها في حالات خاصة ولأهداف محددة. لكن النتائج الهزيلة التي دأب تلاميذ شعب التكنولوجيا على تحقيقها في هذه المادة خلال امتحان شهادة البكالوريا تبين أن الفجوة لازالت واسعة بين ما تم التخطيط له وما تحقق فعليا على أرض الواقع.

إن هذه الدراسة، التي تهدف إلى التعرف على بعض الأسباب المؤدية إلى تدني مستوى تحصيل هؤلاء التلاميذ في مادة اللغة الإنجليزية ثم القيام بتحليلها، تنقسم إلى بابين: يركز الباب الأول الذي يتكون من سبعة فصول على الصعوبات التي تواجه تلاميذ الهندسة في تعلمهم للغة الانجليزية. أمّا الباب الثاني الذي يركز على الدراسة الميدانية فيحتوي على ثلاثة فصول.

يتعرض الفصل الأول إلى المشاكل الناجمة عن عدم تمكن التلاميذ من الالتحاق بشعبهم المفضلة. كما نبين تأثير مجموعات التوجيه على تدريس الإنجليزية في شعب التكنولوجيا. ثم نثير في الفصل الثاني مسألة عدم الترابط بين المقرر وميادين اختصاص التلاميذ الشيء الذي يؤثر على مدى اهتمامهم بهذه اللغة. أما في الفصل الثالث فنتناول مواضيع اختبار مادة الإنجليزية في امتحان البكالوريا التي قلما تتطابق مع البرنامج الرسمي لأقسام التكنولوجيا. كما نفحص في الفصل الرابع مدى ملائمة الكتب المدرسية للمقرر الرسمي من حيث احتواء المواضيع ونوع وعدد التمارين في

حين أننا في الفصلين الخامس والسادس نتطرق إلى التعارض الناتج عن الأحادية في طرق وأساليب التدريس مقابل التعددية في طرق وأساليب التّعلّم. أما الفصل الأخير من فيدرس مدى ملائمة أساتذة اللغة الإنجليزية للتدريس في التعليم التقني. في الفصلين الثامن والتاسع على التوالي نقوم بدراسة وتحليل البيانات التي جمعناها عن طريق الاستبيانين الموجهين للأساتذة و التلاميذ. ثم نقوم في الفصل العاشر باقتراح بعض الحلول التي من شأنها المساهمة في تحسين تدريس اللغة الإنجليزية في شعب

التكنولوجيا