



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



**Investigating Predictive Ability of the Rehearsal English
Examination of 8th Grade Pupils' Performance in Basic
Level Certificate**

(An Evaluative Study of Some Basic Level Schools in Khartoum

Bahri Locality –Khartoum State)

**تقصي قدرة امتحان اللغة الإنجليزية التجريبي على التنبؤ بأداء تلاميذ الصف الثامن
في امتحان شهادة الأساس**

(دراسة تقييمية لبعض مدارس الأساس بمحلية الخرطوم بحري – ولاية الخرطوم)

**A Thesis Submitted in Fulfillment of the Requirements for the Degree of Ph.D
in English Language (Applied Linguistics)**

Submitted by

Kamal El Din Osman Ahmed El Khawad

Supervised by

Dr. Abdalla Yassin Abdalla

2019



Approval Page

(To be completed after the college council approval)

Name of Candidate: Kamal Eldin Osman Ahmed EL-Khawad

Thesis title: Investigating the Predictive Ability of the Rehearsed
English Language Examination of 8th Grade Pupils' Performance
in Basic Level Certificate English Examinations

Degree Examined for: Ph.D. in English (Applied Linguistics)

Approved by:

1. External Examiner

Name: Dr. Faeel Abdurrahman Khider

Signature: [Signature] Date: 28/3/2019

2. Internal Examiner

Name: Dr. Mahmud Ali

Signature: [Signature] Date: 28/3/2019

3. Supervisor

Name: Dr. Abdalla Yassin Abdalla

Signature: [Signature] Date: 28/3/2019

بسم الله الرحمن الرحيم

الهی لا یطیب لیل إلا بشکرک ولا یطیب نهار إلا بذكرک
ولا تطیب الجنة إلا برویتک

الحمد والشکر لله (جل جلاله)

Quranic Verse

In the Name of Allah the Beneficent, the Merciful

“Allah will exalt those who believe among you, and those who have knowledge, to high ranks. Allah is informed of what ye do.”

(The Holy Qur'an, 58:11)

بسم الله الرحمن الرحيم

قال تعالى:

(يرفع الله الذين ءامنوا منكم والذين أوتوا العلم درجات والله
بما تعملون خبير)

صدق الله العظيم

سورة المجادلة الآية (11)

Dedication

To the memory of my father, sister Awatif, niece Safa and Ustaz Abdel Rahman El Mubark, may God bless their souls.

To my family with respect and gratefulness.

ACKNOWLEDGEMENTS

I would like to express my deep and sincere gratitude to my supervisor Dr. Abdalla Yassin Abdalla for his deep penetrating look, invaluable comments, suggestions and thoughtful advice that have enabled me to complete this study.

Special thanks and an everlasting feeling of gratitude are extended to my university (SUST) which gave me the chance to conduct this study and assisted me by all possible means of support.

Thanks are also due to the Ministry of Education represented by the General Administration for Basic Education, Department of Measurement and Educational Evaluation, basic level schools' administrators, teachers of English and pupils at Bahri Locality – Khartoum State for their generous welcome, unlimited assistance to conduct this study and for providing me with the required data.

Further thanks and great appreciation are extended to my family, university colleagues and friends for their moral support and continuous words of encouragement to complete this study.

Many thanks are due to Miss Limia Suleiman Adam for editing this study and putting the final artistic touches of the computer works, and to the librarians at the Faculties of Education and Languages - Sudan University of Science and Technology for their sincere co-operation.

Abstract

This study aims at investigating the predictive ability of the rehearsal English examination of 8th grade pupils' performance in basic level certificate. It raises these hypotheses: "The rehearsal English examination results are a good indicator to the pupils' performance in the basic level certificate examination. Pupils benefit from taking the rehearsal English examination to develop their language skills. Teachers of English benefit from using the rehearsal English examination to promote their teaching styles. The rehearsal English examination does not cover sufficiently the four English language skills." Then, the literature written on testing and previous related studies were reviewed. The analytical descriptive method was adopted using Statistical Packages for Social Sciences programme. The numerical data collected from the respondents were statistically analyzed and the results were critically discussed. Three tools were used to collect data: two questionnaires for (100) pupils and (20) teachers of English both males and females, selected from some basic level schools in Khartoum Bahri Locality, and the results' analysis of both the rehearsal and certificate English examinations which were held in 2017. The most important findings revealed: "It is clearly noticed that the rehearsal English examination results are a good indicator to the pupils' performance in the basic level certificate English examination. It is obviously found that pupils benefit from taking the rehearsal English examination to develop their language skills. It is certain that teachers of English benefit from using the rehearsal English examination to promote their teaching styles. It is confirmed that the rehearsal English examination does not cover sufficiently the four English language skills." Based on the findings of this study the following key points have been recommended: "The four English language skills should be sufficiently practiced and then tested in both the rehearsal and certificate English examinations or at least at the school level if it seems difficult to be generalized. The listening test could be conducted by using recorded material. The practice of conducting the rehearsal English examination should continue as it contributes a lot to the benefit of pupils. Pupils should consider the rehearsal English examination as a learning tool that promotes their academic level and enhances their proficiency in English language." Further research and studies are suggested as follows: "The practice of conducting the rehearsal English examination should be applied in the Sudanese secondary schools. Investigating teachers' awareness of techniques of teaching and testing listening and speaking skills at the level of basic education in Sudan."

Abstract

(Arabic Version)

المستخلص:

تهدف هذه الدراسة إلى تقصى قدرة امتحان اللغة الإنجليزية التجريبي على التنبؤ بأداء تلاميذ الصف الثامن في امتحان شهادة الأساس. وتطرح هذه الفرضيات: "تُعد نتائج امتحان اللغة الإنجليزية التجريبي مؤشراً جيداً لأداء التلاميذ والتلميذات في امتحان شهادة الأساس. يستفيد التلاميذ والتلميذات من الجلوس لامتحان اللغة الإنجليزية التجريبي في تنمية مهاراتهم اللغوية. يستفيد معلمو ومعلمات اللغة الإنجليزية من امتحان اللغة الإنجليزية التجريبي في تحسين أساليبهم التدريسية. لا يغطي امتحان اللغة الإنجليزية التجريبي مهارات اللغة الإنجليزية الأربع بقدر كافٍ." ثم عُرضت المفاهيم الأساسية للاختبارات والدراسات السابقة ذات الصلة بهذه الدراسة. ومن ثم اتبعت طريقة التحليل الوصفي باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية باستخدام النسبة المئوية. وقد عُرضت البيانات في جداول بجانب النصوص مع تحليلها وشرحها ومناقشة نتائجها. كما استُخدمت ثلاث أدوات لجمع البيانات: استبانة لعدد (100) تلميذ وتلميذة وأخرى لعدد (20) معلماً ومعلمة اختيروا من بعض مدارس مرحلة الأساس بمحلية الخرطوم بحري. و تحليل للنتائج التي حصل عليها التلاميذ والتلميذات في امتحان اللغة الإنجليزية التجريبي وامتحان شهادة الأساس لعام 2017م. وأهم النتائج الرئيسية التي أظهرتها الدراسة: "أن نتائج امتحان اللغة الإنجليزية التجريبي مؤشر جيد لأداء التلاميذ والتلميذات في امتحان شهادة الأساس. وأن الامتحان التجريبي مفيد للتلاميذ والتلميذات في تنمية مهاراتهم اللغوية. كما يفيد المعلمين والمعلمات في تحسين أساليبهم التدريسية. وتؤكد أن امتحان اللغة الإنجليزية التجريبي لا يغطي مهارات اللغة الإنجليزية الأربع بقدر كافٍ." وبناء على نتائج هذه الدراسة تبرز أهمية التوصيات التالية: "بممارسة مهارات اللغة الإنجليزية الأربع بقدر كافٍ. ومن ثم اختبارها في كلا الامتحانين التجريبي وامتحان شهادة الأساس ، أو على الأقل على مستوى المدارس ، كل على حدة ، إذا صُعب تعميم الاختبار. بإجراء امتحان مهارة الاستماع باستخدام مادة مسجلة. بأن يستمر العمل بامتحان اللغة الإنجليزية التجريبي لما فيه من فوائد جمة للتلاميذ والتلميذات. بأن يتخذ التلاميذ والتلميذات امتحان اللغة الإنجليزية وسيلة تعليمية ترفع من مستواهم الأكاديمي وتنمي مهاراتهم في اللغة الإنجليزية." ولمزيد من البحث والدراسة تُطرح هذه المقترحات: "بأن يُطبق إجراء امتحان اللغة الإنجليزية التجريبي في مدارس المرحلة الثانوية السودانية. وتقصى مدى المأم معلمى ومعلمات اللغة الإنجليزية بطرائق تدريس مهارتى الاستماع والتخاطب وتقويمهما على مستوى مرحلة تعليم الأساس فى السودان."

Table of Contents

Items	Page
Quranic Verse	i
Dedication	ii
Acknowledgments	iii
Abstract (English)	iv
Abstract (Arabic)	v
Table of Contents	vi
List of Tables	x
List of Figures	xiv
Chapter One	
Introduction	
1.1 Context of the Study	1
1.2 Statement of the Problem	3
1.3 The Objectives of the Study	4
1.4 Significance of the Study	4
1.5 The Study Questions	5
1.6 The Study Hypotheses	6
1.7 The Study Methodology	6
1.8 The Limits of the Study	7
1.9 Summary of the Chapter	7
Chapter Two	
Literature Review	
2.1 Key Concepts and Ideas on Testing	8
2.1.0 Introduction	8

2.1.1 Definition of Test	8
2.1.2 Examinations, Tests, Measurement and Evaluation	9
2.1.3 Testing and Teaching	10
2.1.4 Types of Tests	10
2.1.4.1 Standardized Tests	10
2.1.4.2 Communicative Tests	11
2.1.5 Uses of Language Tests in Educational Programmes	11
2.1.5.1 Research Uses of Language Tests	12
2.1.5.2 Language Tests and Research	12
2.1.6 The Backwash Effect	12
2.1.6.1 Validity	12
2.1.6.1.1 Different Types of Validity	13
2.1.6.1.2 Factors That Affect Validity	14
2.1.6.2 Reliability	15
2.1.6.2.1 Reliability Clarification	15
2.1.6.2.2 Methods of Estimating Reliability	16
2.1.6.2.3 Factors Affect Reliability Estimates	17
2.1.6.3 Employability and Practicality	18
2.2 Current Aims of Education in Sudan	19
2.3 Changes of English Language Syllabus at General Education	20
2.3.1 Change to NILE COURSE in 1975-1993	20
2.3.2 Change to SPINE Series-1992	20
2.3.3 Introducing SPINE Series	21
2.4 Examinations and Sudanese Educational System	22
2.4.1 Serious Examinations Complaints	23
2.4.2 Teachers and Examination Strategies	23

2.4.3 Examinations Disadvantages	24
2.4.4 Examination Scores	24
2.4.5 Examinations and Private Schools	24
2.4.6 Sudan Certificate Examinations	25
2.4.7 The Authorities Views on Examinations	25
2.5 Claims and Disorders on Education	26
2.6 The Role of the Teacher as Assessor	26
2.7 Ongoing Evaluation: The Role of Teachers and Learners	28
2.8 Previous Related Studies	29
2.9 Summary of the Chapter	41
Chapter Three Methodology of the Study	
3.0 Introduction	43
3.1 Method adopted, Population and Sample	43
3.2 Tools of Data Collection	43
3.2.1 The Pupils' Questionnaire	44
3.2.1.1 The Validity of the Pupils' Questionnaire	44
3.2.1.2 Statistical Reliability for Pupils' Questionnaire	45
3.2.1.1.1 The Contents of the Pupils' Questionnaire	46
3.2.2 The Teachers' Questionnaire	47
3.2.2.1 The Validity of the Teachers' Questionnaire	47
3.2.2.2 Statistical Reliability for Teachers' Questionnaire	47
3.2.2.2.1 The Contents of the Teachers' Questionnaire	49
3.3 Techniques of Data Analysis	51
3.4 Summary of the Chapter	51
Chapter Four	

Data Analysis, Results and Discussion	
4.0 Introduction	52
4.1 The Analysis of the First Tool: Pupils' Questionnaire	52
4.2 Analysis of the Second Tool: Teachers' Questionnaire	84
4.3 The Analysis of the Third Tool: Rehearsal & Certificate Exams	126
4.4 Verification of the Study Hypotheses	130
4.5 Summary of the Chapter	132
Chapter Five Summary, Findings, Recommendations and Suggestions for Further Studies	
5.1 Summary of the Whole Study	133
5.2 Findings of the Study	134
5.3 Recommendations	134
5.4 Suggestions for Further Studies	136
Bibliography	137
Appendices	142

List of Tables

Table Content	Page
Table (3.2.1.2) Statistical Reliability for Pupils' Questionnaire	46
Table (3.2.2.2) Statistical Reliability for Teachers' Questionnaire	48
Table (4.1.1) The rehearsal English examination covers the whole syllabus.	52
Table (4.1.2) The rehearsal English examination prepares you for the Certificate Examination.	53
Table (4.1.3) The rehearsal English examination helps you understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.	55
Table (4.1.4) The rehearsal English examination sufficiently predicts your performance in Basic Level Certificate English Examination.	56
Table (4.1.5) The rehearsal examination highlights your points of strengths.	57
Table (4.1.6) The rehearsal examination highlights your points of weaknesses.	59
Table (4.1.7) The rehearsal English examination helps you make remedy for your points of weaknesses.	60
Table (4.1.8) The rehearsal examination motivates you if you get full mark in the Certificate Examination.	61
Table (4.1.9) The rehearsal examination disappoints you if you don't get high mark in the Certificate examination.	63
Table (4.1.10) Your teacher devotes much time to the remedy of your errors.	64
Table (4.1.11) You receive extra useful lessons after the school day.	65
Table (4.1.12) The rehearsal English examination covers sufficiently the listening skill.	66
Table (4.1.13) The rehearsal English examination covers sufficiently the speaking skill.	68
Table (4.1.14) The rehearsal English examination covers sufficiently the reading	69

skill.	
Table (4.1.15) The rehearsal English examination covers sufficiently the writing skill.	70
Table (4.1.16) Listening is a little more difficult skill for you.	72
Table (4.1.17) Speaking is a little more difficult skill for you.	73
Table (4.1.18) Reading is a little more difficult skill for you.	74
Table (4.1.19) Writing is a little more difficult skill for you.	76
Table (4.1.20) The rehearsal English examination should continue.	77
Table (4.1.21) Chi-Square Test Results for Respondents' Responses to the Statements of the Hypotheses of the Study.	78
Table (4.2.1) Changing the normal format of the rehearsal English examination might confuse the pupils.	84
Table (4.2.2) The striking differences in the rehearsal English examination's marks obtained by examinees are likely to generate doubts about the reliability of the rehearsal English examination.	86
Table (4.2.3) Examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals.	87
Table (4.2.4) The rehearsal English examination sufficiently predicts pupils' performance.	89
Table (4.2.5) The rehearsal English examination covers the whole syllabus.	90
Table (4.2.6) The rehearsal English examination prepares pupils for the Certificate Examination.	91
Table (4.2.7) The rehearsal English examination helps pupils understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.	92
Table (4.2.8) The rehearsal English examination highlights the pupils' points of strengths.	94

Table (4.2.9) The rehearsal English examination highlights the pupils' points of weaknesses.	95
Table (4.2.10) Pupils make remedy for their points of weaknesses after taking the rehearsal exam.	96
Table (4.2.11) Teachers will be able to decide whether the teaching strategies followed are appropriate or not after interpreting the pupils' results.	97
Table (4.2.12) The pupils' attitudes are positive towards the rehearsal English examination.	99
Table (4.2.13) The remedial work following the rehearsal examination is important.	100
Table (4.2.14) Teachers should devote much time to the remedy of the pupils' errors.	101
Table (4.2.15) Pupils react positively towards the remedial work classes.	102
Table (4.2.16) The rehearsal English examination should continue.	104
Table (4.2.17) The rehearsal English examination covers sufficiently the listening skill.	105
Table (4.2.18) The rehearsal English examination covers sufficiently the speaking skill.	106
Table (4.2.19) The rehearsal English examination covers sufficiently the reading skill.	107
Table (4.2.20) The rehearsal English examination covers sufficiently the writing skill.	108
Table (4.2.21) Pupils are good at reading skill.	110
Table (4.2.22) Pupils are good at writing skill.	111
Table (4.2.23) Pupils are poor at listening skill.	112
Table (4.2.24) Pupils are poor at speaking skill.	113
Table (4.2.25) Chi-Square Test for Hypothesis No. (1): The rehearsal English examination results are a good indicator to the pupils' performance in the Basic	115

Level Certificate English Examination.	
Table (4.2.26) Chi-Square Test for Hypothesis No. (2): Pupils benefit from taking the rehearsal English examination.	117
Table (4.2.27) Chi-Square Test for Hypothesis No. (3): Teachers of English benefit from using the rehearsal English examination to promote their teaching styles.	120
Table (4.2.28) Chi-Square Test for Hypothesis No. (4): The rehearsal English examination does not cover sufficiently the four English language skills.	123
Table (4.3.1): The Means of the Two Examinations for 50 Male Pupils (2017).	126
Table (4.3.2): The Means of the Two Examinations for 50 Female Pupils (2017).	127
Table (4.3.3): The Means of the Two Examinations for 100 Pupils (males and females) (2017).	128
Table (4.3.4) One Sample T –Test for (male results) for Rehearsal and Final (C.E.) Examinations.	129
Table (4.3.5) One Sample T –Test for (female results) for Rehearsal and Final (C.E.) Examinations.	129
Table (4.3.6) One Sample T –Test for (overall) for Rehearsal and Final (C.E.) Examinations.	130

List of Figures

Figure Content	Page
Figure (4.1.1) Covering of the whole syllabus.	52
Figure (4.1.2) Preparing for the Certificate Examination.	54
Figure (4.1.3) Understanding clearly the questions' rubrics.	55
Figure (4.1.4) Predicting performance in Basic Level Certificate English Examination.	56
Figure (4.1.5) Highlighting points of strengths.	58
Figure (4.1.6) Highlighting points of weaknesses.	59
Figure (4.1.7) Making remedy for points of weaknesses.	60
Figure (4.1.8) Motivation in the Certificate Examination.	62
Figure (4.1.9) Disappointment in the Certificate examination.	63
Figure (4.1.10) Devoting much time to the remedy of errors.	64
Figure (4.1.11) Receiving extra useful lessons after the school day.	65
Figure (4.1.12) Covering sufficiently the listening skill.	67
Figure (4.1.13) Covering sufficiently the speaking skill.	68
Figure (4.1.14) Covering sufficiently the reading skill.	69
Figure (4.1.15) Covering sufficiently the writing skill.	71
Figure (4.1.16) Listening difficulty.	72
Figure (4.1.17) Speaking difficulty.	73
Figure (4.1.18) Reading difficulty.	75
Figure (4.1.19) Writing difficulty.	76
Figure (4.1.20) Continuity of the rehearsal English examination.	77
Figure (4.2.1) Changing the normal format of the rehearsal English examination might confuse the pupils.	85
Figure (4.2.2) Generating doubts about the reliability of the rehearsal English	86

examination.	
Figure (4.2.3) Indicating the extent of the learners' achievement with reference to the desired educational goals.	88
Figure (4.2.4) Predicting pupils' performance.	89
Figure (4.2.5) Covering of the whole syllabus.	90
Figure (4.2.6) Preparing pupils for the Certificate Examination.	91
Figure (4.2.7) Understanding clearly the questions' rubrics.	93
Figure (4.2.8) Highlighting pupils' points of strengths.	94
Figure (4.2.9) Highlighting pupils' points of weaknesses.	95
Figure (4.2.10) Making remedy for points of weaknesses.	96
Figure (4.2.11) Deciding whether the teaching strategies followed are appropriate or not after interpreting the pupils' results.	98
Figure (4.2.12) Pupils' attitudes towards the rehearsal English examination.	99
Figure (4.2.13) The importance of the remedial work.	100
Figure (4.2.14) Devoting much time to the remedy of the pupils' errors.	101
Figure (4.2.15) Reacting towards the remedial work classes.	103
Figure (4.2.16) Continuity of the rehearsal English examination.	104
Figure (4.2.17) Covering sufficiently the listening skill.	105
Figure (4.2.18) Covering sufficiently the speaking skill.	106
Figure (4.2.19) Covering sufficiently the reading skill.	107
Figure (4.2.20) Covering sufficiently the writing skill.	109
Figure (4.2.21) Pupils are good at reading skill.	110
Figure (4.2.22) Pupils are good at writing skill.	111
Figure (4.2.23) Pupils are poor at listening skill.	112
Figure (4.2.24) Pupils are poor at speaking skill.	113
Figure (4.3.1): The Means of the Two Examinations for 50 Male Pupils (2017)	126

Figure (4.3.2): The Means of the Two Examinations for 50 Female Pupils (2017).	127
Figure (4.3.3): The Means of the Two Examinations for 100 Pupils (males and females) (2017).	128

CHAPTER ONE

INTRODUCTION

Chapter One

Introduction

This chapter provides a description of the theoretical framework of the study. It focuses largely on the context of the study, statement of the problem, significance, objectives, questions, hypotheses, methodology and limits of the study.

1.1 Context of the Study

As an introductory step to the issue in question, it seems appropriate to provide some useful information about the current situation of English language in Sudan and its important role in education.

As it is known Sudan shares its borders with seven different countries. It is characterized by a rich diversity of cultures and languages spoken in different regions of Sudan.

In fact, the first official language is Arabic. English as a foreign language comes second to Arabic in importance. It is worth mentioning that no one can deny the importance of English as a universal language. It is the most widely spread and is the first language of science, technology, commerce and scientific research all over the world.

First and foremost, education in Sudan has changed extensively over the last decades in all stages of education. Access to basic education is almost common, secondary education has been expanding very rapidly, and also higher education at both the undergraduate and postgraduate levels. This expansion in education has created an urgent need for enhancing scientific research to enable researchers fulfil their tasks efficiently. Such research should be adopted as an art that must be well mastered and continually improved.

This study sets out to investigate and evaluate the predictive ability of the rehearsal English examination of 8th grade pupils' performance in Basic Level

Certificate English Examination. Some Basic Level Schools in Khartoum Bahri Locality will be taken as a sample.

The selection of the rehearsal examination for the study is due to its importance, not only in preparing and training pupils for the examination, but also in predicting their performance. It can also provide teachers with useful feedback for developing and enhancing the pupils' performance in Basic Level Certificate English Examination. Based on the expected results, the study will eventually suggest ways to enhance and promote effective testing procedures.

With reference to the examinations calendar set by the Ministry of Education; pupils have to sit for a mid-term test and a final term examination. These tests are well prepared, conducted and supervised by the Department of Examinations at the Ministry of Education. Schools administrations are also responsible for supervising and marking the examinations papers. According to Jad Al Mawla (18/9/2016) (Personal Contact) the Technical Assistant of Education, Bahri Locality, Khartoum State, Ministry of Education, that the idea of the rehearsal English examination began several years ago. It is officially set, organized, supervised and managed by the Technical Administration of Education in all Localities of Khartoum State. It should be noted that this rehearsal examination is carried out on the basis of Certificate Examination Pupil's Guide Book which is issued annually by the general manager of the National Center for Curricula and Educational Research-Bakht-er-Ruda. It is normally held as a preparatory step 45 days before the Basic Level Certificate English Examination. A week later after marking, examination results are analyzed and announced to the pupils. Pupils are allowed to revise and discuss their results and receive constructive feedback from their teachers. So, this study will attempt to evaluate this sort of rehearsal examination and shed some light on its value and importance.

Al Amin (18/9/2016) (Personal Contact) the Manager of Educational Measurement and Evaluation Department, Khartoum State, Ministry of Education, stated that this department is the sole entitled, authorized and approved body for preparing, conducting and having control on the whole process of the Basic Level Certificate Examination. Regarding the rehearsal examination, he confirmed that they have nothing to do with this exam and they lack coordination with the officials of Education Administrations who bear full responsibility for preparing, conducting and marking this exam.

1.2 Statement of the Problem

It is noticed that teaching is test-oriented in most Sudanese basic and secondary schools education. A series of monthly English tests along with continuous assessment are usually used to measure the progress and performance of pupils in most basic schools in Khartoum State. A rehearsal test is also tried by all pupils 45 days before the Basic Level Certificate English Examination. It is used as an evaluation criterion and an indicator of what kind of remedial work should be done later. It is officially set and conducted by the Technical Administration of Examinations at the Ministry of Education. The reasons behind this rehearsal examination are related to revising the syllabus and checking pupils' comprehension. It is also used to train and prepare the pupils to perform well in the examinations.

The majority of the educational goals are usually measured with examinations. Examination is not an end in itself. It is rather a means of measuring the extent of the achievement of the academic goals.

Examinations are not mainly for getting marks or obtaining grades. They should also be used judiciously to indicate the extent of the learners' achievement with reference to the desired goals. They should expose the output of learning, the skill mastered in the use of knowledge and its extent of helping to develop the

desirable behavior and habits and diagnose the difficulties encountered by the learners.

Many of English language pupils have been schooled for several years in Sudan, yet they still display striking deficiencies in mastering the basic skills of the language. The situation is very frustrating because there is no clear evidence that supports when and how such academic problems will be solved.

Concerned observers, parents and pupils are severely worried about the striking inconsistency in the marks and grades obtained by examinees. This serious issue has given rise to much controversy about the nature of the rehearsal examination and its doubtful results. The predictive validity of such exam as an indicator of pupils' performance will be largely suspected. So, once again this problem has aroused the researcher interest to investigate whether the rehearsal examination is still considered a good indicator or not to the pupils' performance in the Basic Level Certificate English Examination.

1.3 The Objectives of the Study

The objectives of the study are as follows:

1. To investigate the effects of the rehearsal English examination on pupils' performance in Basic Level Certificate English examination.
2. To detect the problems that the pupils usually encounter in taking the rehearsal English examination.
3. To assess pupils' points of strengths in academic performance and encourage continuous achievement.
4. To assess pupils' points of weaknesses in academic performance and reinforce the value of remedial work.
5. To enhance pupils' communication skills and devote more time for practising to communicate clearly.

1.4 Significance of the Study

The significance of this study stems from the fact that testing and teaching are so closely interrelated. When investigating language aptitude or proficiency, testing precedes teaching. The purpose of testing here is a predictive one as well as it can train examinees to perform well. At the school, teaching and learning often precede testing, because the purpose of testing here is to check whether the learners have achieved the objectives of the taught courses.

A rehearsal English examination for instance, is usually set and conducted for the same purpose 45 days before the Certificate Examination to investigate its predictive ability of 8th grade pupils' performance in the Basic Level Certificate English Examination. After interpreting the results of the pupils by the examination's committee, it will be possible to decide whether the objectives, the content of the taught courses and the teaching strategies followed are appropriate or not.

The emphasis on this study, is not only on the exam itself, but also the feedback it can provide for the benefit of both teachers and pupils, regardless it is positive or negative. On one hand, points of strength should be enhanced and continuously improved. On the other hand, remedy should be sought for the weak areas to reach the necessary academic standard. It is hoped that this study will be an endeavour to suggest some appropriate solutions for the study problem. It is also hoped that it will be of some benefit and importance to pupils, teachers, test designers, directors, parents and researchers.

1.5 The Study Questions

The study intends to find answers for the following questions:

1. To what extent are the rehearsal English examination results a good indicator to the pupils' performance in the Basic Level Certificate English Examination?

2. To what extent do pupils benefit from taking the rehearsal English examination to develop their language skills?
3. To what extent do teachers of English benefit from using the rehearsal English examination to promote their teaching styles?
4. To what extent does the rehearsal English examination cover sufficiently the four English language skills?

1.6 The Study Hypotheses

The study hypotheses are formulated as follows:

1. The rehearsal English examination results are a good indicator to the pupils' performance in the Basic Level Certificate English Examination.
2. Pupils benefit from taking the rehearsal English examination to develop their language skills.
3. Teachers of English benefit from using the rehearsal English examination to promote their teaching styles.
4. The rehearsal English examination does not cover sufficiently the four English language skills.

1.7 The Study Methodology

An analytical descriptive method will be adopted to conduct the study. Two questionnaires will be used for data collection. The two tools will be selected, constructed and judged to ensure the maximum validity and reliability. The first questionnaire will be distributed among the first sample which will comprise 100 pupils both males and females, who will be selected from 10 basic schools in Khartoum Bahri Locality.

The second questionnaire will be used to collect data from the second sample which will comprise 20 English language teachers both males and females, who will be selected from the same basic schools which are mentioned above.

Furthermore, data will be collected from the result analysis of the rehearsal English examination to investigate its predictive ability of 8th grade pupils' performance in the Basic Level Certificate English Examination in the same said basic schools.

Judgmental sampling will be followed. The data collected will be statistically analyzed and critically discussed. The SPSS programme (Statistical Packages for Social Sciences) will be used by the researcher.

1.8 The Limits of the Study

The study will be confined to 10 governmental basic schools in Khartoum Bahri Locality-Khartoum State. The rehearsal examination will be conducted in January 2017. The pupils usually sit for this exam 45 days before the Basic Level Certificate English Examination.

1.9 Summary of the Chapter

This chapter has provided a brief description of the theoretical framework of the study with some emphasis on the major concepts and serious issues. Having covered the above mentioned areas of the study, the second chapter will review some relevant and useful literature.

CHAPTER TWO
LITERATURE REVIEW

Chapter Two

Literature Review

2.1 Key Concepts and Ideas on Testing

2.1.0 Introduction

Test or testing tends to explore certain problems. The testing process is used in different aspects of life. For example, one must pass a driving test before being offered a driving licence. But what the researcher is interested in, is the testing in the area of learning and teaching. During his/her teaching process, the teacher can develop his/her own techniques for questioning, probing and observing. However, this would help the teacher determine when to slow his/her teaching, when to speed it up, when to repeat certain items and when to concentrate on individuals. If testing is taken from the students' point of view, it represents a threat to them; they may be anxious that they would not perform well. To some students, tests cause pleasure, to others tests cause sorrow. Some questions may be posed. What is testing? Why is testing? And what kind of tests to use? These questions will be answered in this chapter.

2.1.1 Definition of Test

Gage and Berliner (1984: 569) have defined the test as "a systematic procedure for person's behaviour in order to evaluate that behaviour against standards and norms."

That means the testing process requires different components: the tester, the testee, the purpose of testing, the test itself and the criteria used for evaluation.

Davies (1968: 46) defines test as "a procedure designed to elicit certain behaviour from which one can make inferences about certain characteristics of an individual".

Test is a procedure of measurement. This procedure must be a systematic one. It is used to measure the target behaviour. Language is regarded as a verbal or vocal behaviour of human beings. The test tends to measure one's ability, attainment or progress in language skills.

2.1.2 Examinations, Tests, Measurement and Evaluation

The terms examination and test are often used interchangeably. Heaton (1979:11) states that:

"the term test is generally used to refer to a set of items that can be marked objectively while examination is used to refer to a set of longer subjective questions(e.g. composition)".

Other distinctions are sometimes made between examination and test. Davies (1968: 21) points out:

"...Sometimes the distinction is made in terms of time allowed-a typical 'examination' lasts two, three, or more hours; a typical 'test' one half to one hour....Or the distinction may be hierarchical. A university professor 'examines' his Final Honours Students in English Literature; a primary school teacher 'tests' her nine-year-olds in spelling. Finally the distinction may depend on whether assessment is 'subjective' or 'objective'. In the first case, we have an 'examination'; in the second, a 'test'."

As for 'assessment' it is a global term incorporating tests and examinations (whether oral, written, or practical), and any other method of measuring students' performance. In Chase's opinion (1987: 6-7):

"...measurement is the process of using numbers to describe quantity, quality, or frequency according to a set of rules. While measurement only identifies amount, evaluation lays amounts against criteria so that we may make value judgments about the observed amounts".

2.1.3 Testing and Teaching

A large number of examinations in the past had encouraged a tendency to separate testing from teaching. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the student or primarily as a means of assessing the student's performance in the language. In the former case, the test is geared to the teaching that has taken place, whereas in the latter case the teaching is often geared largely to the test.

2.1.4 Types of Tests

Bachman (1990: 78-79) states that different types of language tests are distinguished according to five features:

1. Use: (selection, entrance, readiness, placement, diagnosis, progress).
2. The content upon which they are based: (achievement, proficiency, aptitude).
3. The frame of reference for interpreting test results: (norm, criterion).
4. The scoring procedure: (subjective, objective).
5. Specific testing method: (for example, multiple-choice, completion, essay, dictation, cloze).

2.1.4.1 Standardized Tests

The *Longman Dictionary of Applied Linguistics* (1989: 271) defines a standardized test as one which has been developed from tryouts and experimentation to ensure that it is reliable and valid.

In fact, standardized tests may exert such a considerable influence on the average teacher that they are often instrumental in determining the kind of teaching that takes place before the test.

A language test seeks to find out what candidates can do with language provides a focus for purposeful, everyday communication activities. Such a test will have a more useful effect on the learning of a particular language than a mechanical test of structure. In the past even good tests of grammar, translation or language manipulation had a negative and even harmful effect on teaching.

2.1.4.2 Communicative Tests

Heaton (1979: 19) believes that communicative tests are concerned primarily (if not totally) with how language is used in communication.

A good communicative test of language, however, should have a much more positive effect on learning and teaching and should generally result in improved learning habits.

A number of well-known public examination bodies now attempt to measure the candidates' success in performing purposeful and relevant tasks and their actual ability to communicate in the language. In this sense, such examinations exert a far more beneficial influence on syllabuses and teaching strategies than in the past. However, even the best public examinations are still primarily instruments for

measuring each student's performance in comparison with the performance of other students or with certain established norms.

2.1.5 Uses of Language Tests in Educational Programmes

The most prevalent use of language tests is for purposes of evaluation in educational programmes. In order to use language tests for this purpose, it is assumed that information regarding educational outcomes is necessary for effective formal education, that appropriate changes or modifications in the programme are possible, and that educational outcomes are measurable.

The amount and type of testing will depend upon the decisions that need to be made. Since the decisions will affect people, testers must be concerned about the quality, reliability and validity of test results. In general, the more important the decision, in terms of its impact upon individuals and programmes, the greater assurance testers must have that test scores are reliable and valid.

2.1.5.1 Types of Decisions

In educational programmes testers are generally concerned with two types of decisions. Firstly, decisions about individuals are concerned with entrance, placement, diagnosis, progress and grading. Secondly, decisions about programmes are concerned with characteristics such as the appropriateness, effectiveness, or efficiency of the programme.

2.1.5.2 Language Tests and Research

Language tests also have a potentially important use in several areas of research. The information obtained from language tests can assist in the investigation of the very nature of language proficiency, in examining how

individuals process language, in the study of language acquisition and in assessing the effects of different instructional methods and settings on language learning.

2.1.6 Qualities of a good Test

A good test should possess the following qualities:

2.1.6.1 Validity

A valid test measures what it is intended to test and nothing else. For example, a test that is designed to measure the control of grammatical rules and structure becomes invalid if it contains difficult lexical items.

Validity may be defined as the accuracy with which a test measures whatever it is supposed to measure. A synonym for validity is truthfulness.

2.1.6.1.1 Different Types of Validity

There are different types of validity as follows below, but according to Ali (2004: 11) c.f Power (2001) "the most important types of validity are face and content validity."

- (a) Face Validity: If a tester gives a test and reads it and it looks to measure what he/she wants to measure, it is valid and this is a source of personal judgment. For example, if a test of reading comprehension includes a number of dialect words which might be unfamiliar to the students, the test may be said to lack face validity.
- (b) Content Validity: It refers to the adequacy of sampling; when a test measures adequately and sufficiently the particular skills or behaviour intended to measure, the test then, has content validity. It is very essential

for teachers who are dealing with testing, to have a sample of a subject and a sample of their objectives because if they have to design a test they will have thousands of questions. They have to make a table of specification without which they emphasize some parts and leave others unconsidered. Bachman (1990: 155) agrees with other scholars in describing content validity as involving the gathering of the judgment of experts even if disagrees with one's own judgment, which is the most important distinction between content and face validity.

- (c) **Predictive Validity:** According to Celce (1978: 341) predictive validity refers to tests results compared with other test results or other type of measure obtained at a later date. For instance, the basis of the aptitude test is considered to be a valid one. If a tester wants to know what is more suitable measure for a college or a job then he/she finds it with the correlation between a test and re-test.
- (d) **Concurrent Validity:** Celce (1978: 340) states that it can be achieved where the results of a test are compared with other results. For instance, the student's performance in a test that is constructed by his/her teacher compared to his/her performance in another test that is constructed by test constructors outside the school. Concurrent validity is quite similar to predictive validity, but it differs from it as in concurrent validity the test should be for the same student at the same time.

2.1.6.1.2 Factors that affect Validity

The following factors affect the test validity:

- (a) **Clarity:** Having clear directions for answering questions. Clear directions increase the validity of a test while unclear ones will lower it.

- (b) Unsuitable difficulty level: It raises or lowers the validity.
- (c) Poor item construction of questions: When the items are constructed in a poor manner this will affect the test validity.
- (d) Ambiguity: It is one of the factors that lower the validity of the test. Clear words should be used in the test.
- (e) Length of the test: The test should not be too long or too short.
- (f) The order of the questions: Questions should be graded on the level of difficulty, easy-difficult-most difficult, so as to reduce stress and raise motivation.
- (g) The order of the answers: Answers should be distributed randomly, that is to say, without following a certain pattern.
- (h) Administration: Students should be treated equally. Helping some students, cheating and 'spotting' (guess papers) will affect the test validity.

2.1.6.2 Reliability

A test should provide consistency in measuring the items being evaluated. In other words, if the same test is given again to the same students, it should produce almost the same results.

2.1.6.2.1 Reliability Clarification

The meaning of reliability as applied to testing can be further clarified by noting the following general points:

- (a) Reliability refers to the results obtained and not to the test itself. It is more appropriate to speak of the reliability of the test scores, or of the measurements than of the test or the instrument.
- (b) A closely related point is that an estimate of reliability always refers to a

particular type of consistency. These estimations are not reliable in general.

- (c) Reliability is a necessary factor but not sufficient condition for validity. Reliability mainly provides the consistency which makes validity possible.
- (d) Unlike validity, reliability is mainly statistical in nature.

2.1.6.2.2 Methods of Estimating Reliability

According to Lehman and Mehrens (1975: 42-46) the methods used to estimate reliability differ in that they allow different sources of error to show up. Many different approaches can be used to estimate reliability, but the more common ones reported in test manuals are as follows:

(a) Test and re- test method:

To find reliability to test and re test method the same test will be administered twice for the same group of students. The results of two scores are correlated which provide a measure of stability that will indicate how stable the test result over a given period of time. The most important factor in integrating measures of stability is the time interval between tests.

(b) The equivalent form method:

In this method two different but equivalent forms of the test are used. The two forms of the test are administered to the same students after a short period of time or at the same time. The resulting test scores are correlated. This correlation provides a measure of equivalence and it indicates the degree to which both forms

of the test are measuring the same aspects of behaviour.

(c) The split half method

Here the reliability can be determined from a single administration of a single form of a test. The test is administered to a group of students, then divided into two halves for scoring purposes. For this purpose the even number items and the odd number ones are scored separately. This provides two scores for each student which when correlated provide a measure of internal consistency. It indicates the degree to which the two halves of the test are equivalent. The reliability mentioned above is for half the test. To find the reliability of the whole test it is necessary to apply Spearman Brown Formula as mentioned by Lehman and Mehrens (1975: 46) as follows:

$$\text{Reliability of the whole test} = \frac{2 \times \text{reliability of } \frac{1}{2} \text{ test}}{1 + \text{reliability of } \frac{1}{2} \text{ test}}$$

2.1.6.2.3 Factors Affect Reliability Estimates

Bachman (1990: 220) states that there are general characteristics of tests and test scores that influence the size of reliability estimates as follows:

- (a) Length of test: In general the longer the test the higher reliability, that is to say, more questions mean the test is more reliable, it gives a clear picture and a good indication to show the students ability.
- (b) Spread of scores: The wider the spread of scores the higher the estimate of reliability, since higher reliability results when individuals tend to stay in the same relative position in a group from one test to another. It normally follows that anything which reduces the possibility of shifting

position in a group also contributes to a larger reliability.

- (c) Difficulty of the test: Tests which are too difficult or too easy for the group members will tend to raise or lower reliability. This is due to the fact that both easy and difficult tests result in a limited spread of scores.
- (d) Objectivity: It refers to the degree to which equally competent scorers obtain the same result. If the tester has a test and he/she gives the answers to somebody else to score, if the results are the same, it is objective.
- (e) Consistency: It refers to the stability of the student's ability to perform the task presented in the test. Students as human beings vary from hour to hour and day to day in their alertness, their energy, their emotional balance and other characteristics. These personal variables affect the student's test performance.

2.1.6.3 Employability and Practicality

A practical test is easy to administer and to score without wasting too much time or effort.

Al-Mutawa and Kailani (1998: 164) elaborate on the qualities previously mentioned and add the following qualities:

- (a) Comprehension: (comprehensiveness) the test covers almost all the contents in the syllabus which have been studied.
- (b) Relevance: The items measure reasonably well the desired objectives or achievements.
- (c) Balance: A practical test evaluates both linguistic and communicative competence. That is to say, it must reflect the students' real command of the language with regard to appropriateness and accuracy.

- (d) Economy: An efficient test makes best use of the teacher's limited time for constructing and grading tests items, and of students' allotted time for answering them.
- (e) Authenticity: The language of a test should reflect everyday usage.
- (f) Difficulty: The test questions should be appropriate in difficulty; neither too hard nor too easy, and should be developed from easy to difficult to eliminate stress and tension.
- (g) Clarity: All questions and test instructions should be clearly stated.
- (h) Objectivity: The answers to the questions should be definite so that the scorer would give the score that a student deserves.
- (i) Time: A good test is the one that is appropriate in length for the allotted time.

2.2 Current Aims of Education in Sudan

The current philosophy of education considers that, as contemporary life needs a person who is capable of thinking, working and adapting to circumstances, acquiring knowledge should be a continuous and lifelong process.

El-Noor (2001: 51-52) states that the aims of educational system are:

- (a) To foster the religious sense in the youth so that it can influence their personal and collective behaviour.
- (b) To provide them with knowledge and experience.
- (c) To make them physically fit and to purify their soul by religion and good values.
- (d) To train them to think deeply, to reason properly, and to treat all problems realistically.
- (e) To ingrain in the learners the spirit of national unity.
- (f) To release their powerful moral and material energies and to disseminate

aspirations to regain the civilizational role as a leading nation that has an immortal message.

- (g) To give special care to the minds of the youth.
- (h) To ingrain in them the spirit of obedience to group and nation and rehabilitate their conscience with readiness to sacrifice their lives for their ideals.
- (i) To build a society of self-reliance.
- (j) To develop skills of the learners and to provide adequate opportunities of training on modern facilities of knowledge.
- (k) To develop learners' environmental sensitivity so as to enable them to consider its contents and treasures as gifts of Allah, hence, it must be preserved and properly utilized.

2.3 Changes of English language Syllabus at General Education

2.3.1 Change to NILE COURSE in 1975-1993

The curriculum was changed to reflect and cope with the new revolutionary qualitative changes announced by the “May Government of 1969”, in politics, economics and social concepts. The Minister of Education announced the replacement of the “Michael West Reader” by the NILE COURSE” Series which started in 1975. The “Bright Readers” were finally excluded from the syllabus by 1982. Instead, the new text books were delivered to schools accompanied by “Teachers’ Guide Books” for the six series.

2.3.2 Change to “SPINE”Series-1992

A new government came to power in 1989 as a result of a military coup. The new government of the “Salvation Regime” announced new policies including some educational reforms. In the year 1992, the “NILE Course” was excluded from the

curriculum and substituted by “Sudan Practical Integrated National English-SPINE” Series. The Nile Course continued to be in use till the year 1995 in intermediate schools. The use of “SPINE” Series was started in the academic year 1992-1993 at the Basic Level. The change from the Nile Course to “SPINE” Series as a decision was taken in 1989, but was actually implemented in 1993. By 1995, the “NILE” Course was completely phased out of the curriculum and replaced by “SPINE” Series which is operating up to now. (Ministry of Education: 1992).

The writers of “SPINE” Series, Nimeiri et al., (1992) defined the aims of teaching English in general education as follows:

1. To be based on the new trends and ideas of learning a foreign language.
2. Utilize the information and experience of teachers and scholars which were accumulated over the years.
3. “SPINE” reflects the Sudanese social and cultural heritage.
4. It is designed to be taught communicatively utilizing the most recent and modern trends in teaching English Language.
5. The syllabus is designed to enable students to become active participants in the learning process.

The texts and materials of the six books of the series contain Sudanese background and related greatly to Sudanese environment. Some texts which are embodied in the series are supposed to reflect the culture of the native speakers according to the authors of the series.

2.3.3 Introducing “SPINE” Series

Teachers, parents and pupils are meant by the “SPINE” Series which is specially prepared for the Sudan in order to develop communicative

competence in learners at both Basic and Secondary levels. The “SPINE” Series is written in an easy way in order to help the teacher provides enjoyable learning opportunities for his/her pupils. It is also meant to be used by parents so that they can offer support at home. Hence, they further expose their sons and daughters to English. This interaction enables pupils to live and experience the English Language in their respective homes. Consequently, English is reinforced and naturally extended to real life situations.

The “SPINE” Series is specially designed for the learner with learner-centered activities which aim to motivate and arouse his/her interests. Moreover, “SPINE” views language learning as fun, which generates more enjoyment and leads to making learning both effective and meaningful.

Practice of English language skills should be both intensive and extensive in order to develop accuracy, fluency, clarity, neatness and tidiness in the learner. (Ministry of Education: 1993).

2.4. Examinations and Sudanese Educational System

El-Noor (2001: 153) confirms that: examinations in Sudanese educational system are neither reliable nor valid. They appear to be similar to the examinations which are conducted in some countries like Yemen, Oman and Saudi Arabia where students get soaring marks, but they have not acquired any useful knowledge in the subject. Students' workbooks are full of hypocrite teachers' praises while they, in fact, copied the answers from the blackboard. Mark-sheets are decorated by generously offered marks while there are horrible educational waste, drop-outs and stagnation. Such a situation reflects the wide discrepancy between the marks achieved and the actual knowledge acquired.

2.4.1 Serious Examinations Complaints

It seems that Sudanese schools are also experiencing a similar situation. El-Noor (2001: 154) quoted a letter from the Head of English Department, University of Khartoum, to the Dean Faculty of Arts complaining that: "...the grades scored by the pupils in their School Certificate Examination do not relate meaningfully to their performance."

The report went on saying that "the practice of giving extra marks to pupils in order to enable a certain percentage to pass is a dangerous one." El-Noor (2001: 154) adds that:

"a recent educational report on the examination system also states, in view of the changes which took place in the hierarchy of the educational organization and the expansion in various Departments of Examinations in the last few years, many sections of the Examination Department, came under the chairmanship of some teachers who are not well- acquainted with the rules and regulations of the examination."

This state of affairs led to many transgressions which affected the prestige and reliability of Sudan National Certificate. These two reports make it very clear that the secondary school examination system in Sudan has witnessed some defects, and still, not on the right track. It is defective and its defect seems to be part of the educational ailment as a whole.

2.4.2 Teachers and Examination Strategies

It is a fact that teachers concentrate more on what is likely to figure in the examination papers. They teach from examination point of view concentrating

upon the so-called '*guess papers*'. It can be called an examination-oriented teaching which concentrates on predicting the content and shape of the question paper and hence helps the learner to pass rather than take him/her into the depth of knowledge. Learners rely on notes, short cuts and ready-made questions and answers banks. Consequently, success in examination becomes the sole aim and objective of teachers and learners.

2.4.3 Examinations Disadvantages

El-Noor (2001: 155) concludes that examinations are dictating the curriculum rather than being guided by it. They are mutilating the aims of education, preventing any real gaining of knowledge, hindering the just and proper treatment of the subject- matter, encouraging memorization and hence leading to a mechanical mugging of ready-made answers rather than concentrating on creative and original reproduction of knowledge.

2.4.4 Examination Scores

El-Noor (2001: 156) comments that brute examination scores continue to be equated with education and most of the students pass out with ill-digested information of doubtful utility. The pass percentage which the students acquire is neither an indication of the achieved educational goal nor of students having acquired useful knowledge. He continues that the examination system has been suffering from false beautification of the results for a long time. In the words of Sandell, L. (2003: 185) "The students' marks were scaled up from between 10% and 20% to 30% so that an adequate number is rewarded the Sudan School Certificate".

2.4.5 Examinations and Private Schools

Most seriously, examinations highlight the reputation of some private schools which mastered only the art of preparing learners for examinations. They marginalize regular education and give rise to private coaching classes which are conducted by the teachers who are working with the Sudan Ministry of Education. A clear example for that is Sudan Secondary School Examinations Certificate.

2.4.6 Sudan Certificate Examinations

As a matter of fact the Sudan Secondary School Certificate is no longer valid. An official from the Ministry of Education has informed the *'Intibaha Newspaper'* that the examinations which will be held in March (2006) might be the last ones after establishing the modern questions bank which will be the new alternative.

El-Muzzamil (2006: 2) (translated from Arabic) has confirmed that the current secondary school examinations have achieved neither the curriculum objectives nor given a real evaluation of the students' academic achievement.

2.4.7 The Authorities Views on Examinations

In his reply to the journalists' questions about the deterioration of the percentage required for admission to the Faculty of Medicine, El Majzoob (2005: 2) (translated from Arabic) stated that examinations are not the first criteria for measurement, and anyone who enters the Faculty of Medicine in a private university with 70% may obtain the required standard later or may be better than those who obtained a higher percentage before if he/she works hard and exerts further efforts. He went on to say that there are examinations conducted under the

supervision of the Sudan Medical Council for which every graduate should sit and pass before joining the profession of medicine.

In a dialogue with the Minister of Education, when asked about the availability of well trained and qualified English Language teachers, Nahar (2005: 7) (translated from Arabic) replied that the numbers of university graduates and holders of Bachelor Certificates in English language have been increasing rapidly, but the Ministry of Education has not had any vacancies to recruit them. So he has called on the officials of the regional states to recruit them. He has confirmed that the training is an ongoing process, as education itself is a continuous, recurrent, renewed and developed process. So teachers should cope with the newly developed styles of teaching, and even those who have been trained before; need to be trained once every two years.

2.5 Claims and Disorders in Education

Abdel Ghani (2005: 14) (Translated from Arabic) confirms that the most dangerous defect that encounters the Higher Education Institutions is the spread of the Certificate obtaining practice which students seek to possess by all means. They do not care to what has been learned or how it has been learned, but only to obtain the certificate although they are not academically entitled to it. As a result of such practice, the standards of teaching, curricula and the learning environment have greatly deteriorated in the institutions of higher education. In addition to the spread of common educational defects in all stages of education without any exception, the most serious and dangerous defects are cheating in examinations, private coaching classes and non-educational styles and practice to obtain such success certificates and likewise.

Thus, the correct scientific methods of distribution are highly stressed to

rebuild the higher education skeleton and to eliminate whatever wrong practice still remains.

2.6 The Role of the Teacher as Assessor

As it is known teachers play a vital role in testing and assessing students' performance. El Khawad (2006:32) concluded the teacher's role as follows:

Clearly a major part of a teacher's job is to assess the students' work, to see how well they are performing or how well they performed. A distinction has to be made, however, between correcting and organizing feedback.

During an accurate reproduction stage, where the teacher is totally in control, he/she will be correcting students' errors and mistakes. His/her function is to show where incorrectness occurs and help the student to realize what has gone wrong and to put it right.

Where students are involved in immediate creativity, or where they are doing a drill-type activity in pairs the teacher may still correct, but it is suggested that such correction might be gentle. Gentle correction involves showing that incorrectness has occurred, but not making a big fuss about it.

Organizing feedback is a major part of assessing students' performance so that they can see the extent of their success or failure. The teacher waits until an activity or task has been completed and then tells the students how well they did.

A distinction between two kinds of feedback must be made. Content feedback concerns an assessment of how well the students performed the activity as an activity rather than as a language exercise. Content feedback, in other words, centers on the content or subject matter of an activity; it aims to give students

feedback on their degree of communicative efficiency. Form feedback, on the other hand, tells students how well they performed in terms of the accurate use of language.

Most correction during the presentation stage is a type of form feedback. Where communicative activities are taking place, the teacher will record particularly common errors and mistakes (either by writing them down or by recording them in some way). After giving content feedback he/she can then ask students what was wrong in the examples he collected. This may then form the basis for a mini-presentation of language which the majority of students are getting wrong.

The teacher should take great care not to make form feedback dominant after communication activities. Content feedback should usually come first and the teacher must decide when form feedback is appropriate and when it is not.

It is vital for the teacher to be sensitive to his students in his/her role as assessor and to realize when correcting is inappropriate.

2.7 Ongoing Evaluation: The Role of Teachers and Learners

Ness and Yunian (1999: 16-20) recommend that evaluation is an effective means of measuring teaching and learning performances in a language programme and of improving the teaching process. It can be used to trace both teaching procedures and learning progress. By comparing their teaching to the syllabi and any other documents, teachers can evaluate their teaching and adjust their teaching strategies to meet the learners' and the requirements of the programme. Evaluation as defined by Ness and Yunian (1999: 16) c.f Gasper (1995) "is a process to judge or measure the value of a finished or ongoing programme, plan, or even a policy".

Teachers and learners will need to observe each other's performance. Besides teaching, the teacher should conduct studies on the learners' styles and their learning strategies. This may include recording students' responses to the teacher's questions and the roles learners play in the discussions. The learners will need to observe the teacher's performances during classroom activities and the teaching techniques used. Both the teacher and learners can share views on their observations and make comments on questionnaires and during periodical interviews and group discussions. Learners should receive feedback from the teacher on corrections and personal conversations with the teacher.

The teacher should become familiar with the learners' learning styles in order to compare the learners' classroom behaviour to their learning strategies. Also, the teacher can assist learners in adapting their learning strategies to suit the present programme. Conversely, the learners may study the teaching strategy of the teacher and make comments, so adjustments can be made to suit their own needs and the goals of the programme. Frank criticism and friendly suggestions not only provide direct and objective views on the teaching/learning process, they also create closer relations between the learner and the teacher.

Ongoing evaluations should never be a means of punishment for either the teacher or learners. Instead, it should help both parties in their practice. Teachers and learners should have positive attitudes and consider the evaluation process as part of the programme.

Further, supervisors of the programme can learn more about the programme, making it easier for them to make decisions when setting up future programmes. Instant feedback could be received by using the computer in the evaluation process. Most importantly, an ongoing evaluation benefits everyone involved by helping to

maximize communication between the teacher and the learners.

2-8 Previous Related Studies

2.8.1 “Analysis and Assessment of Tests of English and French Languages and Teachers’ Awareness of their Concepts and Preparation: Sudanese Universities, Khartoum State” which was prepared by Al Hassan (2005).The study aims are as follows:

1. Whether tests achieved their goals or not.
2. Whether teachers of English and French Languages are fully aware of assessment and evaluation concepts.

The researcher uses both questionnaires and the analysis of achievement tests as tools for data collection.

The study comes out with the following conclusions:

1. English and French languages exams in Sudanese Universities are based on evaluating lower level using Bloom’s Taxonomy.
2. Teachers are fully aware of evaluation concepts.
3. Teachers are fully aware of the advantages and disadvantages of true and false statements, essay questions and tests.

2.8.2 “Analysis and Evaluation of the Sudan School Certificate English Examinations from 2000 to 2003” which was prepared by Siddiek (2004). This study aims to find out if:

1. The Sudan School Certificate English Examinations are constructed as

Standardized Scholastic Achievement Tests.

2. The Sudan School Certificate English Examinations are comprehensive and covering most topics, elements, and skills of language.

The study uses the descriptive and analytical approach. The population is a group of teachers from all over the Sudan assembled in Khartoum to share in marking the Sudan School Certificate English Examinations of 2003/2004 academic year. The sample was randomly chosen from the total group of markers who were about (412). The researcher targeted a percentage of 20% of the group who were representing the community of teachers of English from all over the country, and who happened to be present in the marking theatre in Khartoum in April 2004.

The researcher adopted the questionnaire as a suitable instrument, to collect the appropriate data for the study, by questioning markers and supervisors who had good experience in teaching (SPINE Series) and who participated in marking the Sudan School Certificate English Examinations many times.

The study comes out with the following results:

1. The Sudan School Certificate English Examinations clarify the degree objectives attained by both teachers and students.
2. Achievement Tests can help us discover inadequacies in curriculum content and organization, and then make remedies.
3. The Sudan School Certificate in its recent form is valid to test students' abilities in language structure.

2.8.3 “An Appraisal of EFL Testing Practice in Sudanese Secondary Schools: A case study in Hasaheisa Locality Secondary Schools” which was prepared by Abdel-Aziz (2005).

The study intends to investigate the characteristics of testing practice with particular reference to reliability, validity, and practicality to see to what extent these criteria have been met in teacher-made tests in Sudanese Secondary Schools level.

The study uses the descriptive and analytical approaches. The population of the study is the Gezira State secondary school students. The researcher uses the sample in three dimensions:

1. The supervisors of English in Gezira State.
2. Teachers and a sample of students at secondary level in Hasaheisa locality.
3. Tests of Gezira secondary level-English Language Examinations.

Three questionnaires are designed for supervisors, teachers of English Language and students at secondary school, in addition to, a sample of tests of Gezira Secondary School Level English Language Examinations.

The study comes out with the following conclusions:

1. Teacher-made tests are largely based on the content of the text books. Thus, they maintain a reasonable level of content validity.
2. Teachers’ tests sometimes include items that are not covered in the published syllabus. If these items are not even relevant to the material being

taught, they will affect the validity of the tests and hence, the students' performance.

3. Students are encountered by lack of clear instructions which cause confusion.

2.8.4 “Assessment of the Criteria used for Evaluating the Current EFL Testing System with special Reference to EAP & ESP Programme at the University of Khartoum-Sudan” which was prepared by Al-Traieh (1998). This research aims to evaluate the current EFL testing programme at University of Khartoum.

The researcher adopted the analytical descriptive method. The population of this study is the teaching staff including instructors, lecturers, and professors of EAP and ESP along with the postgraduate students who were involved in teaching preliminary year students at the University of Khartoum. The total sample consisted of 50 staff members and 10 postgraduates who were chosen in the sample because their opinions represent the future generation of teaching staff at the university. The instruments of the study were:

1. A questionnaire: It was designed to obtain teachers' attitudes towards the present status of language testing at university.
2. Interview: A structured interview was used in the study besides the questionnaire to fill the gap of information that has not been covered by questionnaire.
3. End-semester Exams: The third instrument used in this research was a collection of EAP & ESP tests administered at the University Khartoum. Fifteen scripts were randomly chosen including final exams and mid-term tests of 1990-1993 out of 60 exams.

The results obtained concerning the criteria suggested for evaluating the current testing system have also indicated a real need for a unified set of such criteria that address the following outlines:

1. There should be clear norms and parameters against which the final test scores can be judged.
2. There should be a rating scale to be used by the teaching staff members to assure relevance and efficiency of testing procedures followed.
3. There should be some form of co-operation between subject specialists and ESP teachers to facilitate setting instructional objectives according to students' real needs.

2.8.5 “The relevance of Language Testing Research in the Planning of Language Programmes” which was prepared by Kanchana (1990). The study aimed to examine the predictive validity of different types of language tests on academic achievement in General English and EAP courses.

The study used tests which are classified into three kinds: Multiple Choice Cloze(MCC) and Matching Cloze (MC) tests; these tests were compared with the traditional reading comprehension test (TR) which represented a less synthesized knowledge of linguistic elements.

The population is students of Thai Universities. The sample of the study involved (264) randomly selected science students who have taken the National English Entrance Examination (NEEE) in Thailand in (1982).

The researcher used the analytic approach, and the study provided the following results:

1. Test format might be significant in predicting future academic

achievement.

2. The content of language tests might play a role in academic achievement for each type of language programme.

2.8.6 "Testing as a Measure of Evaluation" which was conducted by Abdalla (1998). The study has aimed to answer the question: 'Does the testing process in the Department of Foreign Languages function properly?' In this study the researcher adopts the descriptive analytical approach. The sample was taken from the students in the Department of Foreign Languages at the University of Gezira. The analysis of the exams that used by the Department of Foreign Languages is used as a tool for data collection. The main findings are that:

1. The University of Gezira has adopted the credit-hours system since its establishment, but the requirements of the credit-hours system are violated. The number of students should be 30 students while in the Department of Foreign Languages there are more than 100 students in each batch.
2. According to the credit-hours system, the students should choose which courses to study but in the Department of Foreign Languages the students follow certain fixed courses.
3. The students are evaluated according to one examination that is taken at the end of each semester of study instead of the progress assessment, assignments and research works.

2.8.7 "Testing as an Evaluation Criterion Compared to Other Methods of Evaluation". A case study at the University of Gezira, which was prepared by Adam (2004). The purpose of the study was to find whether testing is an effective tool of evaluating university students. It also aimed at exploring other criteria of students evaluation. Furthermore, it raised a main question whether testing

functions properly or not. The researcher used an analytical descriptive method to carry out the study. A questionnaire and an interview were used for collecting data from the sample who were (124) university students and (15) teachers of English. The main findings are that:

1. Most of the sample involved in the study agree on the importance of testing as an important process of evaluation procedure.
2. Most of the sample assert the inadequacy of the time allotted for performing a test.
3. Testing conditions under which students take tests are thought to be unfavourable.

2.8.8 "Subjective and Objective Tests as Measuring Tools of Language Performance". A case study in Medani Secondary Schools, which was prepared by Ali (2004). The study aimed at helping teachers to use testing as an essential diagnostic tool for keeping track of their students' progress and measuring their own success and failure in the classroom. The analytical descriptive method was adopted by the researcher which comprised administering and scoring an objective test and an essay question, and conducting a questionnaire on objective tests. The sample was selected from Wad Medani Secondary Schools English Language teachers. The main findings are:

1. Most of Wad Medani Secondary Schools English language teachers lack the knowledge for constructing objective tests.
2. Compared with objective tests, subjective tests are not very valid or reliable.
3. Objective tests have several practical advantages over tests of a more traditional character. They are both valid and reliable.

2.8.9 “The Effects of Monthly English Tests on Learners’ Performance in Private Schools”. A case study: El-Gabbas Secondary Schools for Boys and Girls in Khartoum, which was prepared by El Khawad (2006). The study aimed at investigating the effects of monthly English tests on learners’ performance in private secondary schools. It focuses on detecting the problems that students encounter in dealing with monthly written English tests and finding out some appropriate solutions.

The study sample consisted of two groups. The first was a group of hundred students both males and females from El-Gabbas Private Secondary Schools in Khartoum. These schools adopt monthly tests which are not common in governmental schools. The second was a group of twenty English language teachers both males and females from different schools in Khartoum, Omdurman and Shendi. Two tools were used to collect data: a questionnaire for students and an interview for teachers. Then the analytical descriptive method is adopted to carry out the study.

The main findings are as follows:

1. Most importantly the learners’ performance is negatively affected by monthly tests.
2. The majority of English language teachers confirm that the frequency of testing should be reduced.
3. Tests’ scores do not reflect the depth of the students’ acquired knowledge, or achievement, or relate meaningfully to their performance.

2.8.10 “Analysis and Assessment of English Language Examinations at Universities” A case study of Western Sudan Universities, which was prepared by Mohamed (2009).

This study aims to analyze and assess English Language examinations applied at Regional Universities of Western Sudan, with special reference to General English courses. The main hypothesis of the study is that, “English Language Examinations at Regional Universities of Western Sudan evaluate the students’ achievement and fulfill the requirements of Bloom’s cognitive domain”. This hypothesis is tested by using data collected through a questionnaire for English language teachers at Western Sudan Universities, as well as a sample of end-semester examination papers for the academic years (2005/2006 – 2006/2007 – 2007/2008), analyzed by experts specialized in English Language Teaching. The researcher used the analytical descriptive method to analyze the collected data.

The findings obtained through data analysis have shown the following:

1. English language examinations at Regional Universities of Western Sudan evaluate the students’ achievement in all prescribed syllabuses.
2. Results of these examinations reflect the students’ achievement in English Language.
3. Conform partially to Bloom’s taxonomy of educational objectives.

2.8.11 “An Investigation into Testing EFL Learners’ Oral Communicative Competence”. A case study of Some Sudanese Secondary Schools, which was prepared by Ali (2014).

The present study attempted to find out the causes behind the negligence of testing EFL learners’ oral communicative competence. In addition, it attempted to find out which technique would be the most suitable for that purpose. It adopted descriptive and analytical methods. A questionnaire and an interview were used for collecting data. Based on the analysis of the collected data, the researcher concluded that:

1. Testing learners' oral communicative competence systematically in the Sudanese secondary schools was neglected due to lack of awareness of its importance to the Sudanese teachers of English.
2. Lack of adequate qualified teachers as examiners was largely considered as one of the main obstacles to that.
3. It was revealed that ambiguity of the objectives of teaching English language to the Sudanese teachers of English was one of the main reasons behind the negligence of testing learners' oral communicative competence systematically in the Sudanese secondary schools.

2.8.12 “Impact of Achievement Tests on Developing Receptive Skills”. A case study of EFL Undergraduate Students at Sciences and Humanities College at Shaqra University in KSA, which was prepared by Al dirdiri (2014). This study investigates the impact of achievement tests on developing the receptive skills of Saudi undergraduates at the College of Sciences and Humanities at Shaqra University.

The researcher used two tools to collect data: a questionnaire for lecturers and achievement tests for students. The sample of the study comprised of sixty male Saudi students who were divided into two groups. In the second term of the academic year 1433H corresponding to 2012, a pre-placement test that was administered for the two groups to check the students' standard of academic proficiency. The students' scores were almost the same. In that the students of the two groups are relatively equal in their academic performance.

The experimental group was exposed to three achievement tests whereas the controlled group was not. By the end of the experiment, the two groups were exposed again to a post-placement test to check the influence of the treatment on

the experimental group. By using T-test, the statistical analysis resulted in significant and positive effect of the treatment on the experimental group.

Throughout the experiment the researcher concluded that:

1. The students of the experimental group were highly motivated.
2. Neglecting mistakes and errors of learners and focusing on fluency is a means of developing self-confidence and enhancing learning process.
3. Achievement tests encouraged Saudi undergraduate students to gain knowledge.

2.8.13 “Investigating Current ESP Testing Practice at Sudanese Universities”.

A case study of Ahfad University, College of Aviation and Sudan University of Science and Technology, which was prepared by Al hafian (2016). The aim of the study is to find out to what extent university teachers are aware of the similarities and differences between ESP and EGP in general and the differences and similarities between ESP and GE techniques of testing in specific. In addition, the study also tries to investigate the current practices of ESP testing at Sudanese universities.

Three data collection tools were used, these were a questionnaire, an interview for English teachers at Sudanese universities, and a content analysis for ESP tests used at some Sudanese universities (Sudan University of Science and Technology - Ahfad University - College of Aviation Sciences). The study adopted the descriptive analytic method as a research methodology.

The study comes out with the following results:

1. The majority of university teachers are not aware of the differences and similarities between ESP and EGP.

2. The majority of the university teachers are not aware of the differences and similarities between ESP and EGP testing.
3. The current practice of ESP is not up to the required standard of the good ESP testing.

Comments on Previous Related Studies:

The previous related studies form a concrete base for the researcher to handle this study. They are in most cases similar to the present study, but sometimes they differ from it. All of them are of great value to the present study because they investigate the area of examinations and testing English Language at the Sudanese university and secondary school levels. The present study differs from the ones mentioned before in that it centers on testing English Language at Basic Level Schools in Khartoum State taking some of Khartoum Bahri Locality Schools as a sample. It is worth considering this study due to the importance given to both the rehearsal and certificate English examinations in basic level schools in particular. The consequences of these exams could not be ignored and will stay well distinguished and highly appreciated in such a stage of education.

2.9 Summary of the Chapter:

In this chapter the researcher has reviewed what has been written on testing and shed some light on the relevant previous studies which form a solid background that consolidates this study. The first part of this chapter has explored fundamental issues concerning definitions of the terms: examination, test, measurement and evaluation. Different types of language tests, such as standardized and communicative tests were introduced and distinguished according to certain features. Qualities of a good test were quoted and great emphasis was put on validity, reliability, employability and practicality of a test. Different types of

validity and methods of estimating reliability of tests were presented and illustrated with examples. A specific focus was put on examination as a means of measuring the extent of the achievement of the educational goals. A special reference was made to the changes of the English language syllabus from the NILE Course to SPINE Series. The role of teachers in preparing and conducting English tests, not only so, but assessing pupils' work was highly appreciated. Most importantly, continuous evaluation was emphasized as it benefited both teachers and pupils to maximize communication between them, to judge or measure the desired educational goals. The second part of the chapter reviewed a number of previous related studies in the area of language testing in different stages of education. Pointing out the similarities and differences between these studies and the present one have facilitated comparison and formed a solid base to reinforce the study. In the following chapter, the methodology adopted to conduct the study will be described.

CHAPTER THREE
METHODOLOGY OF THE STUDY

Chapter Three

Methodology of the Study

3.0 Introduction

This chapter explains the method followed in studying the problem in question. It describes the population, sample, tools by which the researcher collected the data and the techniques used for data analysis.

3.1 Method adopted, Population and Sample

First and foremost, the analytical descriptive method was adopted to conduct this study. The data have been collected from two samples: a sample of pupils and a group of teachers of English. The first group constitutes a total of 100 pupils both males and females who were selected from 10 basic schools in Khartoum Bahri Locality which represent the population of the study. These schools adopt the rehearsal English examination which is common in all governmental and private schools. The pupils are regularly tested towards the end of January each year on what they have been taught during the school year. 50 of the pupils were males and 50 were females. The second group comprised a sample of 20 English language teachers, 10 males and 10 females, and were selected on the basis of the researcher's judgment from various basic schools in Khartoum Bahri Locality.

3.2 Tools of Data Collection

Two questionnaires have been used as methods of data collection. The first one was distributed among the pupils' sample. It aimed at collecting data to achieve the objectives of the study and find appropriate solutions for the raised problem.

The second one was used to collect data from the teachers of English language at basic level education to serve the same purpose of the study and to test the hypotheses of the study to find appropriate solutions and suggestions. Furthermore, data were collected from the result analysis of both the rehearsal and certificate examinations as a third important tool.

Judgmental sampling was followed. The two questionnaires have been selected and constructed to ensure maximum validity and reliability. The following is a detailed account of the construction of both tools.

3.2.1 The Pupils' Questionnaire

The questionnaire consisted of 20 statements, which served to verify the hypotheses, and hence achieve the objectives of the study. It was handed out to the first group which comprised 100 pupils selected from 10 basic level schools in Khartoum Bahri Locality.

3.2.1.1 The Validity of the Pupils' Questionnaire

Face validity was achieved by presenting the questionnaire statements to a team of senior experts and highly qualified staff in the field of English language teaching. The team consisted of:

1. Dr. Abdalla Yassin Abdalla, Sudan University of Science and Technology.
2. Dr. Mahmoud Ali Ahmed, Sudan University of Science and Technology.
3. Dr. Nada Sid Ahmed El Jack, Sudan University of Science and Technology.
4. Dr. Hillary Marino Pitia, Sudan University of Science and Technology.
5. Dr. Abass Mukhtar Mohammed, Sudan University of Science and Technology.

In the light of the valuable comments and ideas, and as suggested and directed by the team of experts, the researcher reformed the pupils' questionnaire after modifying some techniques and omitting some statements to avoid ambiguity and repetition. (see the modified piloted version, appendix: 1).

3.2.1.2 Statistical Reliability for Pupils' Questionnaire

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their responses on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed the questionnaire to respondents.

The results have been shown in the following table:

Table (3.2.1.2) Reliability Statistics

	Cronbach's Alpha	No of Items
Validity	0.92	20
Reliability	0.96	20

High reliability coefficient

3.2.1.1.1 The Contents of the Pupils' Questionnaire

As mentioned in 3.2.1 before, the questionnaire consisted of 20 statements which were accompanied by Arabic translation to ease understanding. Pupils were asked to express their points of view on the scale: '*strongly agree*', '*agree*', '*uncertain*', '*disagree*', and '*strongly disagree*' (See appendix 1).

The purpose behind constructing these statements is to elicit: Firstly, whether pupils benefit from taking the rehearsal English examination. Secondly, to elicit the pupils' attitudes towards the rehearsal examination's coverage of English language skills. Statements one, two, three and four aim at explaining whether the rehearsal English examination covers the whole syllabus, prepares pupils for the Certificate Examination, helps them understand clearly the questions' rubrics of the Basic Level Certificate English Examination and sufficiently predicts their performance as well. Statements five, six and seven focus on whether the rehearsal examination highlights the pupils points of strengths, weaknesses and helps them make remedy for their weak points. Statements eight and nine investigate whether the rehearsal examination motivates pupils if they get full mark or disappoints them if they don't get high marks in the Certificate Examination. Statements ten and eleven attempt to find out whether teachers of English devote much time to the remedy of their errors

and express their attitudes towards receiving extra useful lessons after the school day. Statements twelve, thirteen, fourteen and fifteen intend to elicit pupils' views on whether the rehearsal examination covers sufficiently the listening, speaking, reading and writing skills. Statements sixteen, seventeen, eighteen and nineteen try to investigate the pupils' views if the four English language skills seem a little more difficult for them. Statement twenty seeks the pupils' response if the rehearsal English examination should continue.

3.2.2 The Teachers' Questionnaire

The questionnaire was the second tool selected for collecting data from teachers of English at basic level schools. The advantage of using the questionnaire as an instrument is that it allows the subjects to express their points of view independently and easily. A second advantage is that the respondents can be encouraged to take part in the study.

3.2.2.1 The Validity of the Questionnaire

For questionnaire's validity, piloting took place again with the same team who gratefully did piloting for all research methods. Their feedback, comments and ideas were clear and valuable. On the basis of experts' ideas, experience and suggestions, the researcher did fundamental and necessary changes. Options were provided for participants to indicate their responses clearly. (See the modified piloted version, appendix: 2).

3.2.2.2 Statistical Reliability for Teachers' Questionnaire

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of

individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their responses on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity of the teachers' questionnaire calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient.

The results have been shown in the following table:

Table (3.2.2.2) Reliability Statistics

	Cronbach's Alpha	No of Items
Validity	0.93	20
Reliability	0.86	20

High reliability coefficient

Source: The researcher from applied study, 2017

It is noticed from the results of the above table that all reliability and validity coefficients for the sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates the high validity and reliability of the responses. So, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

Statistical Reliability:

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
3. Mean .
4. Non-parametric Chi-square test by using SPSS and EXSEL.

3.2.2.2.1 The Contents of the Teachers' Questionnaire

The questionnaire consisted of 24 statements. An introduction had been written in which respondents were informed about the objectives of the study. The sample involved in the questionnaire were twenty teachers of English and were chosen from different schools in Khartoum Bahri Locality.

The purpose behind constructing the questionnaire statements: Firstly, was to obtain information about investigating predictive ability of the rehearsal English examination of 8th grade pupils' performance in basic level certificate English examination. Secondly, was to seek appropriate solutions and suggestions for the study problem. (See appendix 2). The statements were divided into four sections. Section one, Pupils' performance indicator: Statement one aims to find out whether

changing the normal format of the rehearsal English examination might confuse the pupils. Statement two intends to elicit if the striking differences in the rehearsal English examination's marks obtained by examinees are likely to generate doubts about the reliability of the rehearsal examination. Statement three focuses on whether examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals. Statement four aims to find out if the rehearsal English examination sufficiently predicts pupils' performance.

Section two, Pupils' benefits: Statements five, six and seven attempt to elicit responses about whether the rehearsal English examination covers the whole syllabus, prepares pupils for the Certificate Examination and helps pupils understand clearly the questions' rubrics of the Basic Level Certificate English Examination. Statements eight and nine seek responses on whether the rehearsal examination highlights the pupils' points of strengths and weaknesses. Statement ten sheds light on whether pupils make remedy for their points of weaknesses after taking the rehearsal exam.

Section three, Teachers' attitudes: Statement eleven investigates if teachers will be able to decide whether the teaching strategies followed are appropriate or not after interpreting pupils' results. Statements twelve and fifteen reflect the pupils' attitudes whether they are positive towards the rehearsal English examination and react positively towards the remedial work classes. Statements thirteen and fourteen give feedback if the remedial work following the rehearsal examination is important and whether teachers should devote much time to the remedy of pupils' errors. Statement sixteen intends to elicit responses on whether the rehearsal English examination should continue.

Section four, Coverage of English language skills: Statements seventeen, eighteen, nineteen and twenty try to find out whether the rehearsal English examination

covers sufficiently the listening, speaking, reading and writing skills. Furthermore, both statements, twenty one and twenty two concentrate on whether pupils are good at reading and writing skills. Finally, the last statements, twenty three and twenty four focus on whether pupils are poor at listening and speaking skills.

3.3 Techniques of Data Analysis

The data obtained from the different subjects by means of the two questionnaires and the examinations' results analysis were organized and tabulated to be processed by the computer. The programme which was used by the researcher was (S.P.S.S) which refers to Statistical Packages for Social Sciences and deals with the raw data, codes it and then analyses it. EXSEL programme and descriptive statistics were used as well.

The data collected was analyzed by computing percentages and tables were used to convey statistical information.

3.4 Summary of the Chapter

This chapter has provided a detailed description of the methodology of the study. It has shown that this study is descriptive and analytical. Certain issues have been reviewed. First, population was described and samples of teachers and pupils were selected randomly. Second, two questionnaires for pupils and teachers and a comparison between the results of both the rehearsal and certificate English examinations of 8th grade pupils as tools of data collection were judged and evaluated by professional experts. Third, details were given about how the analysis of data was conducted. Finally, validity and reliability with respect to the current study were discussed. Evidence was given in this part to ensure how the researcher confirmed validity and reliability in the process of data collection and data analysis. In chapter four statistics and data analysis will be discussed in detail.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

Chapter Four

Data Analysis, Results and Discussion

4.0. Introduction

This chapter will provide data analysis for the study and test its hypotheses. The four hypotheses will be discussed in isolation. All statements are analyzed referring to the hypotheses they represent.

4.1. The Analysis of the First Tool: Pupils' Questionnaire:

Pupils' benefits:

Statement (1): The rehearsal English examination covers the whole syllabus.

Table (4.1.1) The Frequency Distribution for the pupils' Responses to Statement No. (1)

Valid	Frequency	Percent%
strongly agree	18	18%
Agree	45	45%
Uncertain	19	19%
Disagree	12	12%
strongly disagree	6	6%
Total	100	100%

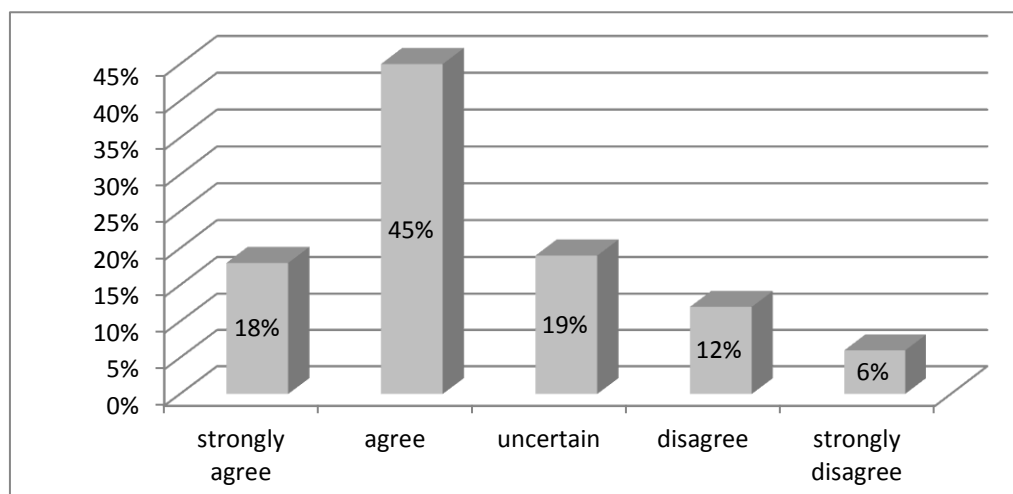


Figure (4.1.1) Covering of the whole syllabus

It is clear from the above table (4.1.1) and figure (4.1.1) that there are (18) pupils in the study's sample with percentage (18%) strongly agreed with **statement (1)**. There are (45) pupils with percentage (45%) agreed with that, and (19) pupils with percentage (19%) are not sure that, and (12) pupils with percentage (12%) disagreed, and (6) pupils with (6%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, these results (63%) support the statement that the rehearsal English examination covers the whole syllabus.

Statement (2): The rehearsal English examination prepares you for the Certificate Examination.

Table (4.1.2) The Frequency Distribution for the Pupils' Responses to Statement No. (2)

Valid	Frequency	Percent%
strongly agree	60	60%
Agree	31	31%
Uncertain	4	4%
Disagree	4	4%
strongly disagree	1	1%
Total	100	100%

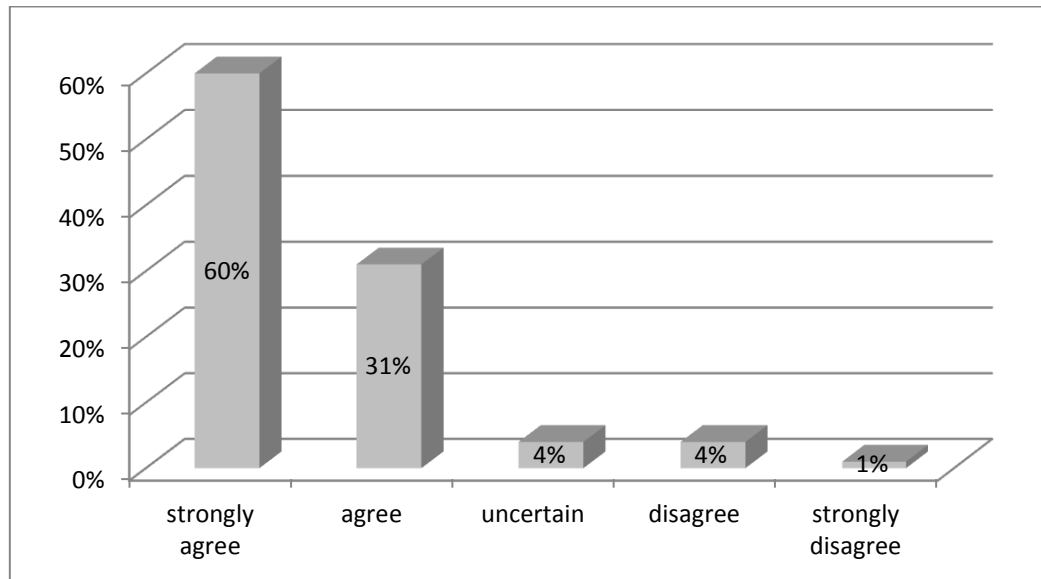


Figure (4.1.2) Preparing for the Certificate Examination

It is obvious from the above table (4.1.2) and figure (4.1.2) that there are (60) pupils in the study's sample with percentage (60%) strongly agreed with **statement (2)**. There are (31) pupils with percentage (31%) agreed with that, and (4) pupils with percentage (4%) are not sure that, and (4) pupils with percentage (4%) disagreed, and (1) pupil with (1%) is strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (91%) of the respondents support the statement that the rehearsal English examination prepares pupils for the Certificate Examination.

Statement (3): The rehearsal English examination helps you understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.

Table (4.1.3) The Frequency Distribution for the Pupils' Responses to Statement No. (3)

Valid	Frequency	Percent%
strongly agree	42	42%
Agree	33	33%
Uncertain	16	16%
Disagree	5	5%
strongly disagree	4	4%
Total	100	100%

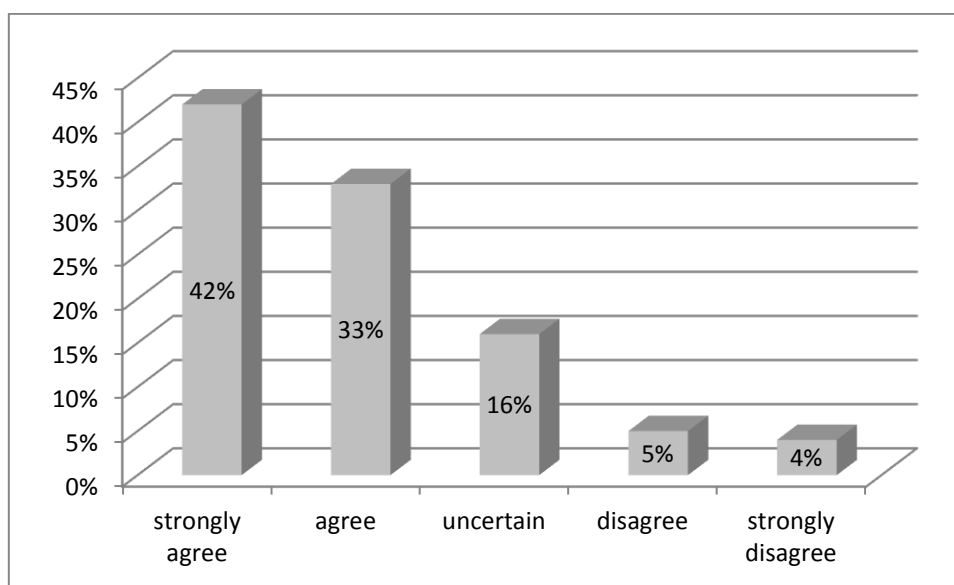


Figure (4.1.3) Understanding clearly the questions' rubrics

It is certain from the above table (4.1.3) and figure (4.1.3) that there are (42) pupils in the study's sample with percentage (42%) strongly agreed with **statement (3)**. There are (33) pupils with percentage (33%) agreed with that, and (16) pupils with percentage (16%) are not sure that, and (5) pupils with percentage (5 %) disagreed, and (4) pupils with (4%) are strongly disagreed. These results indicated that the

percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, most (75%) of the respondents support the statement that the rehearsal English examination helps pupils understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.

Statement (4): The rehearsal English examination sufficiently predicts your performance in Basic Level Certificate English Examination.

Table (4.1.4) The Frequency Distribution for the Pupils' Responses to Statement No. (4)

Valid	Frequency	Percent%
strongly agree	30	30%
Agree	28	28%
Uncertain	11	11%
Disagree	15	15%
strongly disagree	16	16%
Total	100	100%

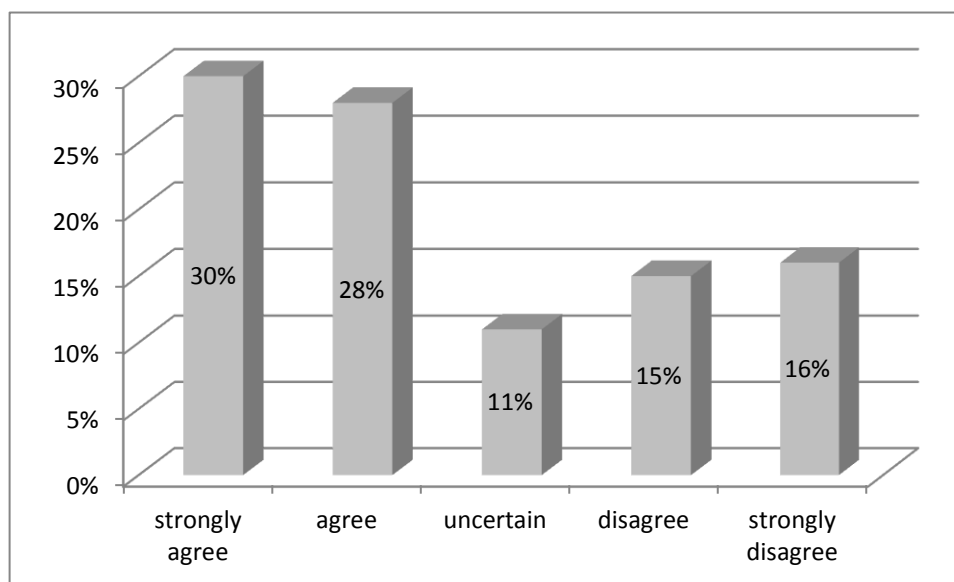


Figure (4.1.4) Predicting performance in Basic Level Certificate English Examination.

It is noticeable from the above table (4.1.4) and figure (4.1.4) that there are (30) pupils in the study's sample with percentage (30%) strongly agreed with **statement (4)**. There are (28) pupils with percentage (28%) agreed with that, and (11) pupils with percentage (11%) are not sure that, and (15) pupils with percentage (15%) disagree, and (16) pupils with (16%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were high. Therefore, more than half (58%) of the respondents support the statement that the rehearsal English examination sufficiently predicts pupils' performance in Basic Level Certificate English Examination.

Statement (5): The rehearsal examination highlights your points of strengths.

Table (4.1.5) The Frequency Distribution for the Pupils' Responses to Statement No. (5)

Valid	Frequency	Percent%
strongly agree	45	45%
Agree	37	37%
Uncertain	11	11%
Disagree	5	5%
strongly disagree	2	2%
Total	100	100%

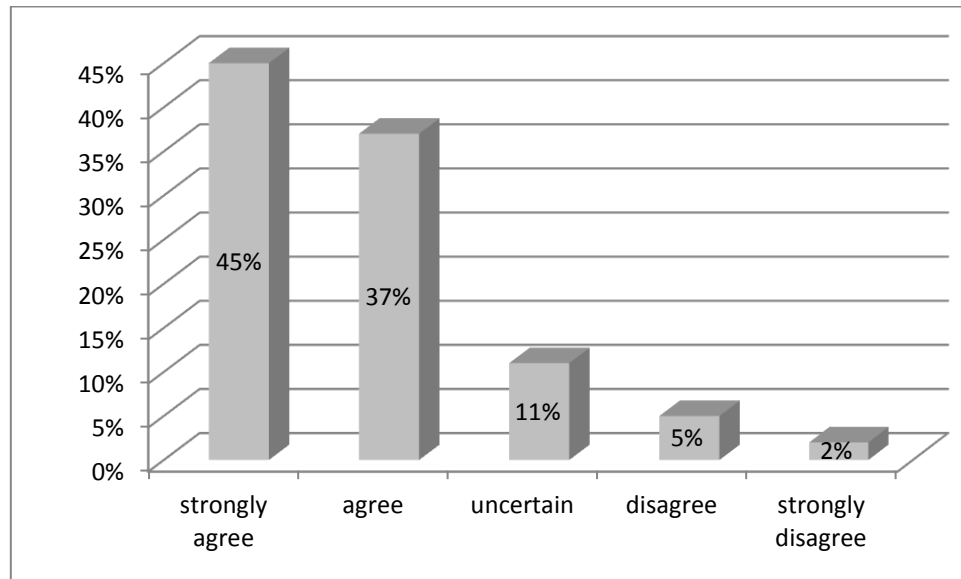


Figure (4.1.5) Highlighting points of strengths

As it is observed from the above table (4.1.5) and figure (4.1.5) that there are (45) pupils in the study's sample with percentage (45%) strongly agreed with **statement (5)**. There are (37) pupils with percentage (37%) agreed with that, and (11) pupils with percentage (11%) are not sure that, and (5) pupils with percentage (5 %) disagreed, and (2) pupils with (2%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (82%) of the respondents support the statement that the rehearsal examination highlights pupils' points of strengths.

Statement (6): The rehearsal examination highlights your points of weaknesses.

Table (4.1.6) The Frequency Distribution for the Pupils' Responses to Statement No. (6)

Valid	Frequency	Percent%
strongly agree	53	53%
Agree	28	28%
Uncertain	5	5%
Disagree	5	5%
strongly disagree	9	9%
Total	100	100%

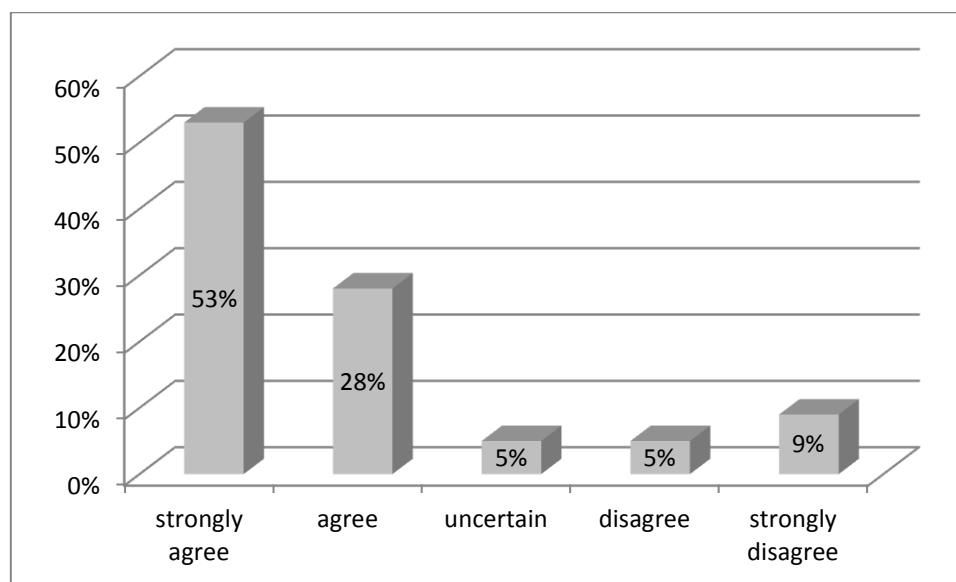


Figure (4.1.6) Highlighting points of weaknesses

As it can be seen from the above table (4.1.6) and figure (4.1.6) that there are (53) pupils in the study's sample with percentage (53%) strongly agreed with **statement (6)**. There are (28) pupils with percentage (28%) agreed with that, and (5) pupils with percentage (5%) are not sure that, and (5) pupils with percentage (5%) disagreed, and (9) pupils with (9%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of

strongly agree and agree given by the respondents were very high. Therefore, the majority (81%) of the respondents support the statement that the rehearsal examination highlights pupils' points of weaknesses.

Statement (7): The rehearsal English examination helps you make remedy for your points of weaknesses.

Table (4.1.7) The Frequency Distribution for the Pupils' Responses to Statement No. (7)

Valid	Frequency	Percent%
strongly agree	64	64%
Agree	30	30%
Uncertain	6	6%
Disagree	0	0%
strongly disagree	0	0%
Total	100	100%

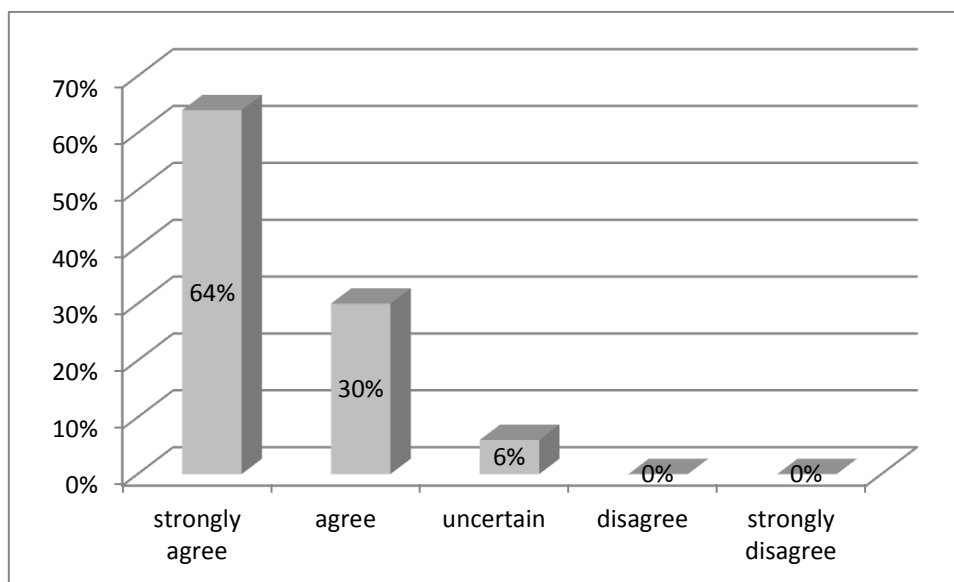


Figure (4.1.7) Making remedy for points of weaknesses

Having a look at the above table (4.1.7) and figure (4.1.7) that there are (64) pupils in the study's sample with percentage (64%) strongly agreed with **statement (7)**. There are (30) pupils with percentage (30%) agreed with that, and (6) pupils with percentage (6%) are not sure that, and (0) pupil with percentage (0%) disagreed, and (0) pupil with (0%) is strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (94%) of the respondents support the statement that the rehearsal examination helps pupils make remedy for their points of weaknesses.

Statement (8): The rehearsal examination motivates you if you get full mark in the Certificate Examination.

Table (4.1.8) The Frequency Distribution for the Pupils' Responses to Statement No. (8)

Valid	Frequency	Percent%
strongly agree	52	52%
Agree	33	33%
Uncertain	9	9%
Disagree	3	3%
strongly disagree	3	3%
Total	100	100%

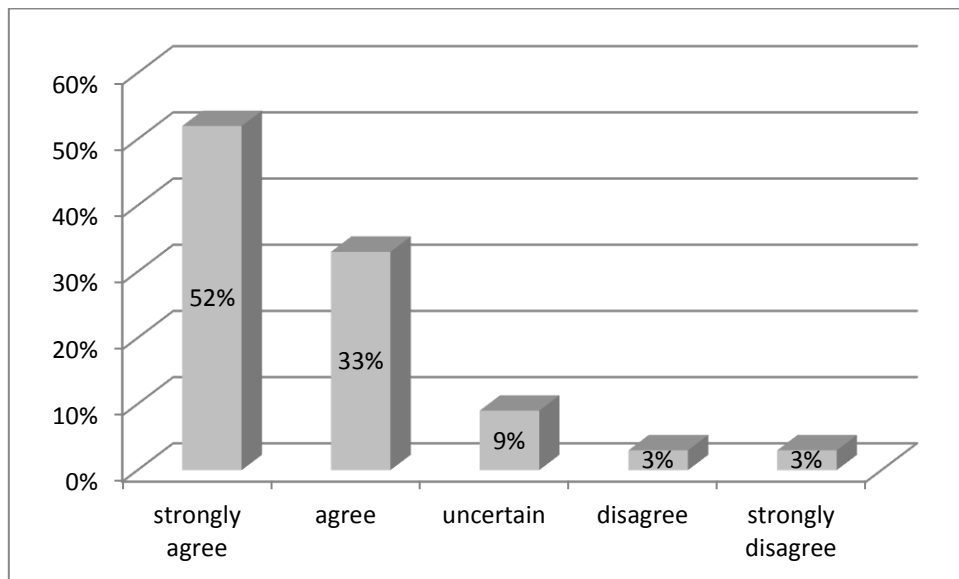


Figure (4.1.8) Motivation in the Certificate Examination

With reference to the above table (4.1.8) and figure (4.1.8) that there are (52) pupils in the study's sample with percentage (52%) strongly agreed with **statement (8)**. There are (33) pupils with percentage (33%) agreed with that, and (9) pupils with percentage (9%) are not sure that, and (3) pupils with percentage (3%) disagreed. and (3) pupils with (3%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (85%) of the respondents support the statement that the rehearsal examination motivates pupils if they get full mark in the Certificate Examination.

Statement (9): The rehearsal examination disappoints you if you don't get high mark in the Certificate Examination.

Table (4.1.9) The Frequency Distribution for the Pupils' Responses to Statement No. (9)

Valid	Frequency	Percent%
strongly agree	13	13%
Agree	21	21%
Uncertain	13	13%
Disagree	22	22%
strongly disagree	31	31%
Total	100	100%

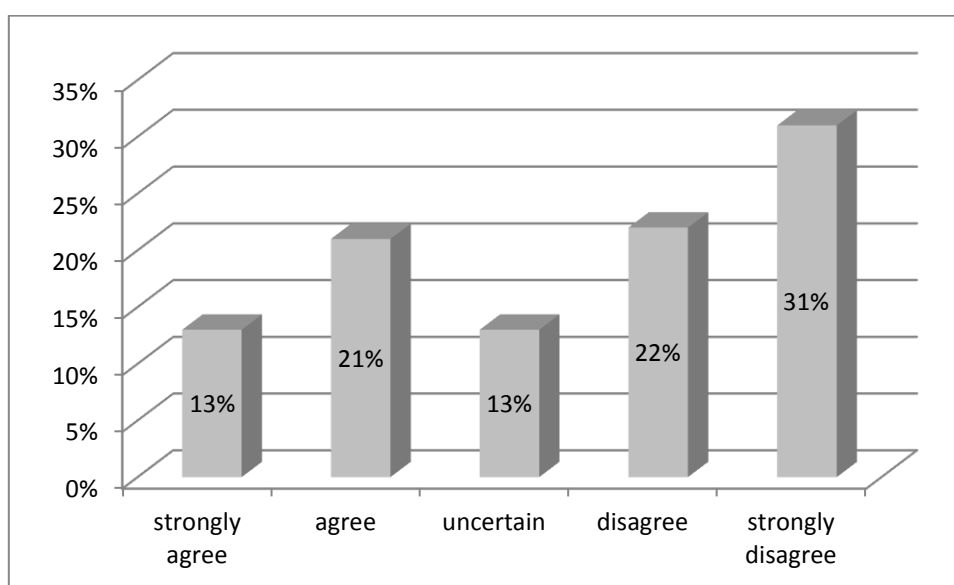


Figure (4.1.9) Disappointment in the Certificate examination

According to the above table (4.1.9) and figure (4.1.9) that there are (13) pupils in the study's sample with percentage (13%) strongly agreed with **statement (9)**. There are (21) pupils with percentage (21%) agreed with that, and (13) pupils with percentage (13%) are not sure that, and (22) pupils with percentage (22%) disagreed, and (31) pupils with (31%) are strongly disagreed. These results

indicated that the percentages derived from adding the fourth and fifth option values of disagree and strongly disagree given by the respondents were high. Therefore, more than half (53%) of the respondents support the statement that the rehearsal examination disappoints pupils if they don't get high mark in the Certificate Examination.

Statement (10): Your teacher devotes much time to the remedy of your errors.

Table (4.1.10) The Frequency Distribution for the Pupils' Responses to Statement No. (10)

Valid	Frequency	Percent%
strongly agree	34	34%
Agree	37	37%
Uncertain	8	8%
Disagree	5	5%
strongly disagree	16	16%
Total	100	100%

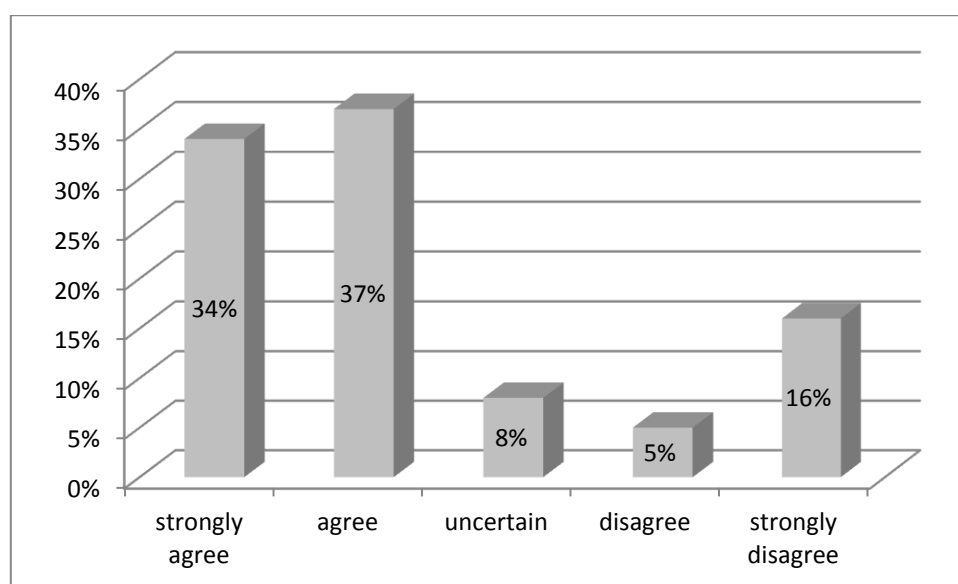


Figure (4.1.10) Devoting much time to the remedy of errors

As it will be noticed in the above table (4.1.10) and figure (4.1.10) that there are (34) pupils in the study's sample with percentage (34%) strongly agreed with **statement (10)**. There are (37) pupils with percentage (37%) agreed with that, and (8) pupils with percentage (8%) are not sure that, and (5) pupils with percentage (5%) disagreed, and (16) pupils with (16%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, most (71%) of the respondents support the statement that your teacher devotes much time to the remedy of your errors.

Statement (11): You receive extra useful lessons after the school day.

Table (4.1.11) The Frequency Distribution for the Pupils' Responses to Statement No. (11)

Valid	Frequency	Percent%
strongly agree	53	53%
Agree	28	28%
Uncertain	4	4%
Disagree	8	8%
strongly disagree	7	7%
Total	100	100%

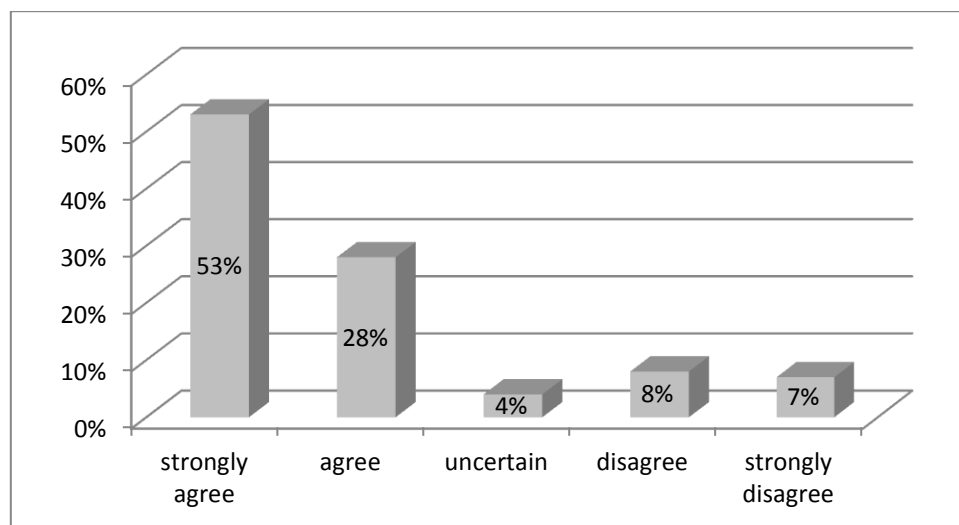


Figure (4.1.11) Receiving extra useful lessons after the school day

A glance at the above table (4.1.11) and figure (4.1.11) gives a clear picture that there are (53) pupils in the study's sample with percentage (53%) strongly agreed with **statement (11)**. There are (28) pupils with percentage (28%) agreed with that, and (4) pupils with percentage (4%) are not sure that, and (8) pupils with percentage (8%) disagreed, and (7) pupils with (7%) are strongly disagree. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (81%) of the respondents support the statement that pupils receive extra useful lessons after the school day.

Coverage of English Language Skills:

Statement (12): The rehearsal English examination covers sufficiently the listening skill.

Table (4.1.12) The Frequency Distribution for the Pupils' Responses to Statement No. (12)

Valid	Frequency	Percent%
strongly agree	3	3%
Agree	3	3%
Uncertain	13	13%
Disagree	28	28%
strongly disagree	53	53%
Total	100	100%

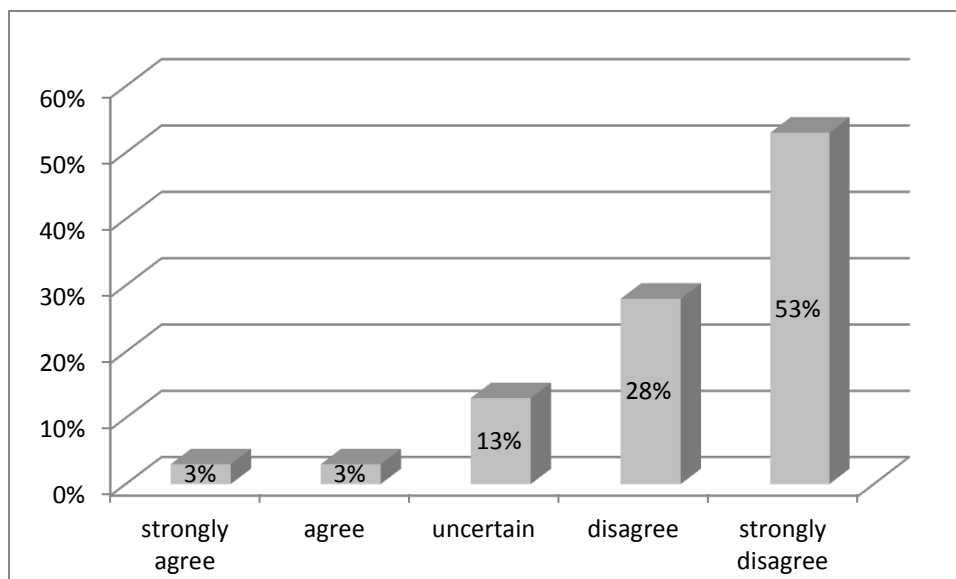


Figure (4.1.12) Covering sufficiently the listening skill

The above table (4.1.12) and figure (4.1.12) show that there are (3) pupils in the study's sample with percentage (3%) strongly agreed with **statement (12)**. There are (3) pupils with percentage (3%) agreed with that, and (13) pupils with percentage (13%) are not sure that, and (28) pupils with percentage (28%) disagreed, and (53) pupils with (53%) are strongly disagreed. These results indicated that the percentages derived from adding the fourth and fifth option values of disagree and strongly disagree given by the respondents were very high. Therefore, the majority (81%) of the respondents do not support the statement that the rehearsal English examination covers sufficiently the listening skill.

Statement (13): The rehearsal English examination covers sufficiently the speaking skill.

Table (4.1.13) The Frequency Distribution for the Pupils' Responses to Statement No. (13)

Valid	Frequency	Percent%
strongly agree	1	1%
Agree	1	1%
Uncertain	4	4%
Disagree	27	27%
strongly disagree	67	67%
Total	100	100%

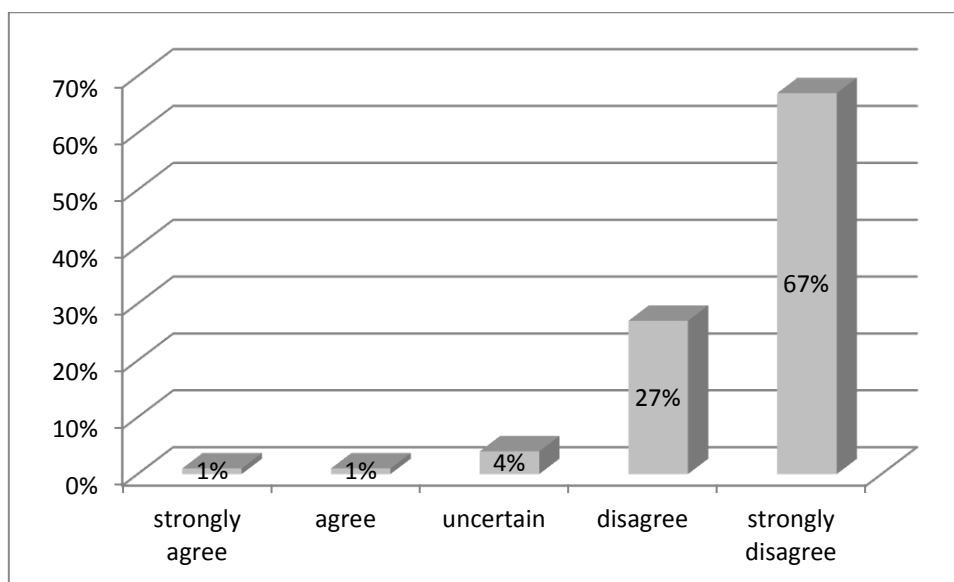


Figure (4.1.13) Covering sufficiently the speaking skill

Referring to the above table (4.1.13) and figure (4.1.13) that there is (1) pupil in the study's sample with percentage (1%) strongly agreed with **statement (13)**. There is (1) pupil with percentage (1%) agreed with that, and (4) pupils with percentage (4%) are not sure that, and (27) pupils with percentage (27%) disagreed, and (67) pupils with (67%) are strongly disagreed. These results indicated that the percentages derived from adding the fourth and fifth option values of disagree and

strongly disagree given by the respondents were very high. Therefore, the majority (94%) of the respondents do not support the statement that the rehearsal English examination covers sufficiently the speaking skill.

Statement (14): The rehearsal English examination covers sufficiently the reading skill.

Table (4.1.14) The Frequency Distribution for the Pupils' Responses to Statement No. (14)

Valid	Frequency	Percent%
strongly agree	38	38%
Agree	35	35%
Uncertain	16	16%
Disagree	5	5%
strongly disagree	6	6%
Total	100	100%

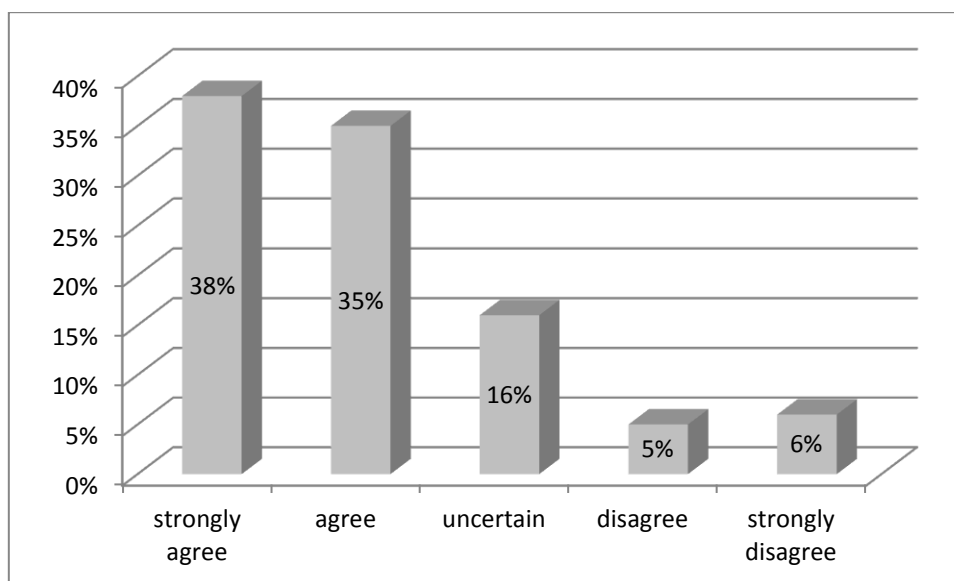


Figure (4.1.14) Covering sufficiently the reading skill

As it is shown in the above table (4.1.14) and figure (4.1.14) that there are (38) pupils in the study's sample with percentage (38%) strongly agreed with **statement (14)**. There are (35) pupils with percentage (35%) agreed with that, and (16) pupils with percentage (16%) are not sure that, and (5) pupils with percentage (5%) disagreed, and (6) pupils with (6%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, most (73%) of the respondents support the statement that the rehearsal English examination covers sufficiently the reading skill.

Statement (15): The rehearsal English examination covers sufficiently the writing skill.

Table (4.1.15) The Frequency Distribution for the Pupils' Responses to Statement No. (15)

Valid	Frequency	Percent%
strongly agree	31	31%
Agree	39	39%
Uncertain	11	11%
Disagree	8	8%
strongly disagree	11	11%
Total	100	100%

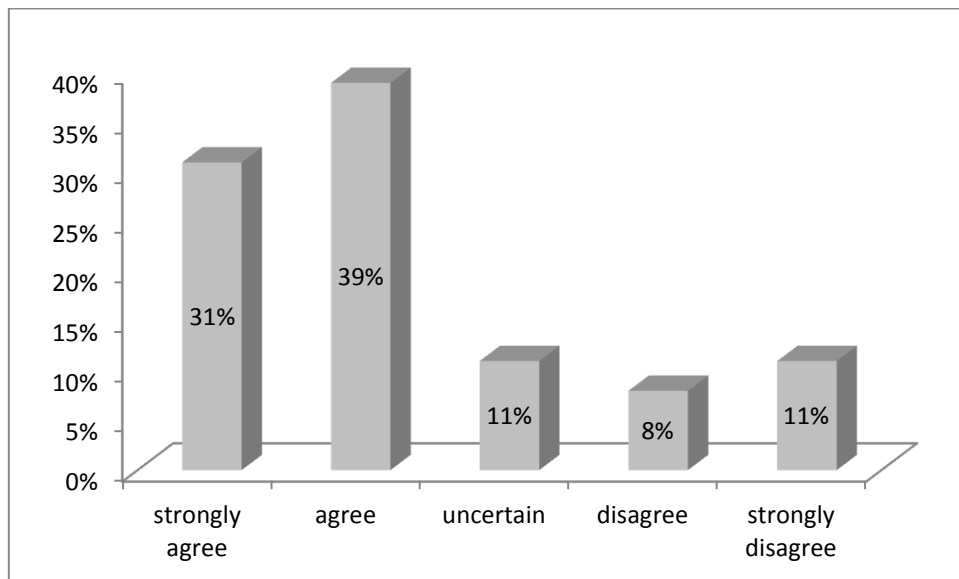


Figure (4.1.15) Covering sufficiently the writing skill

To have a look at the above table (4.1.15) and figure (4.1.15) that there are (31) pupils in the study's sample with percentage (31%) strongly agreed with **statement (15)**. There are (39) pupils with percentage (39%) agreed with that, and (11) pupils with percentage (11%) are not sure that, and (8) pupils with percentage (8%) disagreed, and (11) pupils with (11%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, most (70%) of the respondents support the statement that the rehearsal English examination covers sufficiently the writing skill.

Statement (16): Listening is a little more difficult skill for you.

Table (4.1.16) The Frequency Distribution for the Pupils' Responses to Statement No. (16).

Valid	Frequency	Percent%
strongly agree	21	21%
Agree	22	22%
Uncertain	22	22%
Disagree	16	16%
strongly disagree	19	19%
Total	100	100%

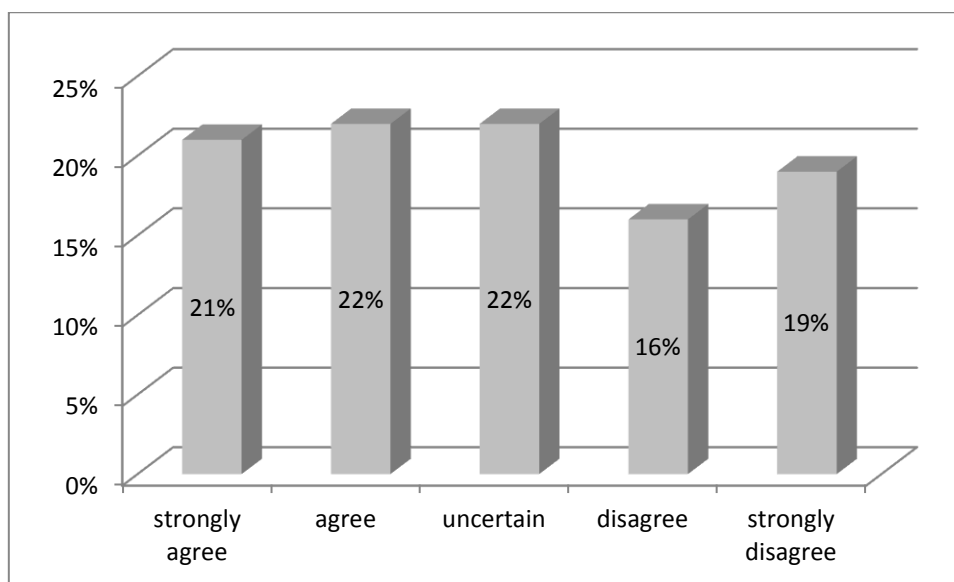


Figure (4.1.16) Listening difficulty

Concentrating on the above table (4.1.16) and figure (4.1.16) that there are (21) pupils in the study's sample with percentage (21%) strongly agreed with **statement (16)**. There are (22) pupils with percentage (22%) agreed with that, and (22) pupils with percentage (22%) are not sure that, and (16) pupils with percentage (16%) disagreed, and (19) pupils with (19%) are strongly disagreed. . These results indicated that the percentages derived from adding the first and second option

values of strongly agree and agree given by the respondents were high. Therefore, less than half (43%) of the respondents support the statement that the listening is a little more difficult skill for pupils, whereas (35%) of the respondents have a different view.

Statement (17): Speaking is a little more difficult skill for you.

Table (4.1.17) The Frequency Distribution for the Pupils' Responses to Statement No. (17)

Valid	Frequency	Percent%
strongly agree	27	27%
Agree	24	24%
Uncertain	13	13%
Disagree	21	21%
strongly disagree	15	15%
Total	100	100%

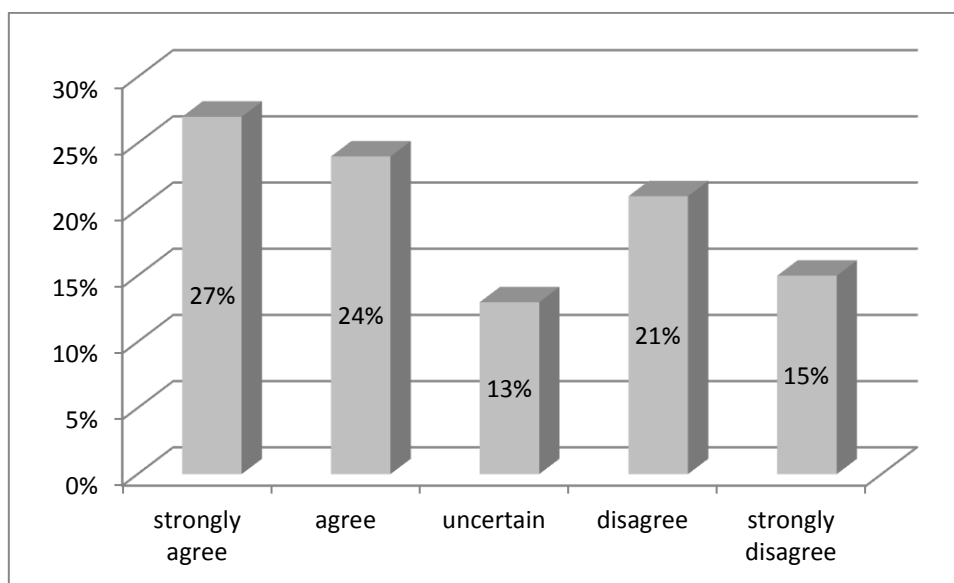


Figure (4.1.17) Speaking difficulty

Focusing on the above table (4.1.17) and figure (4.1.17) that there are (27) pupils in the study's sample with percentage (27%) strongly agreed with **statement (17)**.

There are (24) pupils with percentage (24%) agreed with that, and (13) pupils with percentage (13%) are not sure that, and (21) pupils with percentage (21%) disagreed, and (15) pupils with (15%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were high. Therefore, more than half (51%) of the respondents support the statement that the speaking is a little more difficult skill for pupils, whereas (36%) of the respondents have a different view.

Statement (18): Reading is a little more difficult skill for you.

Table (4.1.18) The Frequency Distribution for the Pupils' Responses to Statement No. (18)

Valid	Frequency	Percent%
strongly agree	10	10%
Agree	10	10%
Uncertain	15	15%
Disagree	37	37%
strongly disagree	28	28%
Total	100	100%

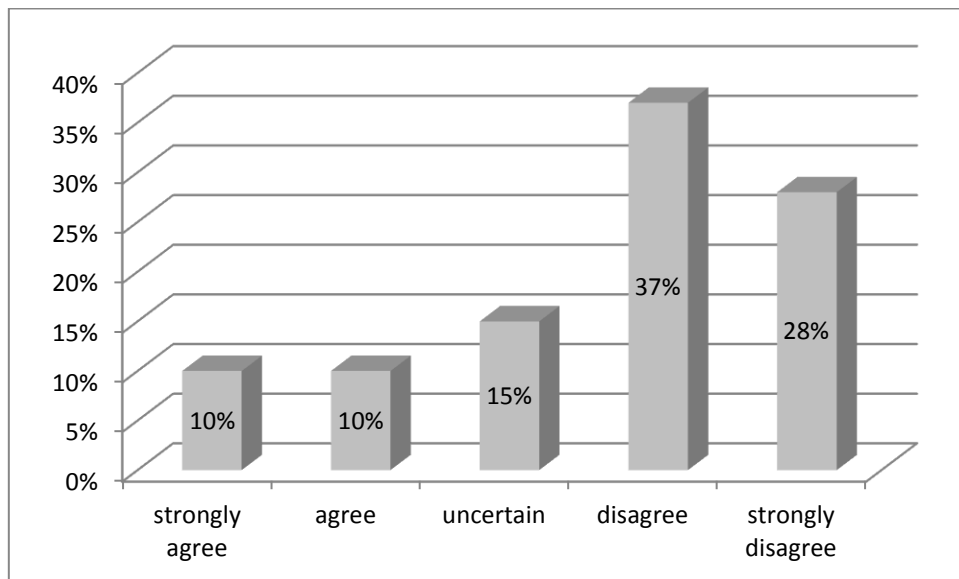


Figure (4.1.18) Reading difficulty

Considering the above table (4.1.18) and figure (4.1.18) that there are (10) pupils in the study's sample with percentage (10%) strongly agreed with **statement (18)**. There are (10) pupils with percentage (10%) agreed with that, and (15) pupils with percentage (15%) are not sure that, and (37) pupils with percentage (37%) disagreed, and (28) pupils with (28%) are strongly disagreed. These results indicated that the percentages derived from adding the fourth and fifth option values of disagree and strongly disagree given by the respondents were very high. Therefore, nearly two thirds (65%) of the respondents support the statement that the reading is a little more difficult skill for pupils, whereas (20%) of the respondents have a different view.

Statement (19): Writing is a little more difficult skill for you.

Table (4.1.19) The Frequency Distribution for the Pupils' Responses to Statement No. (19)

Valid	Frequency	Percent%
strongly agree	11	11%
Agree	20	20%
Uncertain	19	19%
Disagree	24	24%
strongly disagree	26	26%
Total	100	100%

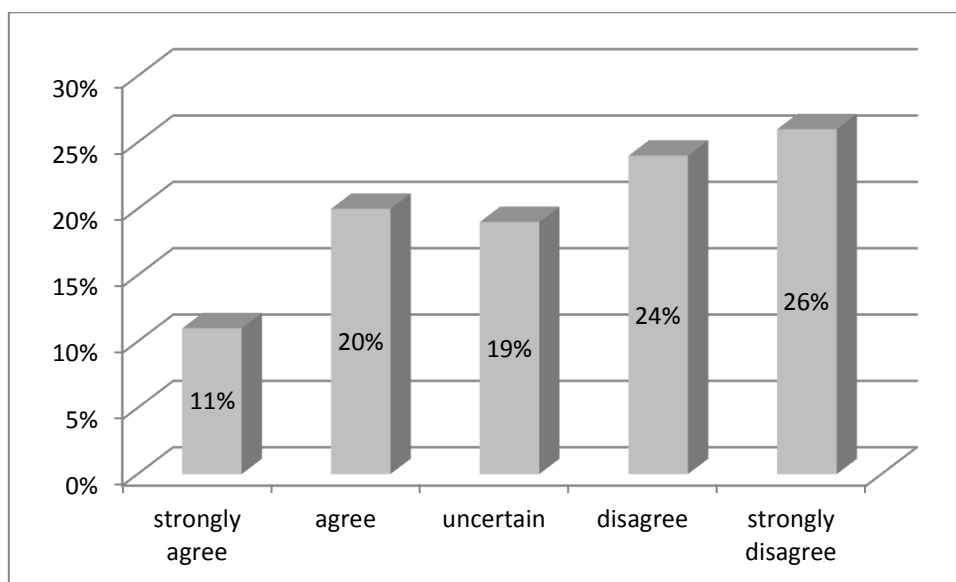


Figure (4.1.19) Writing difficulty

As indicated in the above table (4.1.19) and figure (4.1.19) that there are (11) pupils in the study's sample with percentage (11%) strongly agreed with **statement (19)**. There are (20) pupils with percentage (20%) agreed with that, and (19) pupils with percentage (19%) are not sure that, and (24) pupils with percentage (24%) disagreed, and (26) pupils with (26%) are strongly disagreed. These results indicated that the percentages derived from adding the fourth and fifth option

values of disagree and strongly disagree given by the respondents were very high. Therefore, half (50%) of the respondents support the statement that the writing is a little more difficult skill for pupils, whereas (31%) of the respondents have a different view.

Statement (20): The rehearsal English examination should continue.

Table (4.1.20) The Frequency Distribution for the Pupils' Responses to Statement No. (20)

Valid	Frequency	Percent%
strongly agree	72	72%
Agree	15	15%
Uncertain	0	0%
Disagree	4	4%
strongly disagree	9	9%
Total	100	100%

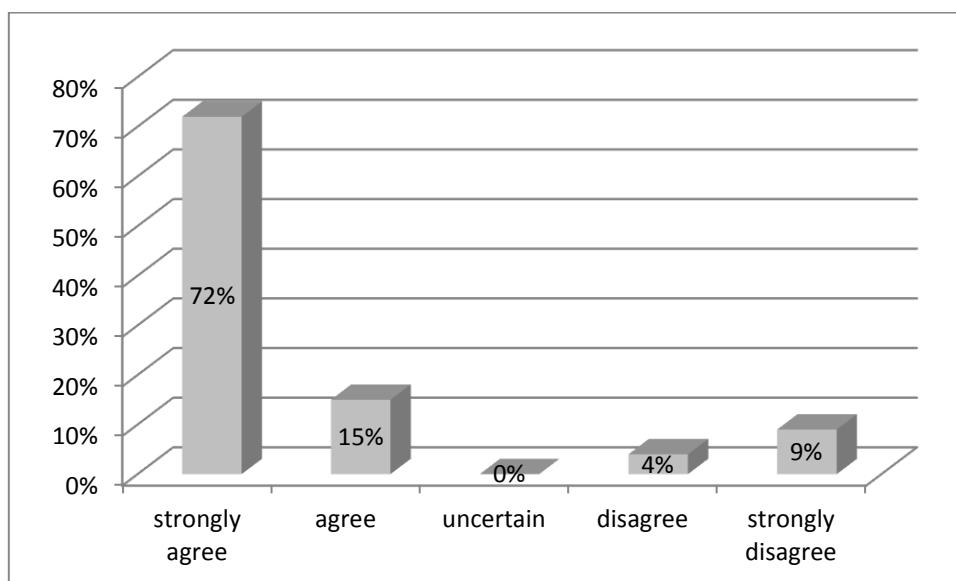


Figure (4.1.20) Continuity of the rehearsal English examination

A clear picture is drawn from the above table (4.1.20) and figure (4.1.20) that there are (72) pupils in the study's sample with percentage (72%) strongly agreed with **statement (20)**. There are (15) pupils with percentage (15%) agreed with that, and (0) pupil with percentage (0%) is not sure that, and (4) pupils with percentage (4%) disagreed, and (9) pupils with (9%) are strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (87%) of the respondents support the statement that, the rehearsal English examination should continue, whereas (13%) of the respondents have a different view.

Table (4.1.21) Chi-Square Test Results for Respondents' Responses to the Statements of the Hypotheses of the Study

No.	Statement Pupils' benefits:	Mean	SD	Chi Square	P-value
1.	The rehearsal English examination covers the whole syllabus.	2.4	0.7	26	0.00
2.	The rehearsal English examination prepares you for the Certificate Examination.	2.4	0.5	24.9	0.00
3.	The rehearsal English examination helps you understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.	2.3	0.8	24	0.00
4.	The rehearsal English examination sufficiently predicts your performance in Basic Level Certificate English Examination.	2.9	0.6	24	0.00
5.	The rehearsal examination highlights your points of strengths.	2.6	0.4	26	0.00
6.	The rehearsal examination highlights your points of weaknesses.	2.6	0.8	27	0.00
7.	The rehearsal English examination helps you make remedy for your points of weaknesses.	2.4	0.9	25	0.02

8.	The rehearsal examination motivates you if you get full mark in the Certificate Examination.	2.4	0.5	35	0.03
9.	The rehearsal examination disappoints you if you don't get high mark in the Certificate examination.	2.4	0.7	25	0.02
10.	Your teacher devotes much time to the remedy of your errors.	3.0	0.8	27	0.00
11.	You receive extra useful lessons after the school day.	2.7	0.6	24	0.00
	Coverage of English language skills:				
12.	The rehearsal English examination covers sufficiently the listening skill.	2.5	0.4	22	0.00
13.	The rehearsal English examination covers sufficiently the speaking skill.	2.4	0.7	26	0.02
14.	The rehearsal English examination covers sufficiently the reading skill.	2.4	0.5	24.9	0.00
15.	The rehearsal English examination covers sufficiently the writing skill.	2.3	0.8	24	0.00
16.	Listening is a little more difficult skill for you.	2.6	0.4	26	0.02
17.	Speaking is a little more difficult skill for you.	2.6	0.8	27	0.01
18.	Reading is a little more difficult skill for you.	2.4	0.9	25	0.00
19.	Writing is a little more difficult skill for you.	2.4	0.5	35	0.00
20.	The rehearsal English examination should continue.	2.4	0.7	25	0.00

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 1st statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 1st statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 2nd statement was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 2nd statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 3rd statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 3rd statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 4th statement was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 4th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 5th statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 5th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 6th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value

level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 6th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 7th statement was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 7th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 8th statement was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 8th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 9th statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 9th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 10th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 10th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 11th statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 11th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 12th statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 12th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 13th statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 13th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 14th statement was (24.9) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 14th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 15th statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 15th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 16th statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 16th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 17th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 17th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 18th statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 18th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 19th statement was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value

level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 19th statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 20th statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, which support the respondent who agreed with the 20th statement.

4.2. Analysis of the Second Tool: Teachers' Questionnaire:

After the step of checking questionnaire's reliability and validity, the researcher distributed the questionnaire on determined study sample (20) teachers of English, and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly agree, agree, uncertain, disagree, and strongly disagree) to quantitative variables (5, 4, 3, 2, 1) respectively, also the graphical representations were used for this purpose.

Part (1). Pupils' performance indicator:

Statement (1): Changing the normal format of the rehearsal English examination might confuse the pupils.

Table (4.2.1) The Frequency Distribution for the Respondents' Responses to Statement No. (1)

Valid	Frequencies	Percentage
strongly agree	6	30
agree	9	45
uncertain	2	10
disagree	3	15
strongly disagree	0	0
Total	20	100

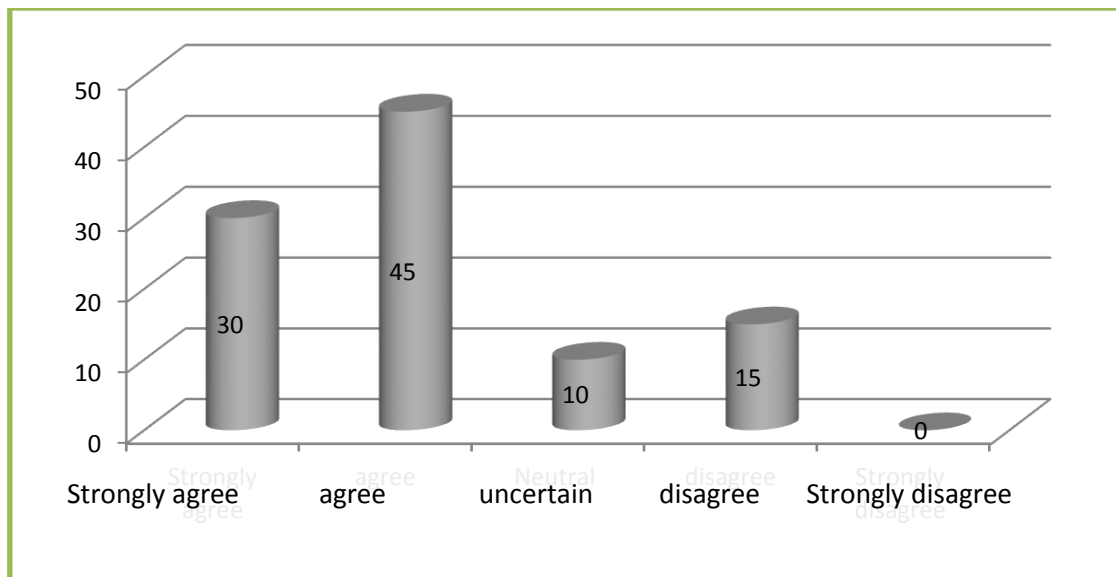


Figure (4.2.1) Changing the normal format of the rehearsal English examination might confuse the pupils.

It is clear from the above table (4.2.1) and figure (4.2.1) that there are (6) persons in the study's sample with percentage (30%) strongly agreed with that "Changing the normal format of the rehearsal English examination might confuse the pupils." There are (9) persons with percentage (45%) agreed with that, and (2) persons with percentage (10%) were not sure that, and (3) persons with percentage (15%) disagreed, and (0) person with percentage (0%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, most (75%) of the respondents support the statement that changing the normal format of the rehearsal English examination might confuse the pupils.

Statement (2): The striking differences in the rehearsal English examination's marks obtained by examinees are likely to generate doubts about the reliability of the rehearsal examination.

Table (4.2.2) The Frequency Distribution for the Respondents' Responses to Statement No. (2)

Valid	Frequencies	Percentage
strongly agree	4	20
agree	12	60
uncertain	1	5
disagree	2	10
strongly disagree	1	5
Total	20	100

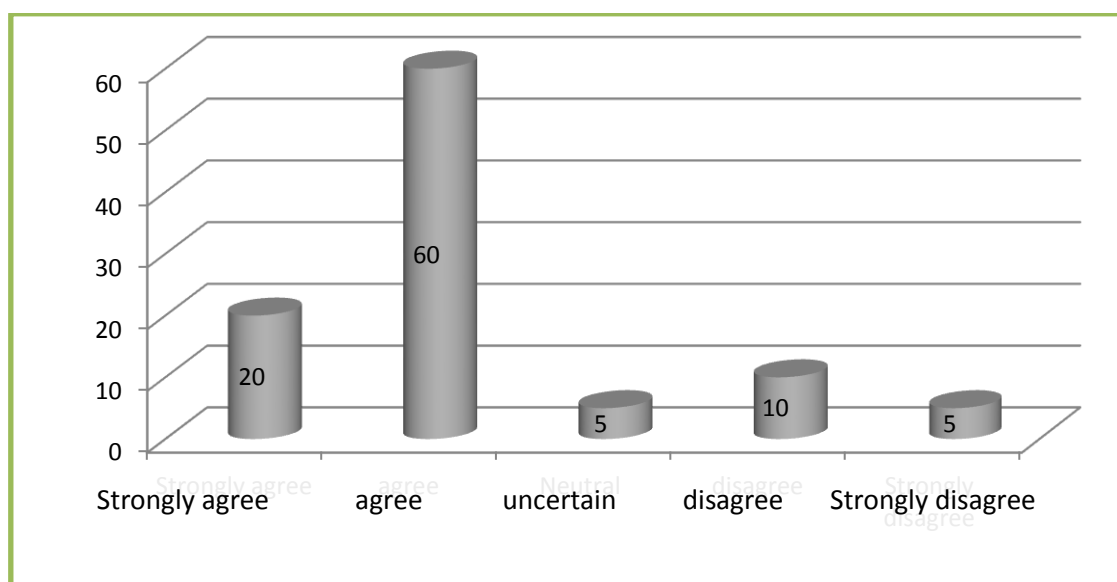


Figure (4.2.2) Generating doubts about the reliability of the rehearsal English examination

It is obvious from the above table (4.2.2) and figure (4.2.2) that there are (4) persons in the study's sample with percentage (20%) strongly agreed with that "The striking differences in the rehearsal English examination' marks obtained by examinees are likely to generate doubts about the reliability of the rehearsal examination." There are (12) persons with percentage (60%) agreed with that, and

(1) person with percentage (5%) were not sure that, and (2) persons with percentage (10%) disagreed, and (1) person with percentage (5%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (80%) of the respondents support the statement that the striking differences in the rehearsal English examination's marks obtained by examinees are likely to generate doubts about the reliability of the rehearsal examination.

Statement (3): Examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals.

Table (4.2.3) The Frequency Distribution for the Respondents' Responses to Statement No. (3)

Valid	Frequencies	Percentage
strongly agree	13	65
agree	6	30
uncertain	0	0
disagree	0	0
strongly disagree	1	5
Total	20	100

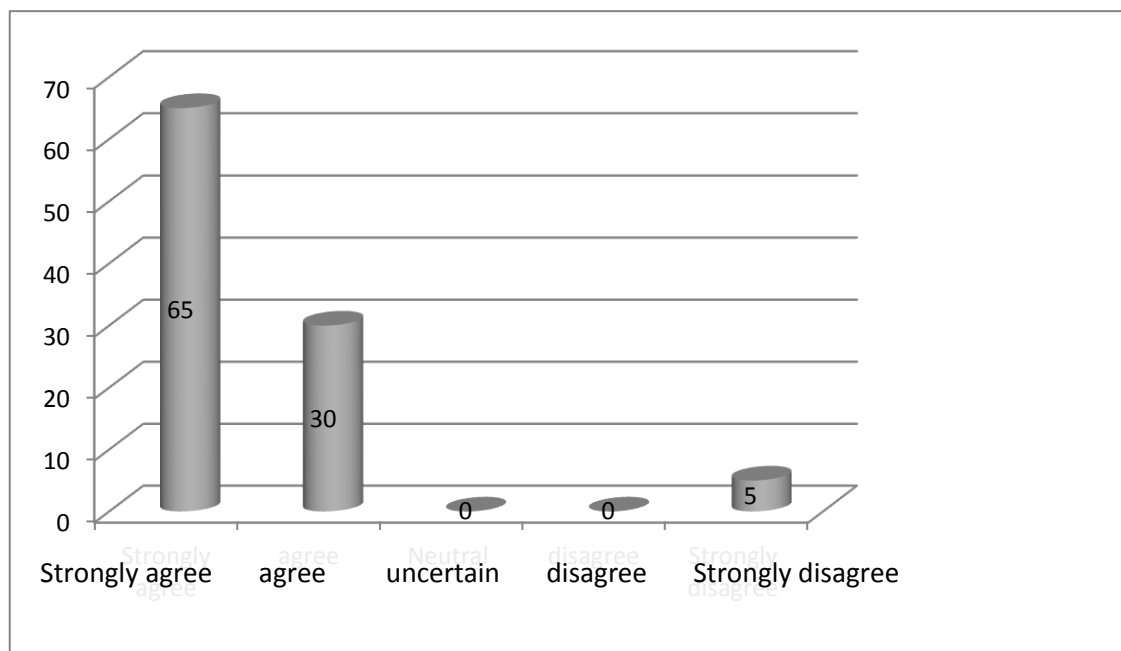


Figure (4.2.3) Indicating the extent of the learners' achievement with reference to the desired educational goals

It is certain from the above table (4.2.3) and figure (4.2.3) that there are (13) persons in the study's sample with percentage (65%) strongly agreed with that "Examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals. "There are (6) persons with percentage (30%) agreed with that, and (0) person with percentage (0%) was not sure that, and (0) person with percentage (0%) disagreed, and (1) person with percentage (5%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (95%) of the respondents support the statement that examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals.

Statement (4): The rehearsal English examination sufficiently predicts pupils' performance.

Table (4.2.4) The Frequency Distribution for the Respondents' Responses to Statement No. (4)

Valid	Frequencies	Percentage
strongly agree	9	45
agree	8	40
uncertain	0	0
disagree	3	15
strongly disagree	0	0
Total	20	100

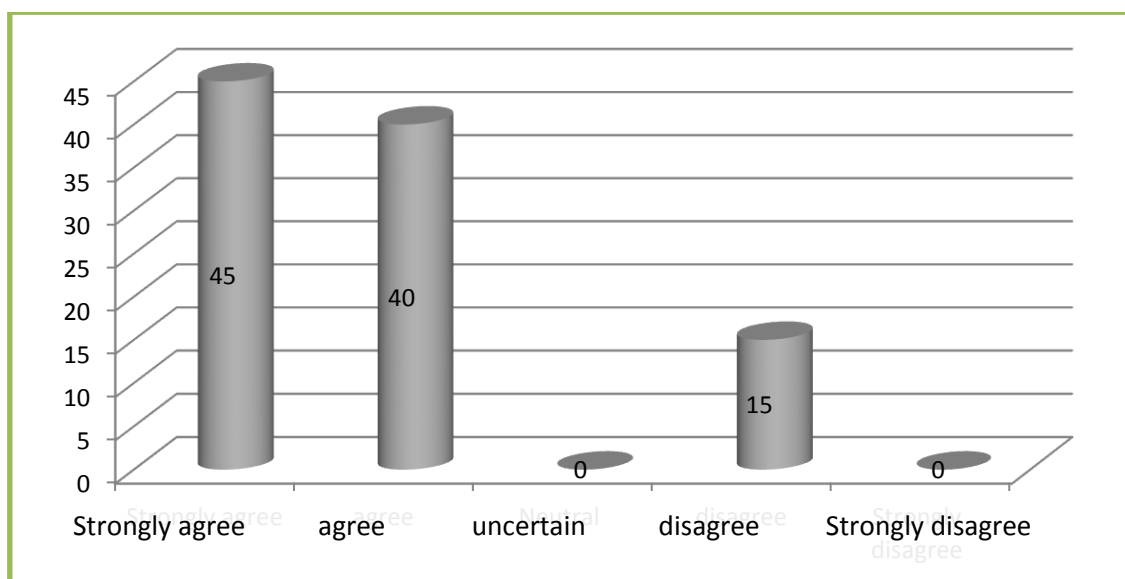


Figure (4.2.4) Predicting pupils' performance

It is noticeable from the above table (4.2.4) and figure (4.2.4) that there are (9) persons in the study's sample with percentage (45%) strongly agreed with that "The rehearsal English examination sufficiently predicts pupils' performance." There are (8) persons with percentage (40%) agreed with that, and (0) person with percentage (0%) was not sure that, and (3) persons with percentage (15%) disagreed, and (0) person with percentage (0%) strongly disagree. These results indicated that the percentages derived from adding the first and second option values of strongly

agree and agree given by the respondents were very high. Therefore, the majority (85%) of the respondents support the statement that the rehearsal English examination sufficiently predicts pupils' performance, whereas only (15%) of the respondents have disagreed.

Part (2). Pupils' benefits:

Statement (5): The rehearsal English examination covers the whole syllabus.

Table (4.2.5) The Frequency Distribution for the Respondents' Responses to Statement No. (5)

Valid	Frequencies	Percentage
strongly agree	6	30
agree	5	25
uncertain	1	5
disagree	6	30
strongly disagree	2	10
Total	20	100

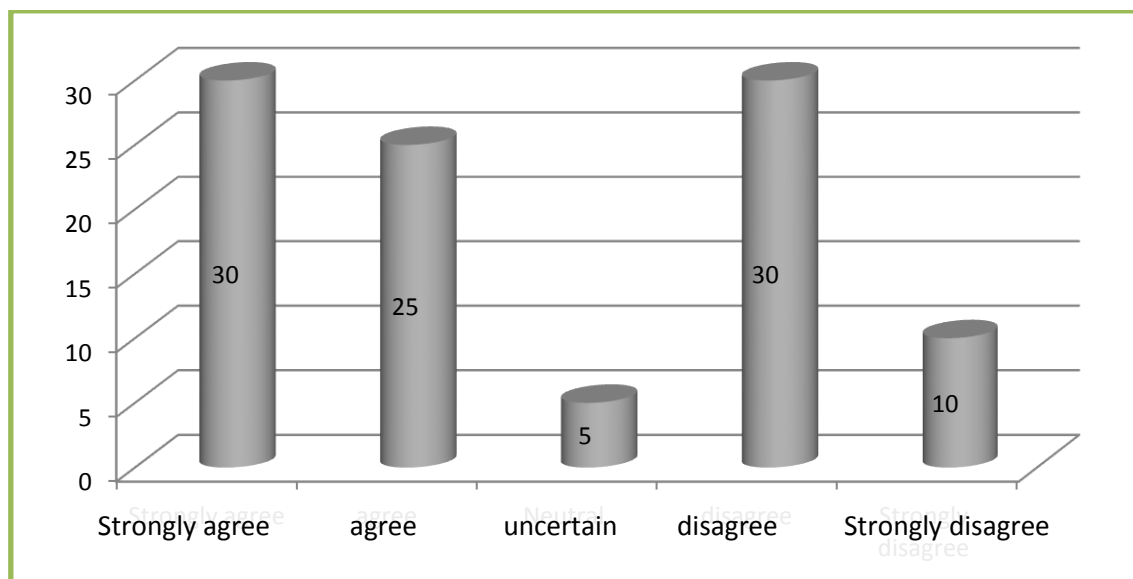


Figure (4.2.5) Covering of the whole syllabus

As it is observed in the above table (4.2.5) and figure (4.2.5) that there are (6) persons in the study's sample with percentage (30%) strongly agreed with that "The rehearsal English examination covers the whole syllabus. "There are (5) persons

with percentage (25%) agreed with that, and (1) person with percentage (5%) was not sure that, and (6) persons with percentage (30%) disagreed, and (2) persons with percentage (10%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were high. Therefore, more than half (55%) of the respondents support the statement that the rehearsal English examination covers the whole syllabus, whereas (40%) of the respondents have a different view.

Statement (6): The rehearsal English examination prepares pupils for the Certificate Examination.

Table (4.2.6) The Frequency Distribution for the Respondents' Responses to Statement No. (6)

Valid	Frequencies	Percentage
strongly agree	7	35
agree	9	45
uncertain	0	0
disagree	2	10
strongly disagree	2	10
Total	20	100

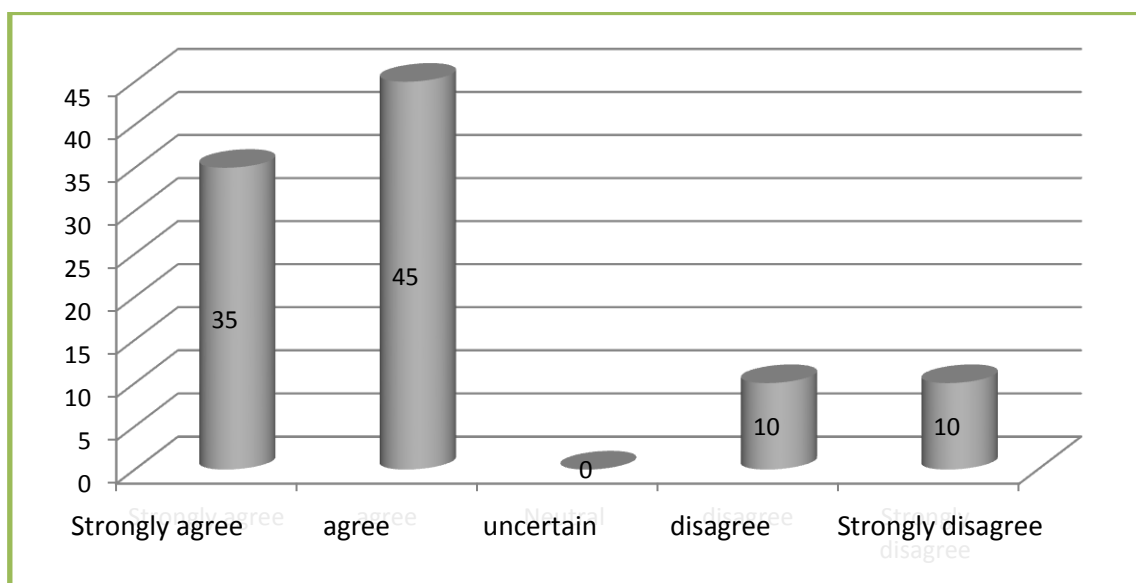


Figure (4.2.6) Preparing pupils for the Certificate Examination

As it can be seen from the above table (4.2.6) and figure (4.2.6) that there are (7) persons in the study's sample with percentage (35%) strongly agreed with that "The rehearsal English examination prepares pupils for the Certificate Examination." There are (9) persons with percentage (45%) agreed with that, and (0) person with percentage (0%) was not sure that, and (2) persons with percentage (10%) disagreed, and (2) persons with percentage (10%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (80%) of the respondents support the statement that the rehearsal English examination prepares pupils for the Certificate Examination.

Statement (7): The rehearsal English examination helps pupils understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.

Table (4.2.7) The Frequency Distribution for the Respondents' Responses to Statement No. (7)

Valid	Frequencies	Percentage
strongly agree	8	40
agree	8	40
uncertain	1	5
disagree	2	10
strongly disagree	1	5
Total	20	100

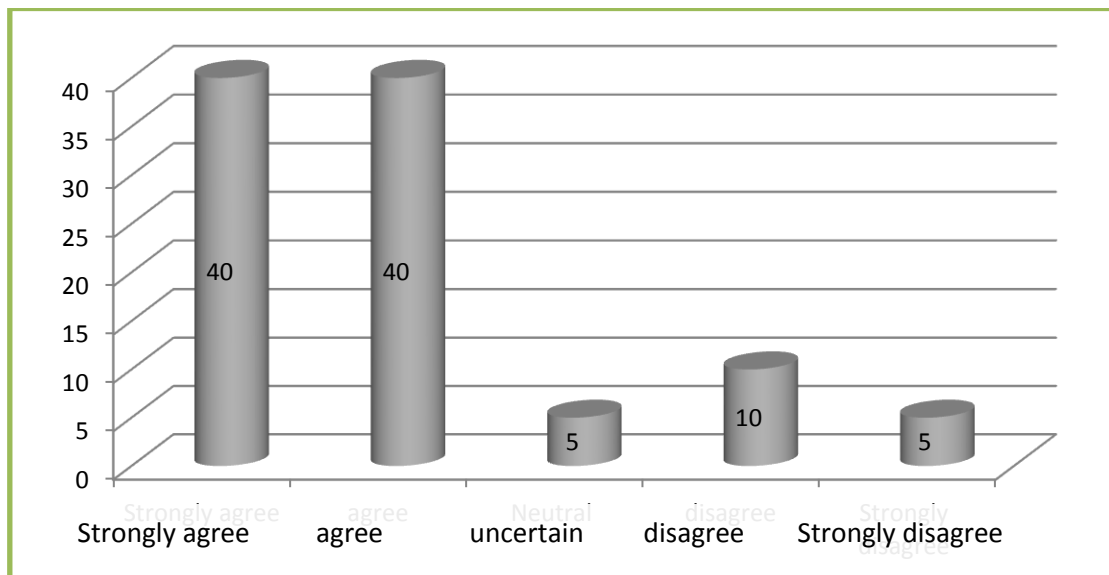


Figure (4.2.7) Understanding clearly the questions' rubrics

According to the above table (4.2.7) and figure (4.2.7) that there are (8) persons in the study's sample with percentage (40%) strongly agreed with that "The rehearsal English examination helps pupils understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination." There are (8) persons with percentage (40%) agreed with that, and (1) person with percentage (5%) was not sure that, and (2) persons with percentage (10%) disagreed, and (1) person with percentage (5%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (80%) of the respondents support the statement that the rehearsal English examination helps pupils understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.

Statement (8): The rehearsal examination highlights the pupils' points of strengths.

Table (4.2.8) The Frequency Distribution for the Respondents' Responses to Statement No. (8)

Valid	Frequencies	Percentage
strongly agree	5	25
agree	11	55
uncertain	0	0
disagree	3	15
strongly disagree	1	5
Total	20	100

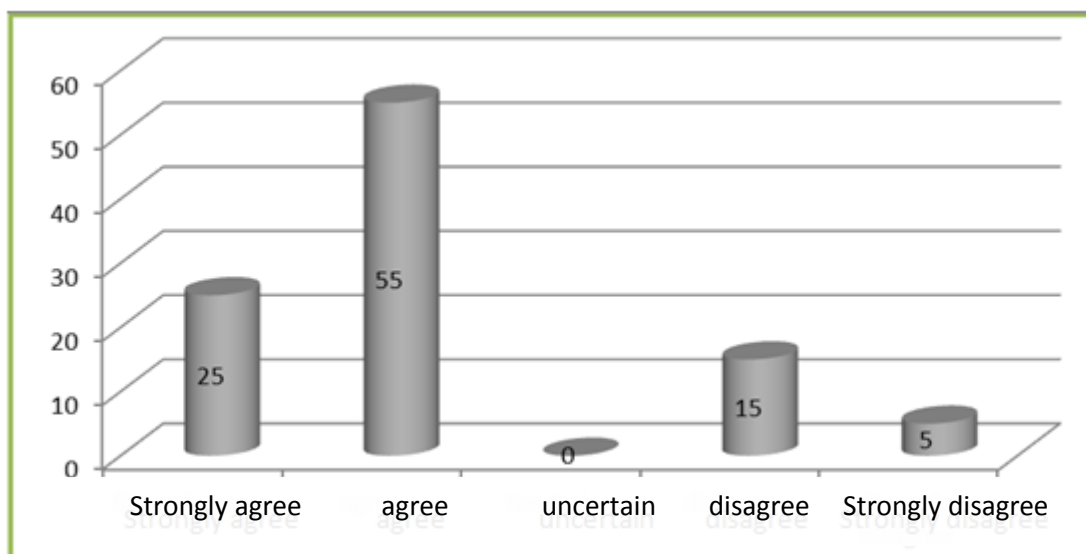


Figure (4.2.8) Highlighting pupils' points of strengths

With reference to the above table (4.2.8) and figure (4.2.8) that there are (5) persons in the study's sample with percentage (25%) strongly agreed with that "The rehearsal examination highlights the pupils' points of strengths. "There are (11) persons with percentage (55%) agreed with that, and (0) person with percentage (0%) was not sure that, and (3) persons with percentage (15%) disagreed, and (1) person with percentage (5%) strongly disagreed. These results indicated that the

percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (80%) of the respondents support the statement that the rehearsal examination highlights the pupils' points of strengths.

Statement (9): The rehearsal examination highlights the pupils' points of weaknesses.

Table (4.2.9) The Frequency Distribution for the Respondents' Responses to Statement No. (9)

Valid	Frequencies	Percentage
strongly agree	7	35
agree	8	40
uncertain	1	5
disagree	3	15
strongly disagree	1	5
Total	20	100

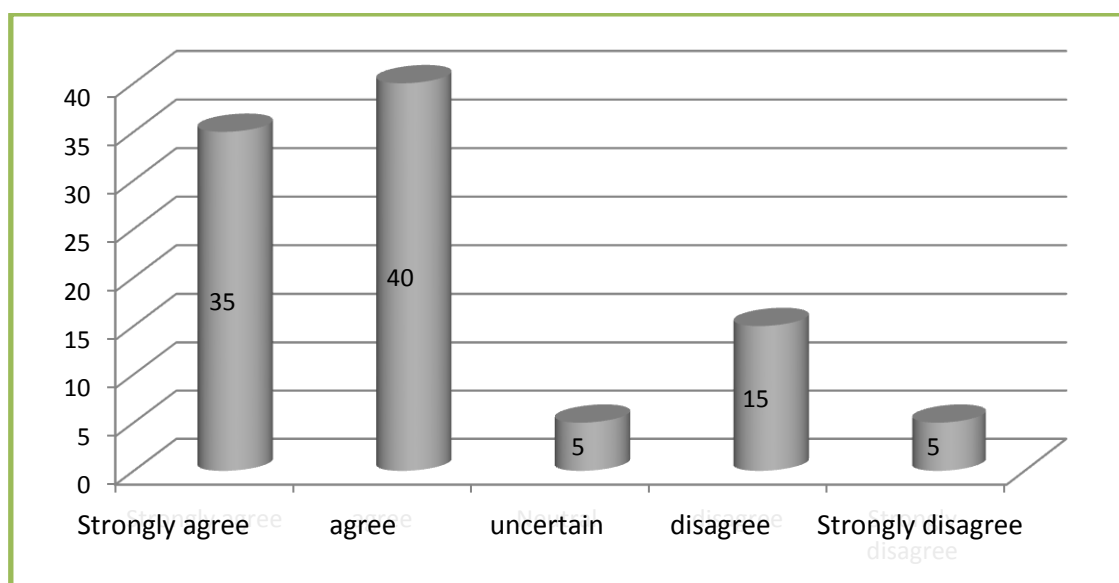


Figure (4.2.9) Highlighting pupils' points of weaknesses

A glance at the above table (4.2.9) and figure (4.2.9) that there are (7) persons in the study's sample with percentage (35%) strongly agreed with that "The rehearsal examination highlights the pupils' points of weaknesses." There are (8) persons

with percentage (40%) agreed with that, and (1) person with percentage (5%) was not sure that, and (3) persons with percentage (15%) disagreed, and (1) person with percentage (5%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, most (75%) of the respondents support the statement that the rehearsal examination highlights the pupils' points of weaknesses.

Statement (10): Pupils make remedy for their points of weaknesses after taking the rehearsal exam.

Table (4.2.10) The Frequency Distribution for the Respondents' Responses to Statement No (10).

Valid	Frequencies	Percentage
strongly agree	9	45
Agree	6	30
uncertain	1	5
Disagree	1	5
strongly disagree	3	15
Total	20	100

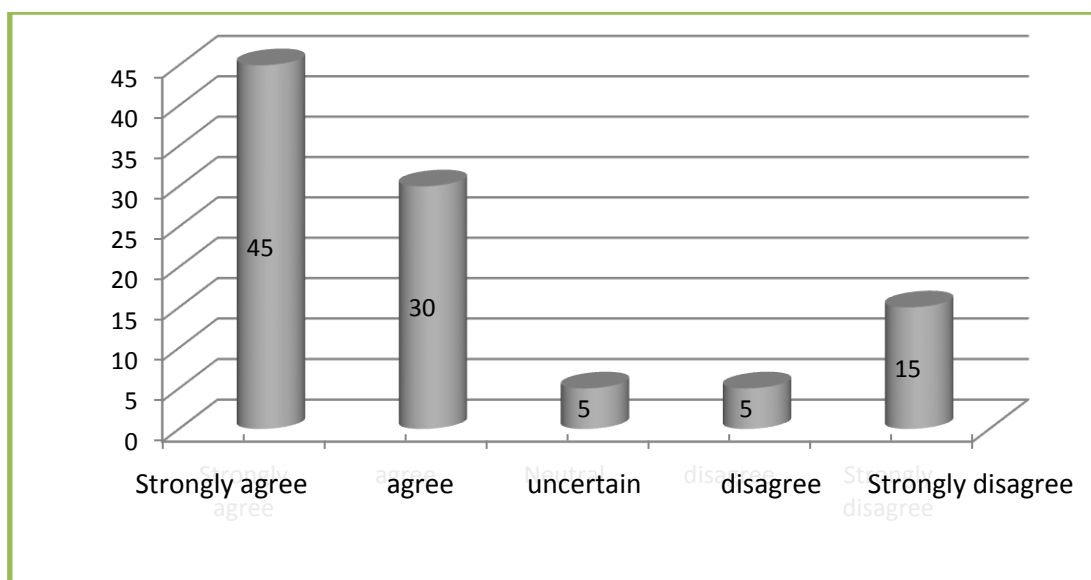


Figure (4.2.10) Making remedy for points of weaknesses

Referring to the above table (4.2.10) and figure (4.2.10) that there are (9) persons in the study's sample with percentage (45%) strongly agreed with that " Pupils make remedy for their points of weaknesses after taking the rehearsal exam." There are (6) persons with percentage (30%) agreed with that, and (1) person with percentage (5%) was not sure that, and (1) person with percentage (5%) disagreed, and (3) persons with percentage (15%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, most (75%) of the respondents support the statement that pupils make remedy for their points of weaknesses after taking the rehearsal exam.

Part (3). Teachers' attitudes:

Statement (11): Teachers will be able to decide whether the teaching strategies followed are appropriate or not after interpreting the pupils' results.

Table (4.2.11) The Frequency Distribution for the Respondents' Responses to Statement No (11).

Valid	Frequencies	Percentage
strongly agree	12	60
agree	8	40
uncertain	0	0
disagree	0	0
strongly disagree	0	0
Total	20	100

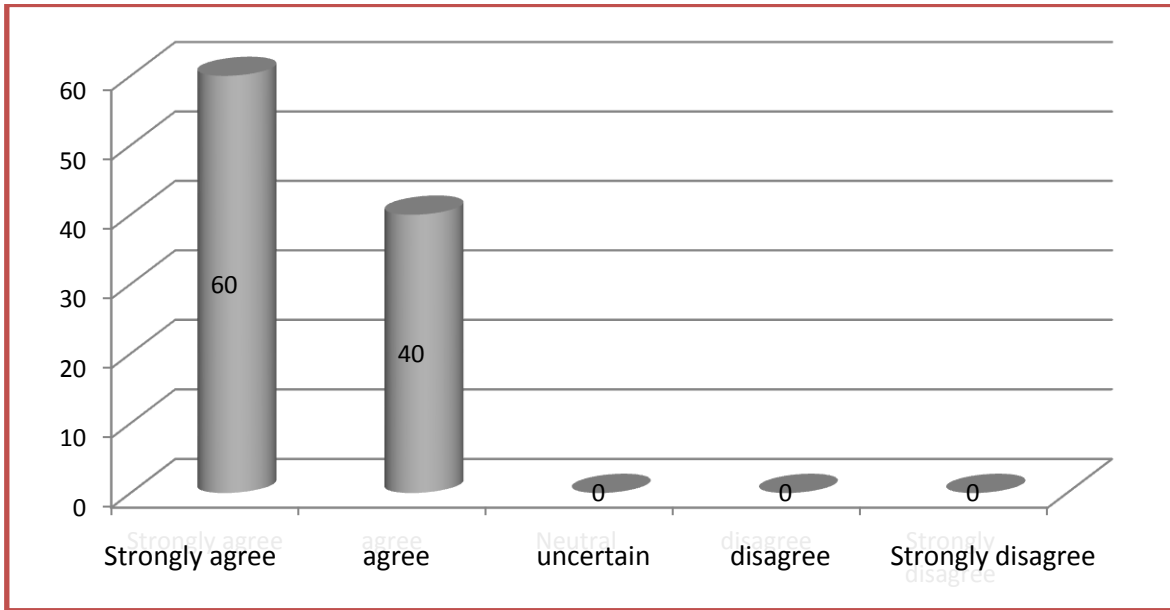


Figure (4.2.11) Deciding whether the teaching strategies followed are appropriate or not after interpreting the pupils' results

As it is noticed in the above table (4.2.11) and figure (4.2.11) that there are (12) persons in the study's sample with percentage (60%) strongly agreed with that "Teachers will be able to decide whether the teaching strategies followed are appropriate or not after interpreting the pupils' results." There are (8) persons with percentage (40%) agreed with that, and (0) person with percentage (0%) was not sure that, and (0) person with percentage (0%) disagreed, and (0) person with percentage (0%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, all (100%) the respondents support the statement that teachers will be able to decide whether the teaching strategies followed are appropriate or not after interpreting the pupils' results.

Statement (12): The pupils' attitudes are positive towards the rehearsal English examination.

Table (4.2.12) The Frequency Distribution for the Respondents' Responses to Statement No. (12)

Valid	Frequencies	Percentage
strongly agree	7	35
agree	6	30
uncertain	6	30
disagree	1	5
strongly disagree	0	0
Total	20	100

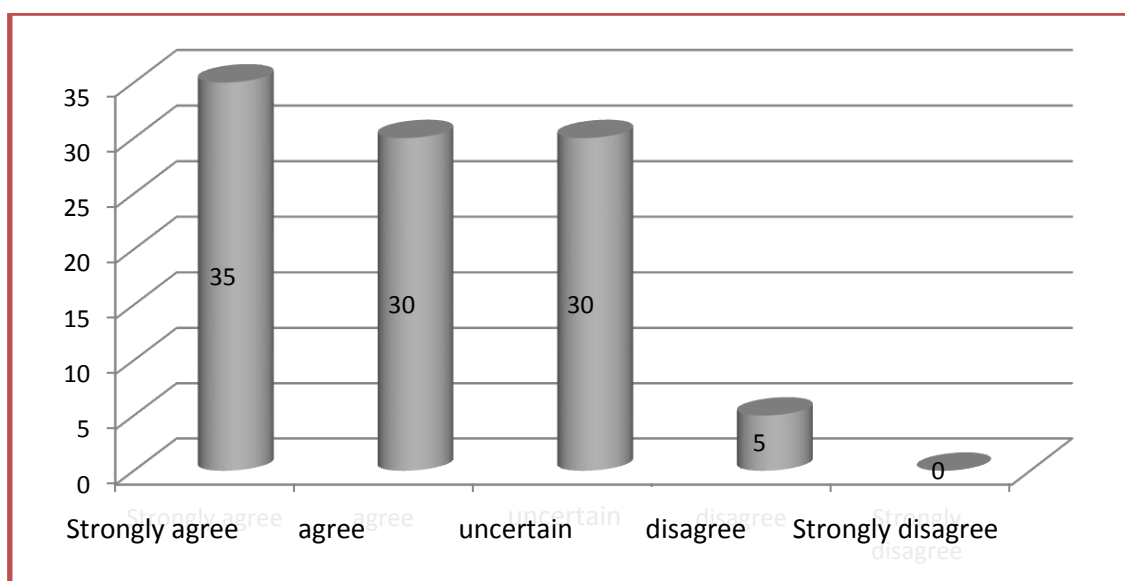


Figure (4.2.12) Pupils' attitudes towards the rehearsal English examination

The above table (4.2.12) and figure (4.2.12) give a clear picture that there are (7) persons in the study's sample with percentage (35%) strongly agreed with that "The pupils' attitudes are positive towards the rehearsal English examination. "There are (6) persons with percentage (30%) agreed with that, and (6) persons with percentage (30%) were not sure that, and (1) person with percentage (5%) disagreed, and (0) person with percentage (0%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option

values of strongly agree and agree given by the respondents were very high. Therefore, nearly two thirds (65%) of the respondents support the statement that the pupils' attitudes are positive towards the rehearsal English examination, whereas (30%) of the respondents are uncertain.

Statement (13): The remedial work following the rehearsal examination is important.

Table (4.2.13) The Frequency Distribution for the Respondents' Responses to Statement No. (13)

Valid	Frequencies	Percentage
strongly agree	14	70
agree	5	25
uncertain	1	5
disagree	0	0
strongly disagree	0	0
Total	20	100

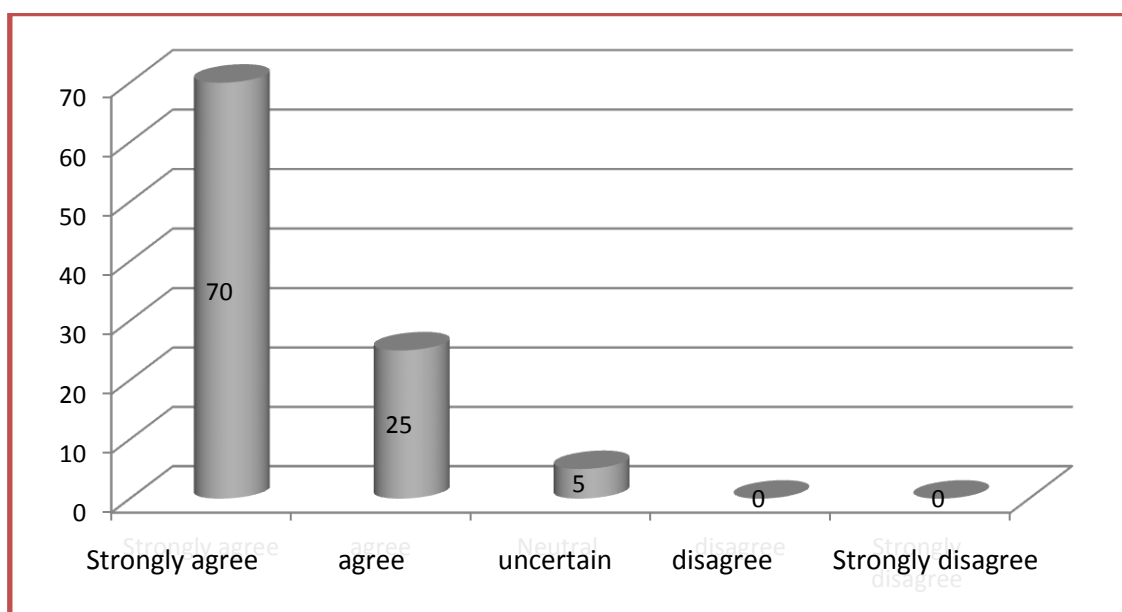


Figure (4.2.13) The importance of the remedial work

As it will be noticed in the above table (4.2.13) and figure (4.2.13) that there are (14) persons in the study's sample with percentage (70%) strongly agreed with that

"The remedial work following the rehearsal examination is important." There are (5) persons with percentage (25%) agreed with that, and (1) person with percentage (5%) was not sure that, and (0) person with percentage (0%) disagreed, and (0) person with percentage (0%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (95%) of the respondents support the statement that the remedial work following the rehearsal examination is important.

Statement (14): Teachers should devote much time to the remedy of the pupils' errors.

Table (4.2.14) The Frequency Distribution for the Respondents' Responses to Statement No. (14)

Valid	Frequencies	Percentage
strongly agree	10	50
agree	7	35
uncertain	2	10
disagree	1	5
strongly disagree	0	0
Total	20	100

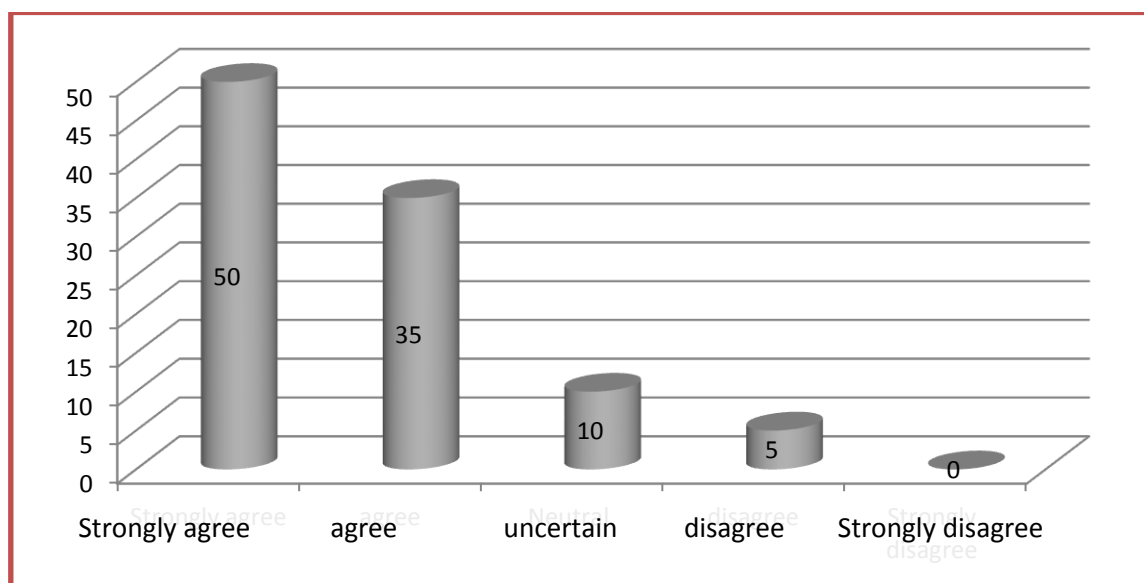


Figure (4.2.14) Devoting much time to the remedy of the pupils' errors

Considering the above table (4.2.14) and figure (4.2.14) that there are (10) persons in the study's sample with percentage (50%) strongly agreed with that "Teachers should devote much time to the remedy of the pupils' errors." There are (7) persons with percentage (35%) agreed with that, and (2) persons with percentage (10%) were not sure that, and (1) person with percentage (5%) disagreed, and (0) person with percentage (0%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (85%) of the respondents support the statement that teachers should devote much time to the remedy of the pupils' errors.

Statement (15): Pupils react positively towards the remedial work classes.

Table (4.2.15) The Frequency Distribution for the Respondents' Responses to Statement No. (15)

Valid	Frequencies	Percentage
strongly agree	7	35
agree	7	35
uncertain	3	15
disagree	2	10
strongly disagree	1	5
Total	20	100

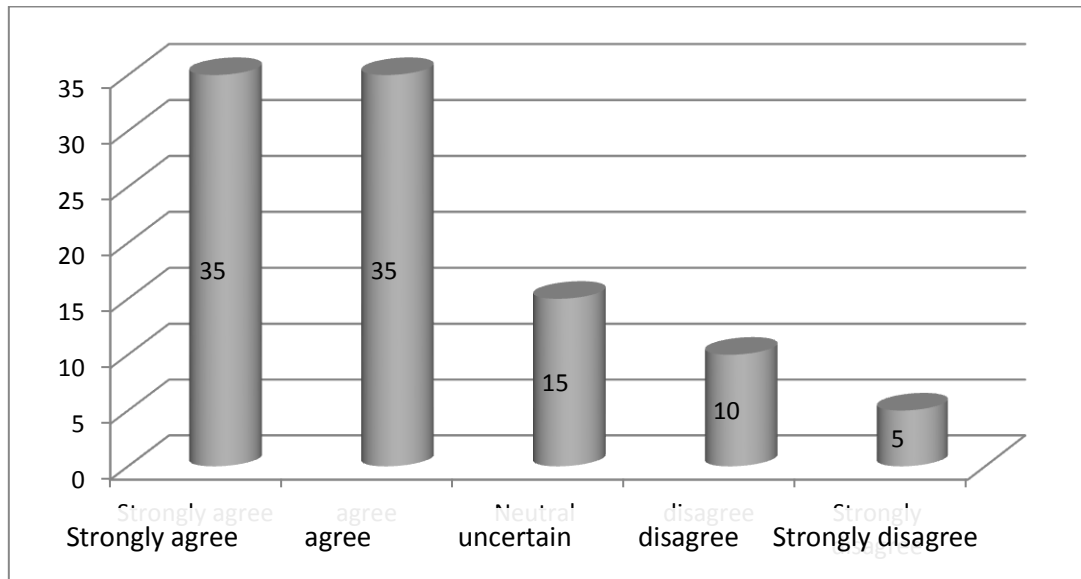


Figure (4.2.15) Reacting towards the remedial work classes

Concentrating on the above table (4.2.15) and figure (4.2.15) that there are (7) persons in the study's sample with percentage (35%) strongly agreed with that "Pupils react positively towards the remedial work classes." There are (7) persons with percentage (35%) agreed with that, and (3) persons with percentage (15%) were not sure that, and (2) persons with percentage (10%) disagreed, and (1) person with percentage (5%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, most (70%) of the respondents support the statement that pupils react positively towards the remedial work classes.

Statement (16): The rehearsal English examination should continue.

Table (4.2.16) The Frequency Distribution for the Respondents' Responses to Statement No. (16)

Valid	Frequencies	Percentage
strongly agree	14	70
agree	5	10
uncertain	0	0
disagree	1	5
strongly disagree	0	0
Total	20	100

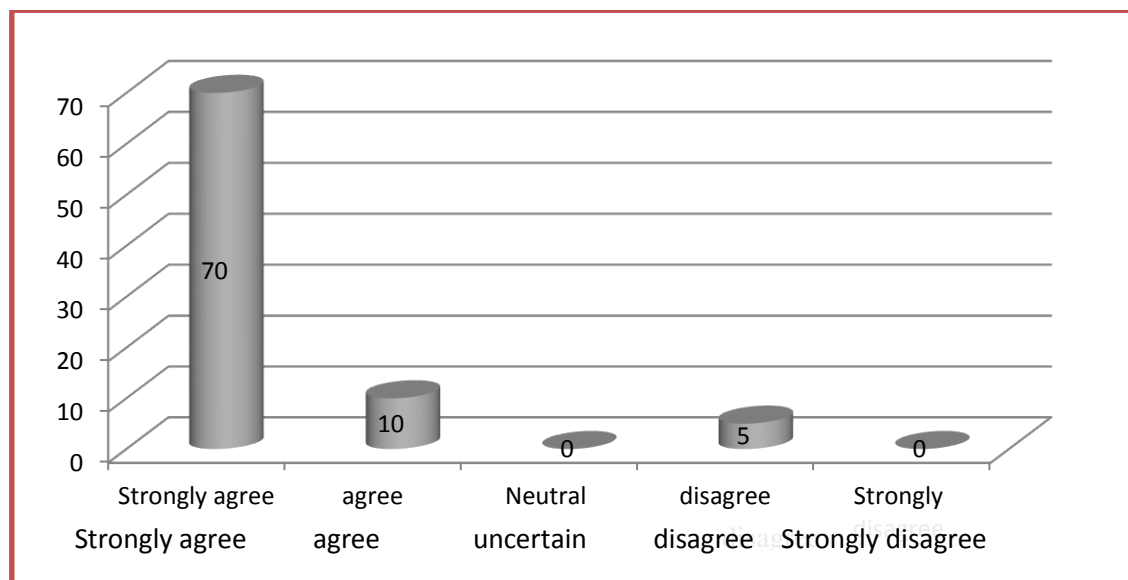


Figure (4.2.16) Continuity of the rehearsal English examination

Having a look at the above table (4.2.16) and figure (4.2.16) that there are (14) persons in the study's sample with percentage (70%) strongly agreed with that "The rehearsal English examination should continue." There are (5) persons with percentage (25%) agreed with that, and (0) person with percentage (0%) was not sure that, and (1) person with percentage (5%) disagreed, and (0) person with percentage (0%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (80%) of the

respondents support the statement that the rehearsal English examination should continue.

Part (4). Coverage of English language skills:

Statement (17): The rehearsal English examination covers sufficiently the listening skill.

Table (4.2.17) The Frequency Distribution for the Respondents' Responses to Statement No. (17)

Valid	Frequencies	Percentage
strongly agree	3	15
agree	2	10
uncertain	0	0
disagree	3	15
strongly disagree	12	60
Total	20	100

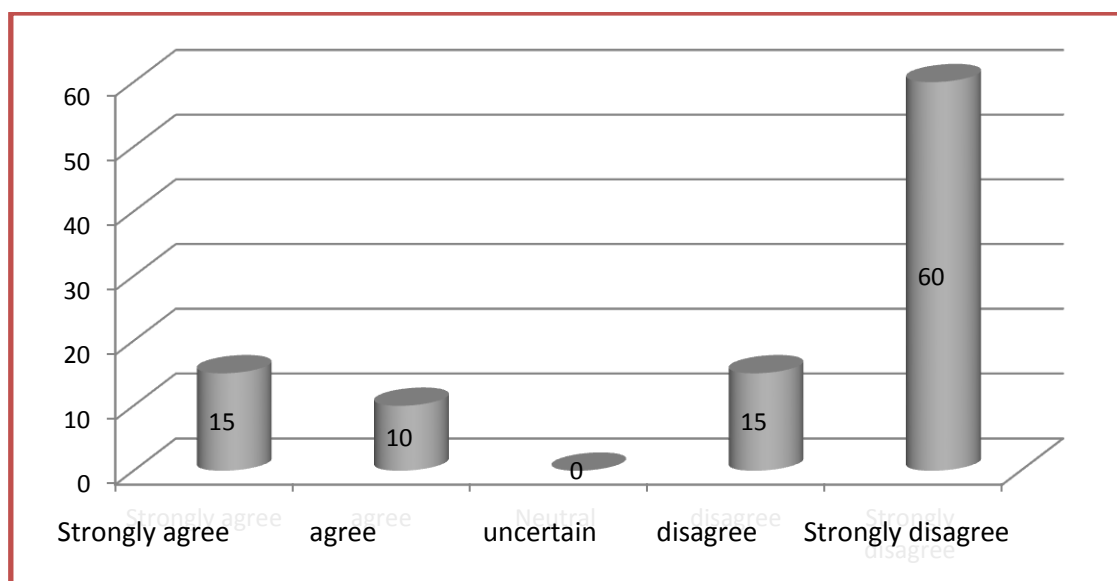


Figure (4.2.17) Covering sufficiently the listening skill

Focusing on the above table (4.2.17) and figure (4.2.17) that there are (3) persons in the study's sample with percentage (15%) strongly agreed with that "The rehearsal English examination covers sufficiently the listening skill." There are (2) persons with percentage (10%) agreed with that, and (0) person with percentage (0%) was not sure that, and (3) persons with percentage (15%) disagreed, and (12)

persons with percentage (60%) strongly disagreed. These results indicated that the percentages derived from adding the fourth and fifth option values of disagree and strongly disagree given by the respondents were very high. Therefore, most (75%) of the respondents do not support the statement that the rehearsal English examination covers sufficiently the listening skill.

Statement (18): The rehearsal English examination covers sufficiently the speaking skill.

Table (4.2.18) The Frequency Distribution for the Respondents' Responses to Statement No. (18)

Valid	Frequencies	Percentage
strongly agree	2	10
agree	2	10
uncertain	0	0
disagree	2	10
strongly disagree	14	70
Total	20	100

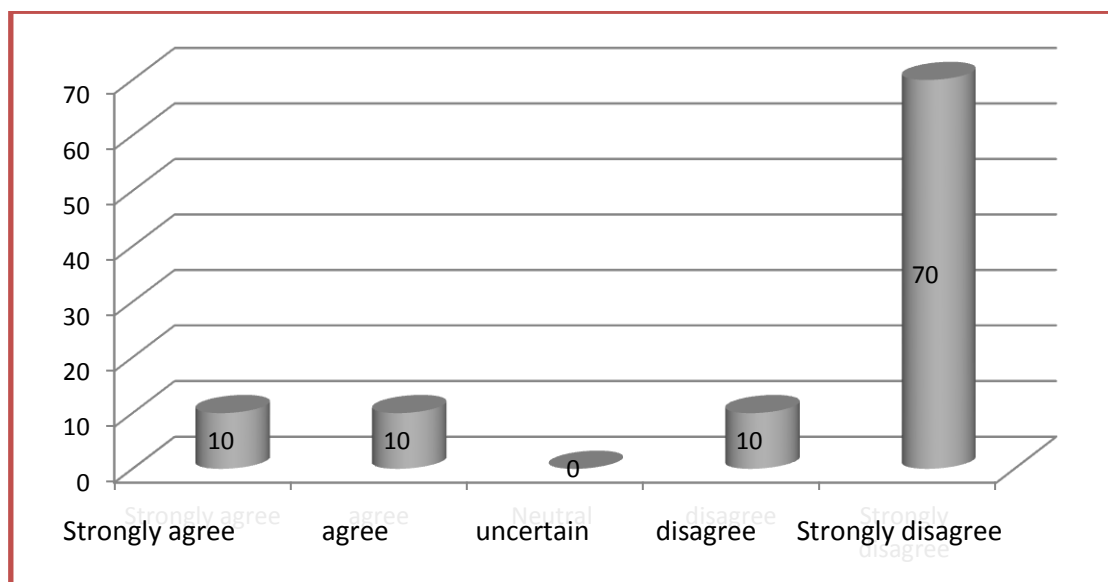


Figure (4.2.18) Covering sufficiently the speaking skill

To have a look at the above table (4.2.18) and figure (4.2.18) that there are (2) persons in the study's sample with percentage (10%) strongly agreed with that "The rehearsal English examination covers sufficiently the speaking skill" There are (2)

persons with percentage (10%) agreed with that, and (0) person with percentage (0%) was not sure that, and (2) persons with percentage (10%) disagreed, and (14) persons with percentage (70%) strongly disagreed. These results indicated that the percentages derived from adding the fourth and fifth option values of disagree and strongly disagree given by the respondents were very high. Therefore, the majority (80%) of the respondents do not support the statement that the rehearsal English examination covers sufficiently the speaking skill.

Statement (19): The rehearsal English examination covers sufficiently the reading skill.

Table (4.2.19) The Frequency Distribution for the Respondents' Responses to Statement No. (19)

Valid	Frequencies	Percentage
strongly agree	10	50
agree	6	30
uncertain	0	0
disagree	3	15
strongly disagree	1	5
Total	20	100

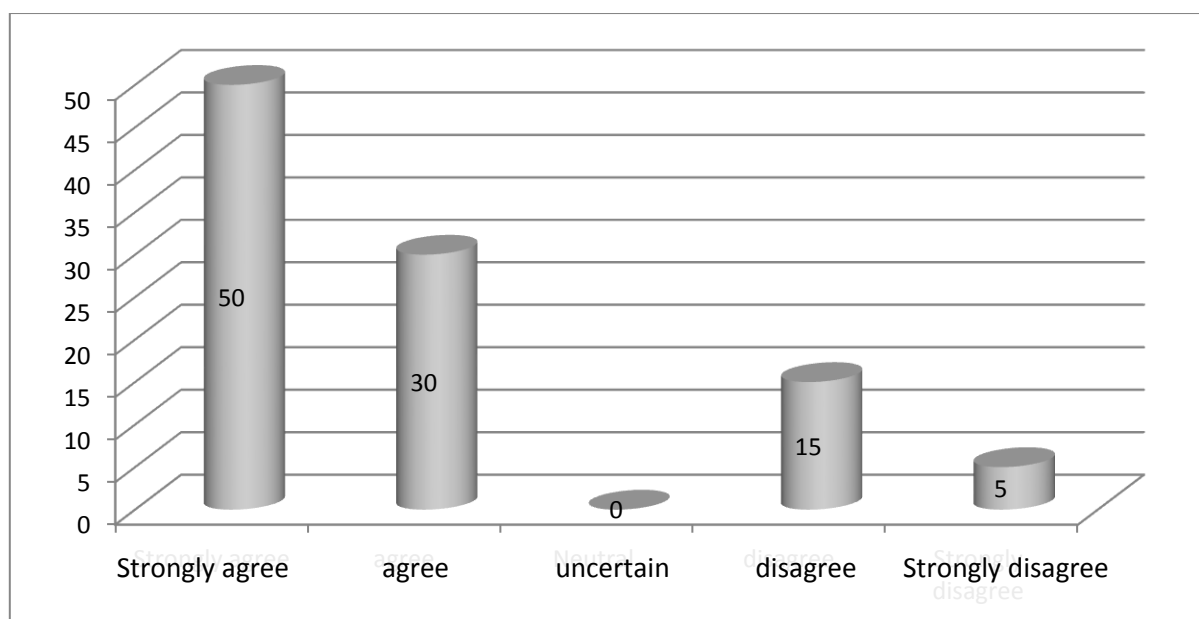


Figure (4.2.19) Covering sufficiently the reading skill

The above table (4.2.19) and figure (4.2.19) indicate that there are (10) persons in the study's sample with percentage (50%) strongly agreed with that "The rehearsal English examination covers sufficiently the reading skill. "There are (6) persons with percentage (30%) agreed with that, and (0) person with percentage (0%) was not sure that, and (3) persons with percentage (15%) disagreed, and (1) person with percentage (5%) strongly disagreed.

These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (80%) of the respondents support the statement that the rehearsal English examination covers sufficiently the reading skill.

Statement (20): The rehearsal English examination covers sufficiently the writing skill.

Table (4.2.20) The Frequency Distribution for the Respondents' Responses to Statement No. (20)

Valid	Frequencies	Percentage
strongly agree	10	50
agree	7	35
uncertain	1	5
disagree	1	5
strongly disagree	1	5
Total	20	100

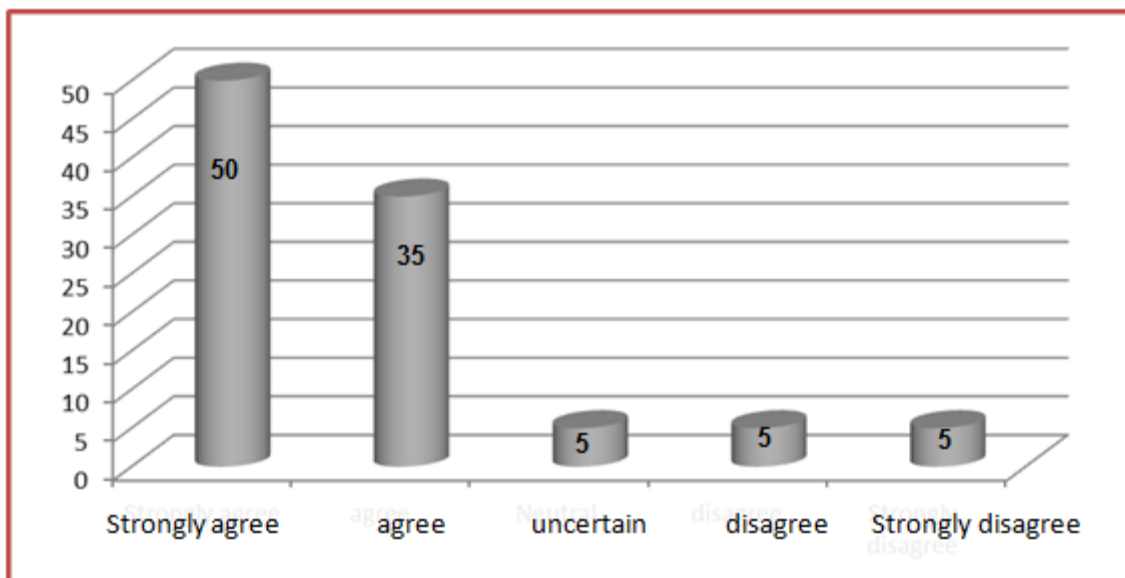


Figure (4.2.20) Covering sufficiently the writing skill

A clear picture is drawn from the above table (4.2.20) and figure (4.2.20) that there are (10) persons in the study's sample with percentage (50%) strongly agreed with that "The rehearsal English examination covers sufficiently the writing skill." There are (7) persons with percentage (35%) agreed with that, and (1) person with percentage (5%) was not sure that, and (1) person with percentage (5%) disagreed, and (1) person with percentage (5%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were very high. Therefore, the majority (85%) of the respondents support the statement that the rehearsal English examination covers sufficiently the writing skill.

Statement (21): Pupils are good at reading skill.

Table (4.2.21) The Frequency Distribution for the Respondents' Responses to Statement No. (21)

Valid	Frequencies	Percentage
strongly agree	4	20
agree	8	40
uncertain	1	5
disagree	4	20
strongly disagree	3	15
Total	20	100

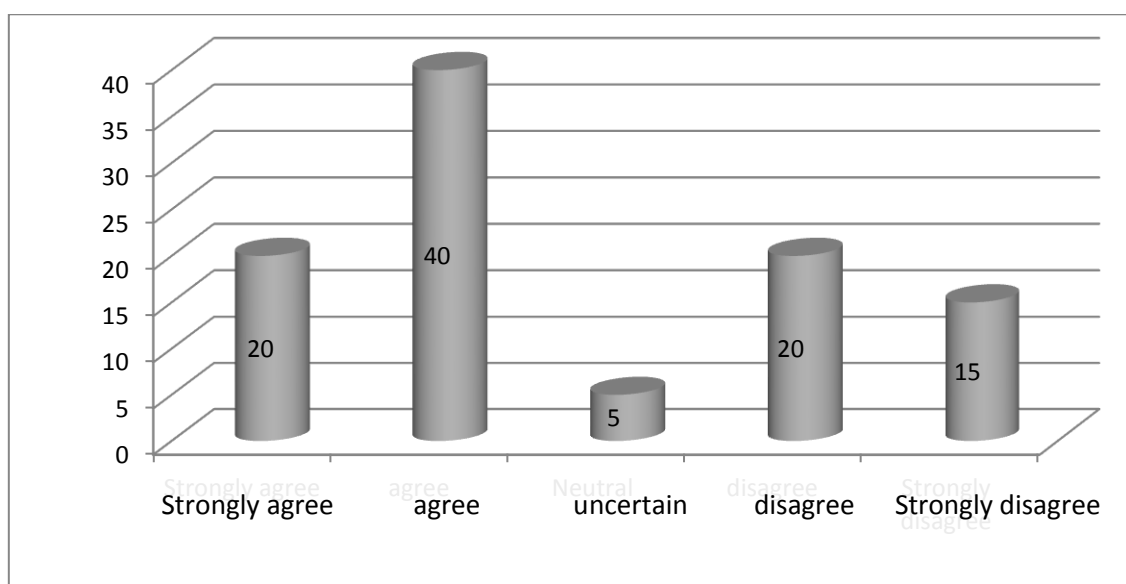


Figure (4.2.21) Pupils are good at reading skill

Relying on the above table (4.2.21) and figure (4.2.21) that there are (4) persons in the study's sample with percentage (20%) strongly agreed with that "Pupils are good at reading skill. "There are (8) persons with percentage (40%) agreed with that, and (1) person with percentage (5%) was not sure that, and (4) persons with percentage (20%) disagreed, and (3) persons with percentage (15%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were high. Therefore, more than half (60%) of the respondents support the

statement that pupils are good at reading skill, whereas (35%) of the respondents have a different view.

Statement (22): Pupils are good at writing skill.

Table (4.2.22) The Frequency Distribution for the Respondents' Responses to Statement No. (22)

Valid	Frequencies	Percentage
strongly agree	2	10
agree	7	35
uncertain	3	15
disagree	3	15
strongly disagree	5	25
Total	20	100

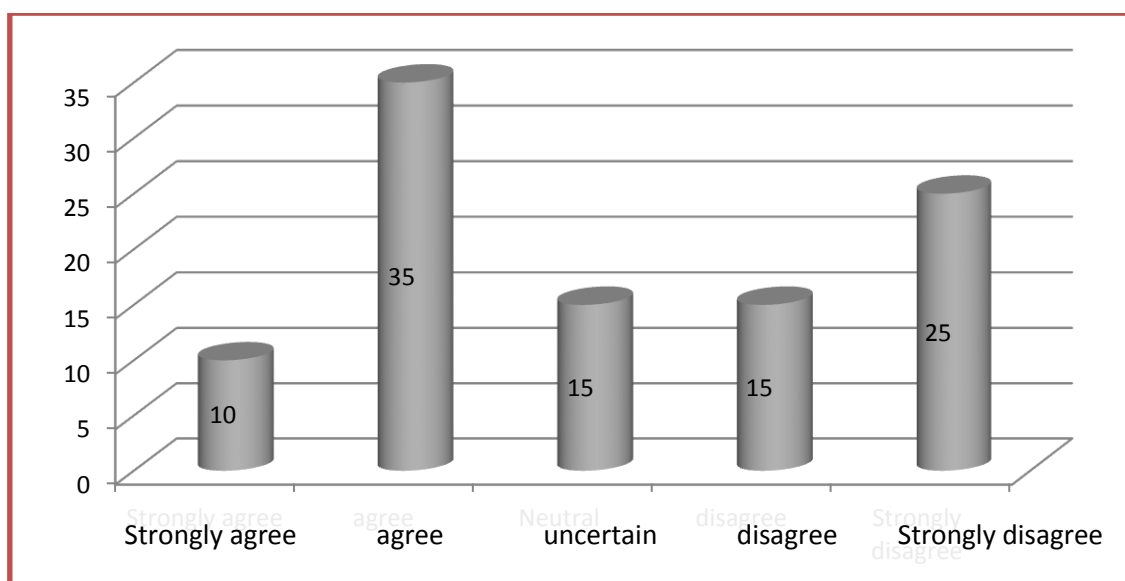


Figure (4.2.22) Pupils are good at writing skill

As it is appeared in the above table (4.2.22) and figure (4.2.22) that there are (2) persons in the study's sample with percentage (10%) strongly agreed with that "Pupils are good at writing skill." There are (7) persons with percentage (35%) agreed with that, and (3) persons with percentage (15%) were not sure that, and (3) persons with percentage (15%) disagreed, and (5) persons with percentage (25%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the

respondents were not very high. Therefore, less than half (45%) of the respondents support the statement that pupils are good at writing skill, whereas (40%) of the respondents have a different view.

Statement (23): Pupils are poor at listening skill.

Table (4.2.23) The Frequency Distribution for the Respondents' Responses to Statement No. (23)

Valid	Frequencies	Percentage
strongly agree	10	50
agree	2	10
uncertain	1	5
disagree	3	15
strongly disagree	4	20
Total	20	100

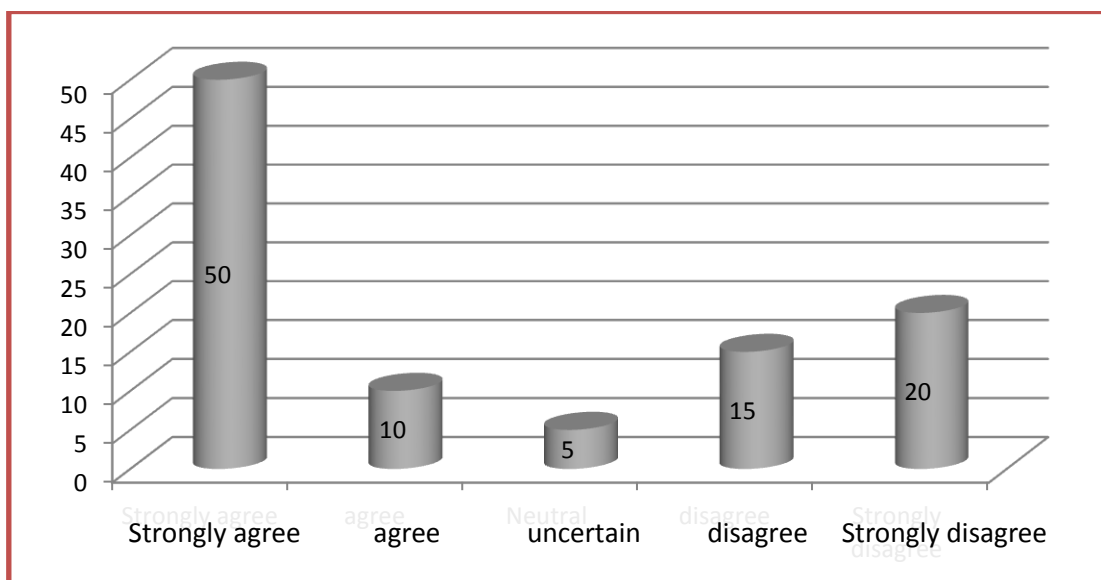


Figure (4.2.23) Pupils are poor at listening skill

With regard to the above table (4.2.23) and figure (4.2.23) that there are (10) persons in the study's sample with percentage (50%) strongly agreed with that "Pupils are poor at listening skill." There are (2) persons with percentage (10%) agreed with that, and (1) person with percentage (5%) was not sure that, and (3) persons with percentage (15%) disagreed, and (4) persons with percentage (20%)

strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were high. Therefore, more than half (60%) of the respondents support the statement that pupils are poor at listening skill, whereas (35%) of the respondents have a different view.

Statement (24): Pupils are poor at speaking skill.

Table (4.2.24) The Frequency Distribution for the Respondents' Responses to Statement No. (24)

Valid	Frequencies	Percentage
strongly agree	10	50
agree	3	15
uncertain	1	5
disagree	1	5
strongly disagree	5	25
Total	20	100

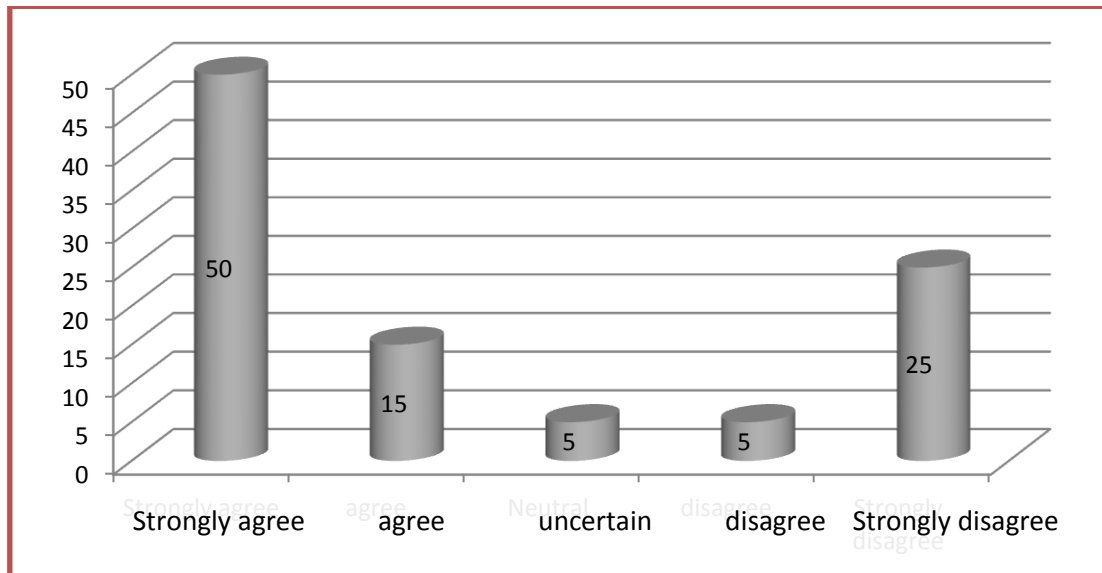


Figure (4.2.24) Pupils are poor at speaking skill

Finally, the above table (4.2.24) and figure (4.2.24) state that there are (10) persons in the study's sample with percentage (50%) strongly agreed with that "Pupils are

poor at speaking skill." There are (3) persons with percentage (15%) agreed with that, and (1) person with percentage (5%) was not sure that, and (1) person with percentage (5%) disagreed, and (5) persons with percentage (25%) strongly disagreed. These results indicated that the percentages derived from adding the first and second option values of strongly agree and agree given by the respondents were high. Therefore, nearly two thirds (65%) of the respondents support the statement that pupils are poor at speaking skill, whereas (30%) of the respondents have a different view.

Results of Chi-Square Test for the Study's Hypotheses:

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each statement from the questionnaire that shows the opinions of the study respondents about the problems .To do that, the researcher will give five degrees for each response "strongly agree", four degrees for each response "agree", three degrees for each response "uncertain", two degrees for each response "disagree", and one degree for each response "strongly disagree ". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test will be used to know if there are statistical differences amongst the respondents' responses about the study's hypotheses.

Part (1). Pupils' performance indicator:

Table (4.2.25) Chi –Square Test for Hypothesis NO. (1): The rehearsal English examination results are a good indicator to the pupils' performance in the Basic Level Certificate English Examination.

No	Statement	mean	SD	Chi square	p-value
1	Changing the normal format of the rehearsal English examination might confuse the pupils.	2.7	4.1	22	0.000
2	The striking differences in the rehearsal English examination's marks obtained by examinees are likely to generate doubts about the reliability of the rehearsal English examination.	2.6	0.5	19	0.000
3	Examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals.	2.5	0.9	31	0.000
4	The rehearsal English examination sufficiently predicts pupils' performance.	2.9	1.6	22	0.000

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 1st statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Changing the normal format of the rehearsal English examination might confuse the pupils."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The striking differences in the rehearsal English examination's marks obtained by examinees are likely to generate doubts about the reliability of the rehearsal English examination."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 4th statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The rehearsal English examination sufficiently predicts pupils' performance."

Part (2). Pupils' benefits:

Table (4.2.26) Chi –Square Test for Hypothesis NO. (2): Pupils benefit from taking the rehearsal English examination to develop their language skills.

No	Statement	mean	SD	Chi square	p-value
1	The rehearsal English examination covers the whole syllabus.	2.8	2.1	27	0.000
2	The rehearsal English examination prepares pupils for the Certificate Examination.	2.7	1.5	29	0.000
3	The rehearsal English examination helps pupils understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.	2.6	0.5	34	0.000
4	The rehearsal English examination highlights the pupils' points of strengths.	2.4	1.6	27	0.000
5	The rehearsal English examination highlights the pupils' points of weaknesses.	2.9	2.7	23	0.000
6	Pupils make remedy for their points of weaknesses after taking the rehearsal exam.	2.7	1.5	30	0.000

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 1st statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the

calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “The rehearsal English examination covers the whole syllabus.”

The calculated value of chi-square for the significance of the differences for the respondents’ responses in the 2nd statement was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “The rehearsal English examination prepares pupils for the Certificate Examination.”

The calculated value of chi-square for the significance of the differences for the respondents’ responses in the 3rd statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “The rehearsal English examination helps pupils understand clearly the questions’ rubrics (instructions) of the Basic Level Certificate English Examination”.

The calculated value of chi-square for the significance of the differences for the respondents’ responses in the 4th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which

supports the respondents who agreed with the statement “The rehearsal English examination highlights the pupils’ points of strengths.

The calculated value of chi-square for the significance of the differences for the respondents’ responses in the 5th statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “The rehearsal English examination highlights the pupils’ points of weaknesses.”

The calculated value of chi-square for the significance of the differences for the respondents’ responses in the 6th statement was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “Pupils make remedy for their points of weaknesses after taking the rehearsal exam.”

Part (3). Teachers' attitudes:

Table (4.2.27) Chi –Square Test for Hypothesis NO. (3): Teachers of English benefit from using the rehearsal English examination to promote their teaching styles.

No	Statement	mean	SD	Chi square	p-value
1	Teachers will be able to decide whether the teaching strategies followed are appropriate or not after interpreting the pupils' results.	2.8	3.4	25	0.000
2	The pupils' attitudes are positive towards the rehearsal English examination.	2.5	1.5	19	0.000
3	The remedial work following the rehearsal examination is important.	2.4	0.9	31	0.000
4	Teachers should devote much time to the remedy of the pupils' errors.	2.9	1.6	25	0.000
5	Pupils react positively towards the remedial work classes.	2.6	0.7	36	0.000
6	The rehearsal English examination should continue.	2.6	2.4	23	0.00

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 1st statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Teachers will be able to decide whether the teaching strategies followed are appropriate or not after interpreting the pupils' results."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The pupils' attitudes are positive towards the rehearsal English examination."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The remedial work following the rehearsal examination is important."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 4th statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "Teachers should devote much time to the remedy of the pupils' errors."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 5th statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value

level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “Pupils react positively towards the remedial work classes.”

The calculated value of chi-square for the significance of the differences for the respondents’ responses in the 6th statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “The rehearsal English examination should continue.”

Part (4). Coverage of English language skills:

Table (4.2.28) Chi –Square Test for Hypothesis NO. (4): The rehearsal English examination does not cover sufficiently the four English language skills.

No	Statement	mean	SD	Chi square	p-value
1	The rehearsal English examination covers sufficiently the listening skill.	2.8	0.6	22	0.000
2	The rehearsal English examination covers sufficiently the speaking skill.	3.1	3.5	38	0.001
3	The rehearsal English examination covers sufficiently the reading skill.	2.8	0.6	24	0.000
4	The rehearsal English examination covers sufficiently the writing skill.	3.2	3.5	33	0.001
5	Pupils are good at reading skill.	3.2	4	33	0.000
6	Pupils are good at writing skill.	2.8	0.6	26	0.000
7	Pupils are poor at listening skill.	2.7	3.5	27	0.001
8	Pupils are poor at speaking skill.	3.1	4	25	0.000

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 1st statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The rehearsal English examination covers sufficiently the listening skill."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 2nd statement was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.1) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The rehearsal English examination covers sufficiently the speaking skill."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 3rd statement was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The rehearsal English examination covers sufficiently the reading skill."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 4th statement was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.2) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement "The rehearsal English examination covers sufficiently the writing skill."

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 5th statement was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value

level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.2) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “Pupils are good at reading skill.”

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 6th statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “Pupils are good at writing skill.”

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 7th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who agreed with the statement “Pupils are poor at listening skill.”

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 8th statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (3.1) which

supports the respondents who agreed with the statement “Pupils are poor at speaking skill.”

4.3. The Analysis of the Third Tool:

A sample of both the rehearsal and certificate examinations’ results for 50 male pupils and 50 female pupils was selected from 10 basic level schools in Khartoum Bahri Locality. Then, data were collected from the result analysis of these examinations as a third important tool. (See appendixes: 3 & 4).

Table (4.3.1): The Means of the Two Examinations for 50 Male Pupils (2017)

Examinations	The mean	The full mark	Number of male students
The rehearsal	24.64	40	50
The final (C.E.)	26.86	40	50

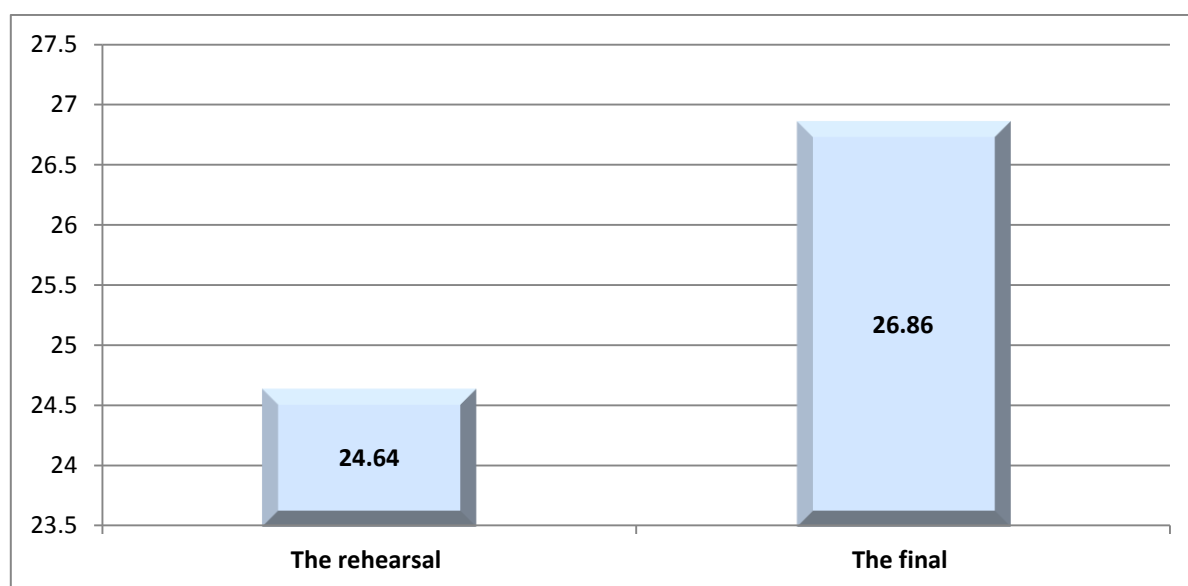


Figure (4.3.1) The Means of the Two Examinations for 50 Male Pupils (2017)

From the above table (4.3.1) and figure (4.3.1) it is clear that the mean of the final, Certificate Examination, (26.86) is greater than the mean of the rehearsal

examination which was (24.64). This indicates that pupils benefit from taking the rehearsal English examination as it obviously predicts their performance in the Certificate Examination. It is also noticeable that its results are a good indicator to the pupils' performance.

Table (4.3.2): The Means of the Two Examinations for 50 Female Pupils (2017)

Examinations	The mean	The full mark	Number of female students
The rehearsal	24.85	40	50
The final (C.E.)	27.15	40	50

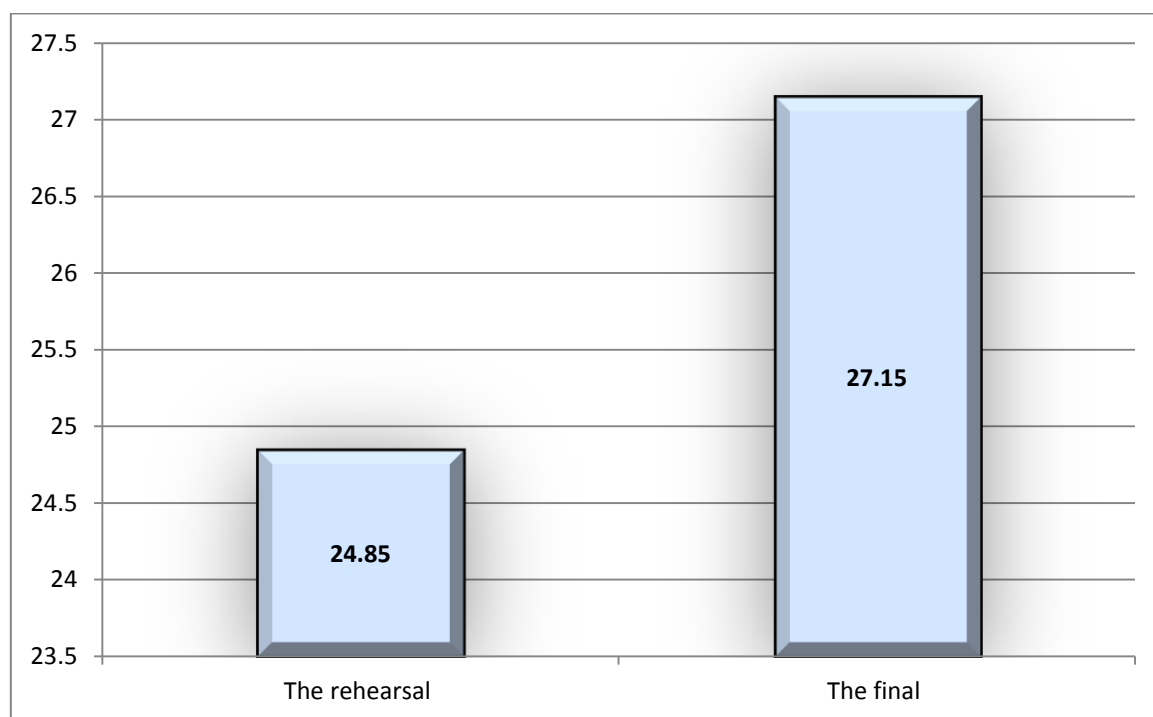


Figure (4.3.2) The Means of the Two Examinations for 50 Female Pupils (2017)

From the above table (4.3.2) and figure (4.3.2) it is clear that the mean of the final, Certificate Examination, (27.15) is greater than the mean of the rehearsal examination which was (24.85). This indicates that pupils benefit from taking the rehearsal English examination as it obviously predicts their performance in

the Certificate Examination. It is also noticeable that its results are a good indicator to the pupils' performance.

Table (4.3.3): The Means of the Two Examinations for 100 Pupils (males and females) (2017)

Examinations	The mean	The full mark	Number of all pupils
The rehearsal	24.75	40	100
The final (C.E.)	27.05	40	100

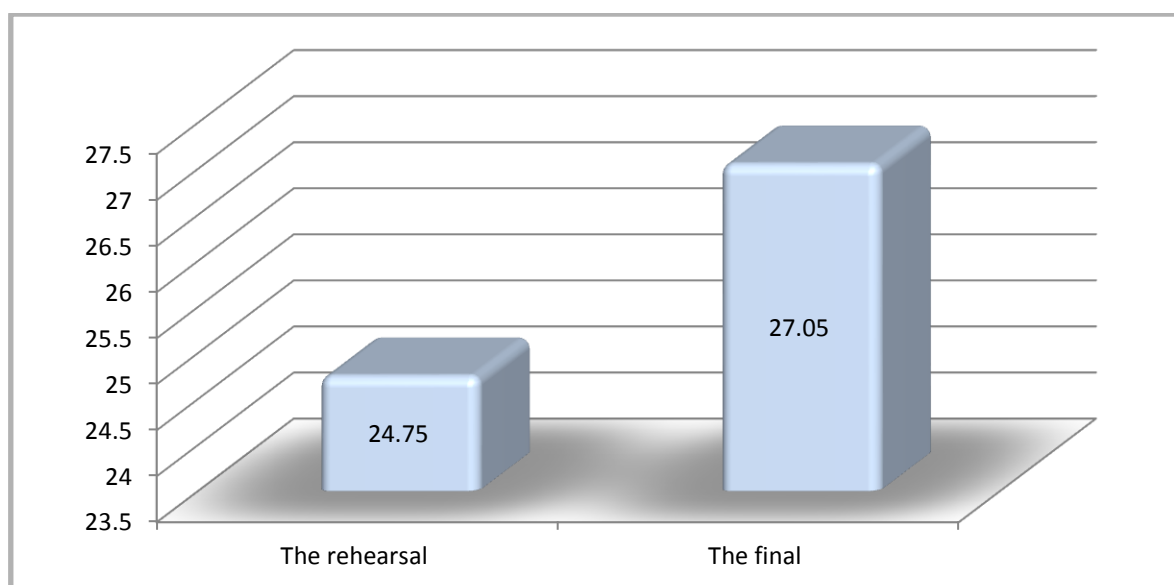


Figure (4.3.3) The Means of the Two Examinations for 100 Pupils (males and females) (2017)

From the above table (4.3.3) and figure (4.3.3) it is clear that the mean of the final, Certificate Examination, (27.05) is greater than the mean of the rehearsal examination which was (24.75). This indicates that pupils benefit from taking the rehearsal English examination as it obviously predicts their performance in the Certificate Examination. It is also noticeable that its results are a good indicator to the pupils' performance.

Hypotheses Testing for the Results:

Table (4.3.4) One Sample T –Test for **(male results)** for Rehearsal and Final (C.E.) Examinations

Groups	\bar{X}	SD	DF	p-value	t-value	critical	Sig
Rehearsal	24.64	1.54	49	0.001	2.4	2.03	0.05
Final (C.E.)	26.86	2.33					

For the scores gained from the rehearsal exam, the mean value calculated was (24.64) and for the final exam it was (26.86). Moreover a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests P-value (0.001) being smaller than (0.05), the null hypothesis is rejected. There are meaningful significant differences between the two results.

Table (4.3.5) One Sample T –Test for **(female results)** for Rehearsal and Final (C.E.) Examinations

Groups	\bar{X}	SD	DF	p-value	t-value	critical	Sig
Rehearsal	24.85	1.4	49	0.031	3.1	2.03	0.05
Final (C.E.)	27.15	2.53					

For the scores gained from the rehearsal exam, the mean value calculated was (24.85) and for the final exam it was (27.15). Moreover a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests P-value (0.031) being smaller than (0.05), the null hypothesis is rejected, and this means there are meaningful significant differences between the two results.

Table (4.3.6) One Sample T –Test for **(overall)** for Rehearsal and Final (C.E.) Examinations

Groups	\bar{X}	SD	DF	p-value	t-value	critical	Sig
Rehearsal	24.75	4.01	99	0.023	4.06	2.03	0.05
Final (C.E.)	27.05	2.34					

For the scores gained from the rehearsal exam, the mean value calculated was (24.75) and for the final exam it was (27.05). Moreover, a T-test was employed on these scores for hypothesis testing purposes. As the result of T-test suggests P-value (0.023) being smaller than (0.05), the null hypothesis is rejected, and this means there are meaningful significant differences between the two results.

4.4. Verification of the Study Hypotheses:

4.4.1. The first hypothesis which the study raised is: “The rehearsal English examination results are a good indicator to the pupils’ performance in the Basic Level Certificate English Examination.”

Regarding the first hypothesis, it can be validated by tables (4.1.21) and (4.2.25) which refer to the results of the pupils’ questionnaire and teachers’ questionnaire as they are indicated by the respondents’ responses to the statements of the first hypothesis of the study. The scores gained from these responses were very high and sufficient to prove this hypothesis. Furthermore, tables (4.3.4), (4.3.5), and (4.3.6) display a T-test for male, female and overall pupils’ results for the rehearsal and final (C.E.) examinations. There are meaningful significant differences between the two results of these examinations. This indicates that the rehearsal examination results are a good indicator to the pupils’ performance in the certificate

examination. Therefore, the findings drawn from all the above tables confirm the validation of the first hypothesis.

4.4.2. The second hypothesis: “Pupils benefit from taking the rehearsal English examination to develop their language skills.”

The verification of this hypothesis is assured to be valid by tables (4.1.21) and (4.2.26) which refer to the results of the pupils’ questionnaire and teachers’ questionnaire as they are indicated by the respondents’ responses to the statements of the second hypothesis of the study. The very high responses to the statements of the pupils’ questionnaire are in harmony with those of the teachers. So, they support each other and are more than sufficient to prove this hypothesis.

4.4.3. The third hypothesis: “Teachers of English benefit from using the rehearsal English examination to promote their teaching styles.”

Referring to table (4.2.27) which displays the results of the teachers’ questionnaire as they are indicated by the respondents’ responses to the statements of the third hypothesis of the study, it is obvious that the majority of the respondents respond positively. This indicates that they benefit from using the rehearsal English examination to promote their teaching styles. Thus, the hypothesis is confirmed and proved.

4.4.4. The fourth hypothesis: “The rehearsal English examination does not cover sufficiently the four English language skills.”

With regard to tables (4.1.21) and (4.2.28) which refer to the results of the pupils’ questionnaire and teachers’ questionnaire as they are indicated by the respondents’ responses to the statements of the fourth hypothesis of the study, this hypothesis can be verified and accepted. Both pupils and teachers responses support each other due to the highly positive results obtained from them. Based on the findings arrived at by the study, it is confirmed that the rehearsal English examination does not

cover sufficiently the four English language skills. Thus, the hypothesis is verified and proved.

4.5 Summary of the Chapter:

This chapter aims to display, analyze and discuss the results of data collected by the study tools. The main tools of the study were a pupils' questionnaire and a teachers' questionnaire. The total sample of the pupils was 100 and the sample of the teachers of English was 20. Also, the results of both the rehearsal and certificate English examinations were compared, discussed and used as a third tool. The questionnaires' validity and reliability test have already been confirmed. The teachers' questionnaire was divided into four parts whereas the pupils' questionnaire was divided into two parts to ease discussion. Tables and figures have been drawn and under each table and figure, the responses of the respondents to each statement were discussed. Observation has revealed that most percentages are very high which indicates that the respondents have supported the statements. Tables of chi-square test results have been also discussed in order. Results of each statement were illustrated in the interpretation columns and they are acceptable. Results of both the rehearsal and certificate English examinations for 8th grade pupils were also analyzed, discussed and interpreted in each table and figure. Variable results were ascertained. Pupils' performance in both tests has shown that the rehearsal examination has a considerable predictive ability to be a good indicator to the pupils' performance in the certificate English examination. Comments have been given at the end of the chapter on the verification of the study hypotheses. In the light of the results obtained, the four hypotheses have been confirmed and accepted. The following chapter will be concerned with presenting the summary of the whole study, findings, recommendations and suggestions for further studies.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

Chapter Five

Summary, Findings, Recommendations and Suggestions for Further Studies

This is the final chapter of the study. It provides a summary of the whole study, findings, recommendations based on the findings and suggestions for further studies.

5.1 Summary of the Whole Study

The study proposed to investigate the predictive ability of the rehearsal English examination of 8th grade pupils' performance in basic level certificate English examination. An empirical study was carried out in some basic level schools in Khartoum Bahri Locality-Khartoum State. Four hypotheses were set by the researcher. First, the rehearsal English examination results are a good indicator to the pupils' performance in the Basic Level Certificate English Examination. Second, pupils benefit from taking the rehearsal English examination to develop their language skills. Third, teachers of English benefit from using the rehearsal English examination to promote their teaching styles. Finally, the rehearsal English examination does not cover sufficiently the four English language skills.

To verify the above-mentioned hypotheses, the researcher used three tools. Two of them were questionnaires; one was for pupils and the other was for teachers of English. The third tool was a comparison between the results of both the rehearsal and certificate English examinations of 8th grade pupils. The sample consisted of 100 pupils and 20 English language teachers from 10 basic level schools in Khartoum Bahri Locality which represent the population of the study. The results obtained were analyzed, discussed and verified in relation to the hypotheses of the

study which were all confirmed and accepted. On the basis of the data analysis, the following findings are revealed:

5.2 Findings of the Study

1. It is clearly noticed that the rehearsal English examination results are a good indicator to the pupils' performance in the Basic Level Certificate English examination. This indicates that the rehearsal examination has positively enhanced the pupils' performance as it helps them achieve considerable good results in the Certificate Examination.
2. It is obviously found that pupils benefit from taking the rehearsal English examination to develop their language skills. It is worth considering its predictive ability to infer pupils' performance and appreciating its valuable testing contribution that makes pupils' achievement possible and success comes true.
3. It is certain that teachers of English benefit from using the rehearsal English examination to promote their teaching styles. In a way or another, teachers of English get a positive and constructive feedback that enables them revise and modify their teaching strategies and testing techniques to enhance their performance.
4. It is confirmed that the rehearsal English examination does not cover sufficiently the four English language skills. It is observed that more emphasis has been put on the reading and writing skills, whereas the other two skills have been totally ignored.

5.3 Recommendations

Based on the findings of this study the following key points have been recommended:

1. It is strongly recommended that the four English language skills should be sufficiently practiced and then tested as an integrated set in both the rehearsal and certificate examinations, or at least at the school level if it seems difficult to be generalized.
2. Teachers should employ different techniques and strategies by exploiting the modern educational technology, communication media and the most useful teaching and testing aids. Thus, the teaching and testing processes can be promoted and teachers can be more competent and creative. Learning and testing can be facilitated and pupils can be more motivated and interested to exert further efforts to enjoy a self- learning and testing experiences.
3. Based on the teachers' responses it is advisable that the normal format of the rehearsal English examination should not be changed without prior notice and should stay consistent with the certificate examination format to avoid: Firstly, confusing the pupils and discouraging them enjoy a useful testing experience. Secondly, the striking differences in the rehearsal English examination's marks obtained by examinees which are likely to generate doubts about the reliability of the rehearsal examination.
4. Remedial work that helps pupils make remedy for their points of weaknesses and be responsible for their own learning should be stressed and encouraged.
5. It is advisable that the teachers of English should devote sufficient time and effort to the remedy of the students' errors as they can essentially learn from their errors, which will facilitate the learning /testing process.
6. Teachers should be fully aware that examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals. Teaching should not be examination-oriented, and all non-educational behaviour should be stopped. So, it is strongly recommended that this point should be taken into consideration, emphasized and stressed by all

teachers of English.

7. It is strongly recommended that the rehearsal English examination should continue due to the highly positive responses of both teachers and pupils. It is inferred that it sufficiently predicts pupils' performance. It is also appreciated that if teachers should exert more efforts towards well-preparing, fairly conducting and marking the rehearsal English examination, not only so, but it should be most essential to keep well organized and updated results' records for it, which would no doubt facilitate the continuous evaluation of the testing process in basic education.

5.4 Suggestions for Further Studies

As the scope of the present study was confined to investigate the predictive ability of the rehearsal English examination of 8th grade pupils' performance in basic level certificate English examination, and for more benefit, further research and studies are suggested as follows:

1. The practice of conducting the rehearsal English examination should be applied in the Sudanese secondary schools.
2. Investigating teachers' awareness of techniques of teaching and testing listening and speaking skills at the level of basic education in Sudan.
3. Finally, it is suggested that English language teachers at all levels should exert more research efforts on different areas of language testing that can facilitate students' performance in examinations as a whole and help them achieve the desired educational goals.

BIBLIOGRAPHY

Bibliography

- Abdalla , A. (1998). *Testing as a Measure of Evaluation*. Unpublished M.A. Thesis: University of Gezira, Department of Foreign Languages - Hantoub.
- Abdel-Aziz, A. O. (2005). *An Appraisal of EFL Testing Practice in Sudanese Secondary Schools: A case study in Hasaheisa Locality Secondary Schools*. Unpublished Ph.D. Thesis: Sudan University of Science and Technology.
- Adam, A. H. A. (2004). *Testing as an Evaluation Criterion Compared to Other Methods of Evaluation*. Unpublished M.A. Thesis: University of Gezira. Department of Foreign Languages -Hantoub.
- Alderson, J. C.; Clapham, C.; and Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge University Press: Cambridge.
- Al dirdiri, A. M. A. (2014). *Impact of Achievement Tests on Developing Receptive Skills". A case study of EFL Undergraduate Students at Sciences and Humanities College at Shaqra University in KSA*. Unpublished Ph.D. Thesis: Sudan University of Science and Technology.
- Al Hassan, D.E. M. (2005). *Analysis and Assessment of Tests of English and French Languages and Teachers' Awareness of their Concepts and Preparation: Sudanese Universities, Khartoum State*. Unpublished Ph.D. Thesis: Sudan University of Science and Technology.
- Ali, A. H. S. (2004). *Subjective and Objective Tests as Measuring Tools of Language Performance*. Unpublished M.A. Thesis: University of Gezira. Department of Foreign Languages -Hantoub.

Ali, M. M. M. (2014). *An Investigation into Testing EFL Learners' Oral Communicative Competence*". A case study of Some Sudanese Secondary Schools. Unpublished Ph. D. Thesis: Sudan University of Science and Technology.

Al hafian, M.H.M. (2016). *Investigating Current ESP Testing Practice at Sudanese Universities*". A case study of Ahfad University, College of Aviation and Sudan University of Science and Technology. Unpublished Ph. D. Thesis: Sudan University of Science and Technology.

AL-Mutawa, N. and Kailani, T. (1998). *Methods of Teaching English to Arab Students*. Longman: London.

Al-Traieh, O. H.M. (1998). *Assessment of the Criteria used for Evaluating the Current EFL Testing System with special Reference to EAP & ESP Programme at the University of Khartoum-Sudan*. Unpublished M. Ed Thesis: Sudan University of Science and Technology.

Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press: Oxford.

_____ (1996). *Language Testing in Practice*. Oxford University Press: Oxford.

Brown, F. G. (1981). *Measuring Classroom Achievement*. Holt, Rinehart and Winston: New York.

Celce, M. (1978) *Teaching English as a Second or Foreign Language*. Mc Intosh Editors: U.SA.

Chase, C. I. (1978) *Measurement for Educational Evaluation*. Addison-Wesley: Reading, Mass.

Dandekar, W. N. (1962). *Measurement in Education and Psychology*. Abhinav Printers: Poona, India.

- Davies, A. (1968). *Language Testing Symposium: a Psycholinguistic Perspective*. Oxford University Press: Oxford.
- El Fadil, H. E. (1995). *A Course in Effective Teaching*. Dar Al-Uloom Printing Press: Egypt.
- El Khawad, K.O.A. (2006). *The Effects of Monthly English Tests on Learners' Performance in Private Schools*". A case study: El-Gabbas Secondary Schools for Boys and Girls in Khartoum. Unpublished M.A. Thesis: University of Gezira. Department of Foreign Languages -Hantoub.
- El-Noor, A. M. Y. (2001). *Sudanese Educational Issues: an Ideological Perspective*. Board of Islamic Publishers: New Delhi, India.
- _____ (2003). *Teaching English in Sudan: a practical approach*. Board of Islamic Publishers. New Delhi, India.
- Gage and Berliner. (1984). *Educational Psychology*. Houghton Mifflin (N.D.): USA.
- Green, J. A. (1963). *Teacher-Made Tests*. Harper and Row, Publishers: New York, Evanston, and London.
- Gronlund, N. E. (1971). *Measurement and Evaluation in Teaching*. Collier Macmillan Publishers: London.
- Harmer, J. (1983). *The Practice of English Language Teaching*. Longman: New York.
- Harris, D. P. (1988). *Testing English as a Second Language*. McGraw Hill: New York.
- Harrison, A. (1983). *A Language Testing Handbook*. The Macmillan Press: London

and Basingstoke.

Heaton, J. B. (1979). *Writing English Language Tests*. Longman: London.

Hill, N. U. (1987). *Testing Spoken Language*. Cambridge University Press: Cambridge.

Hughes, A. (1989). *Testing for Language Teachers*. Cambridge University Press: Cambridge.

Kanchana, P. (1990). *The relevance of Language Testing Research in the Planning of Language Programmes*. Published paper. (<http://pioneer.chula.ac.th/~pkanchan/htm/testres.htm> #top)

Lado, R. (1961). *Language Testing*. Longman: London.

Lee, Y. P. ; Fok, A. ; Lord, R. ; and Low, G. (eds). (1985). *New Directions in Language Testing*. Pergamon Press: Oxford.

Lehmann, I. J. and Mehrens, W. A.; (1975) *Standardized Tests in Education*. Holt Rinehart and Winston: USA.

Madsen, H. S. (1983). *Techniques in Testing*. Oxford University Press: Oxford.

Mathews, J. (1977). *The Use of Objective Tests*. University of Lancaster: Lancaster.

McNamara, T. (2000). *Language Testing*. Oxford University Press: Oxford.

Mohamed, H. M.A. (2009). *Analysis and Assessment of English Language Examinations at Universities. A case study of Western Sudan Universities*. Unpublished Ph.D. Thesis: Sudan University of Science and Technology.

Ness, V.; and Yunian, X. (1999). *Ongoing Evaluation: The Role of Teachers and Learners*. Forum, Vol. 37, No. 4, Oct. Dec: P.16.

Nimeiri, A., El Faki, M. B., Musa, M. M., Ismail, S. A.M., Hadra, T. O. (1992). *Sudan Practical Integrated National English*. Ministry of Education:

Sudan.

Platt, J.; Richards, J.; and Weber, H. (1985). *Longman Dictionary of applied Linguistics*. Longman: London.

Siddiek, A. J. (2004). *Analysis and Evaluation of the Sudan School Certificate English Examinations from 2000 to 2003*. Unpublished Ph.D. Thesis: Sudan University of Science and Technology.

مصادر عربية:

- المجدوب، مبارك محمد علي (2005): امتحانات الشهادة السودانية، صحيفة أخبار اليوم، العدد- 3899 صفحة 2.
- المزمل، محمد بشير (2006): امتحانات الشهادة السودانية، صحيفة الانتباهة، العدد- 10 صفحة 2.
- عبد الغني، عبد الباقي (2005): التحديات ومسألة الجودة، صحيفة أخبار اليوم، العدد- 3870 صفحة 14.
- نهار، أحمد با بكر (2005): أهمية تدريب معلمي اللغة الانجليزية، صحيفة أخبار اليوم، العدد- 3870 صفحة 7.
- نصر الله، عمر عبد الرحيم (2004): تدنى مستوى التحصيل والإنجاز المدرسي، أسبابه، وعلاجه، دار وائل للنشر والتوزيع، عمان.

APPENDIXES

Appendix (1)
The Pupils' Questionnaire
(Arabic Version)

بسم الله الرحمن الرحيم

جامعة السودان للعلوم والتكنولوجيا

كلية الدراسات العليا

كلية اللغات

استبانة للتلاميذ

عزيزى التلميذ:-

- هذه الاستبانة تهدف لجمع معلومات عن امتحان اللغة الإنجليزية التجريبي، وهى جزء من بحث دكتوراة في اللغة الإنجليزية (اللغويات التطبيقية).
- اقرأ العبارات التالية، ثم اختر الإجابة التي تعبر عن رأيك:-

العبارات	أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة
فوائد التلاميذ:					
1/ يغطي الامتحان التجريبي المنهج الذي درسته.					
2/ يعينك الامتحان التجريبي على أداء امتحان اللغة الإنجليزية لشهادة الأساس.					
3/ يساعدك الامتحان التجريبي على فهم أسئلة امتحان شهادة الأساس بوضوح تام.					
4/ يتبأ الامتحان التجريبي بأدائك فى امتحان شهادة الأساس .					
5/ يبرز الامتحان التجريبي نقاط القوة عندك.					
6/ يبرز الامتحان التجريبي نقاط الضعف عندك.					
7/ يساعدك الامتحان التجريبي في معالجة نقاط الضعف.					
8/ يحفزك الامتحان التجريبي إذا أحرزت الدرجة الكاملة في اللغة الإنجليزية فى امتحان شهادة الأساس.					
9/ يحبطك الامتحان التجريبي إذا لم تحرز درجة كبيرة في اللغة الإنجليزية فى امتحان شهادة الأساس.					

					10/ يخصص المعلم وقتاً كافياً لمعالجة أخطائك.
					11/ تتلقى دروساً إضافية مفيدة من خارج المدرسة.
					تغطية مهارات اللغة الإنجليزية:
					12/ يغطي الامتحان التجريبي مهارة الاستماع بقدر كاف.
					13/ يغطي الامتحان التجريبي مهارة التخاطب بقدر كاف.
					14/ يغطي الامتحان التجريبي مهارة القراءة بقدر كاف.
					15/ يغطي الامتحان التجريبي مهارة الكتابة بقدر كاف.
					16/ تشعر بصعوبة في مهارة الاستماع.
					17/ تشعر بصعوبة في مهارة التخاطب.
					18/ تشعر بصعوبة في مهارة القراءة.
					19/ تشعر بصعوبة في مهارة الكتابة.
					20/ أنت راض عن استمرار تجربة الامتحان التجريبي.

الباحث/كمال الدين عثمان أحمد الخواض
المرشح لنيل درجة الدكتوراة في اللغة الانجليزية
جامعة السودان للعلوم والتكنولوجيا

Appendix (2)
The Teachers' Questionnaire
Sudan University of Science and Technology
College of Graduate Studies
College of Languages

Dear Colleague,

This questionnaire is a part of Ph.D. thesis in English Language (Applied Linguistics). The thesis is entitled “Investigating Predictive Ability of the Rehearsal English Examination of 8th Grade Pupils' Performance in Basic Level Certificate: An Evaluative Study of Some Basic Level Schools in Khartoum Bahri Locality- Khartoum State.”

The researcher aims to collect data from English language teachers who are kindly requested to complete this questionnaire.

The information given in response to this questionnaire is strictly confidential and will under no circumstances be used except for the purpose of this study.

Thanks for co-operation.

Yours Sincerely,
Kamal El Din Osman Ahmed El Khawad
Ph.D. Candidate
Sudan University of Science and Technology

The Questionnaire

A- Personal Information

Please provide the information required:

- 1- Name: (optional).....
- 2- Age: 20-30 () 31-40 () 41-50 () 50+ ()
- 3- Sex: Male: () Female: ()
- 4- Education Level: Undergraduate Diploma () B.A ()
M.A () Ph.D. () Others ()

B- Please choose the answer which expresses your point of view:

No	Statements	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
	Pupils' performance indicator:					
1	Changing the normal format of the rehearsal English examination might confuse the pupils.					
2	The striking differences in the rehearsal English examination's marks obtained by examinees are likely to generate doubts about the reliability of the rehearsal examination.					
3	Examinations should be used purposely to indicate the extent of the learners' achievement with reference to the desired educational goals.					
4	The rehearsal English examination sufficiently predicts pupils' performance.					
	Pupils' benefits:					
5	The rehearsal English examination covers the whole syllabus.					
6	The rehearsal English examination prepares pupils for the Certificate Examination.					

7	The rehearsal English examination helps pupils understand clearly the questions' rubrics (instructions) of the Basic Level Certificate English Examination.					
8	The rehearsal examination highlights the pupils' points of strengths.					
9	The rehearsal examination highlights the pupils' points of weaknesses.					
10	Pupils make remedy for their points of weaknesses after taking the rehearsal exam.					
	Teachers' attitudes:					
11	Teachers will be able to decide whether the teaching strategies followed are appropriate or not after interpreting the pupils' results.					
12	The pupils' attitudes are positive towards the rehearsal English examination.					
13	The remedial work following the rehearsal examination is important.					
14	Teachers should devote much time to the remedy of the pupils' errors.					
15	Pupils react positively towards the remedial work classes.					
16	The rehearsal English examination should continue.					
	Coverage of English language skills:					
17	The rehearsal English examination covers sufficiently the listening skill.					
18	The rehearsal English examination covers sufficiently the speaking skill.					
19	The rehearsal English examination covers sufficiently the reading skill.					

20	The rehearsal English examination covers sufficiently the writing skill.					
21	Pupils are good at reading skill.					
22	Pupils are good at writing skill.					
23	Pupils are poor at listening skill.					
24	Pupils are poor at speaking skill.					

Appendix (3) Results of the Rehearsal and Basic Level Certificate English Exams (2017-Male Pupils) - (Full mark is out of 40 for both exams.)

N_O	Rehearsal Exam	B.L.C.E. Exam(Final)	N_O	Rehearsal Exam	B.L.C.E. Exam(Final)
1.	21	36	26.	15	23
2.	33	38	27.	17	22
3.	26	25	28.	37	39
4.	27	34	29.	11	18.5
5.	31	37	30.	4	6.5
6.	16	21	31.	12	15
7.	12	16	32.	21	20.5
8.	20	13	33.	21	19.5
9.	23	20.5	34.	20	18
10.	20	23	35.	36	37
11.	20	11	36.	25	26.5
12.	22	20	37.	27	31
13.	20	14	38.	37	39
14.	24	20.5	39.	20	10
15.	20	21.5	40.	20	16
16.	21	16	41.	10	9
17.	28	33	42.	39	40
18.	8	11	43.	35	35
19.	30	34	44.	31	32
20.	21	25.5	45.	20	23
21.	20	25	46.	11	21
22.	31	32	47.	5	9.5
23.	26	20	48.	2	10
24.	24	26	49.	9	17
25.	16	19.5	50.	14	9.5

Appendix (4) Results of the Rehearsal and Basic Level Certificate English Exams (2017- Female Pupils) - (Full mark is out of 40 for both exams.)

No	Rehearsal Exam	B.L.C.E. Exam(Final)	No	Rehearsal Exam	B.L.C.E. Exam(Final)
1.	30	25	26.	25	31
2.	38	34	27.	35	21
3.	35	32	28.	28	31
4.	35	38	29.	36	28.5
5.	25	24	30.	23	28
6.	39.5	38	31.	20	24
7.	34	32.5	32.	12	22
8.	36	38	33.	40	40
9.	29	31.5	34.	40	39.5
10.	30	28	35.	38	40
11.	35	31.5	36.	40	39.5
12.	39.5	40	37.	39	39
13.	39	37	38.	40	40
14.	39.5	38	39.	38	40
15.	34.5	34	40.	36	39
16.	31	30.5	41.	37	37
17.	27	20	42.	37	40
18.	26.5	18.5	43.	35	37.5
19.	12	10	44.	30	33
20.	20	26.5	45.	31	32
21.	20	26	46.	31	35
22.	32	35.5	47.	37	38
23.	13	11	48.	22	30
24.	6	6	49.	20	23
25.	12	19.5	50.	20	37

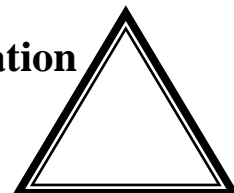
Appendix (5)

الاسم: رقم الجلوس: المدرسة:
رقم المركز:

بسم الله الرحمن الرحيم

**Khartoum State
Ministry of Education**

**The General Administration for Basic Level Education
Rehearsal English Exam-Class Eight
Jan. 2017-Time: Two hours and a half**



Instructions:

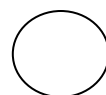
- 1- Write your name , index number and the school in the space given.
- 2- No extra paper will be given to you beside that you have.
- 3- Read the questions carefully before answering.
- 4- Answer the question on the same paper in the spaces given.

Q. No.	Marks	Marked by	Checked by
1			
2			
3			
4 A or B			
Total			

Question (1): Language

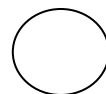
(A) Put the verbs in the brackets in their correct forms:

- 1- Ali usually (visit) us on Friday.
- 2- Look out! the car (move) very fast.
- 3- She (not) (wash) the dishes yet.
- 4-Last week we (go)..... to the zoo.
- 5- They (travel) to Cairo next month.



(B) Find the missing letter and write the word correctly:

- 1- A carpenter makes f.... rniture. (.....)
- 2-Yasir is a scou.... (.....)
- 3-Many people live on the river ba...ks. (.....)
- 4-We intend to make a school gar....en. (.....)



Do not write inside this rectangle

C) Match "A" with "B" No. 7 is done for you:

A	B	The Answers
1. vehicles	a- rains	1.
2. goods	b- television	2.
3. drop lets	c- flour	3.
4. envelop	d- transport	4.
5. wheat	e- stamp	5.
6. programmes	f- sport	6.
7. football	g- merchants	7. f

D) Draw a circle round the correct answer:

1- That's my book, it isn't.....

a- you

b- your

c- yours

2- Don't touchit's dangerous.

a- these

b- that

c- those

5- Look at that tree. It's.....than the house.

a- higher

b- highest

c- high

6- I am a pupil,.....I?

a- aren't

b- am

c- don't

E) Complete the questions to match the answers:

1- do you watch TV? In the evening.

2- is your car? In the garage.

3- was he absent? He was ill.

4- is your father's job? A doctor.

F) Join these sentences using the following words:

because - although - and - but

1- Sami.....Ahmed are both students.

2- She likes honey,.....she doesn't like bees.

3-he is rich, he is not happy.

4- Tahir didn't come to school yesterday,.....he was ill.

G) Fill in the spaces with a word from the list below:

at - for - since - on

- 1- We have waited here nine o'clock.
- 2- They come to schoolfoot.
- 3- John is goodEnglish.
- 4- Messi is famousfootball.

Question (2: Comprehension

Read the following passage and

then answer the

questions below:

Al- Gadaref is a town in Eastern Sudan. It is an important agricultural town. It has rich soil and heavy rains. It is famous for growing sorghum and sesame seeds. Both sorghum and sesame seeds are cash crops. They provide our country with hard currency when they are exported. The people of Al -Gadaref are farmers and merchants.

People from all over the country live in Al -Gadaref. They come to Al -Gadaref to work in agriculture. The railway line and the main road, which join the town with most parts of the country, make it easy for people to move to and from Al -Gadaref whenever they wish.

Most people of Al- Gadaref live in huts which are made of straw and grass. The huts are cool in summer and warm in winter.

There are also very fine modern buildings in the town like hotels, houses, government buildings, hospitals and a university.

Al -Gadaref has a problem with drinking water. Usually in summer (March- April- May) people suffer from a shortage of water. The water is pumped to the town from the River Atbara which is not always full of water. It dries up in summer.

A: Give short answers:

1- Where is Al -Gadaref?

.....

2- What is it famous for?

.....

3- Why do people come to Al -Gadaref?

.....

4- Where do the people come to Al -Gadaref from?

.....

5- What's the problem with Al- Gadaref?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



Question (4): Answer question (A) or (B):
Question A. Supplementary Readers:

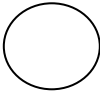


A Tale of Two Cities

A- Choose the correct answer a , b or c :

- 1. Mr. Lorry was a
a- servant b- merchant c- banker
- 2. Jerry Cruncher was a
a- messenger b- robber c- lawyer
- 3. Telson Bank was in
a- London b- Paris c- a and b
- 4. The Royal George Inn was at
a- Dover b- Calais c- Madrid
- 5. Miss Pross was Lucie's
a- aunt b- mother c- companion

B- Complete the gaps using the following words:



machine ♦ aristocrats ♦ Bastille ♦ citizens ♦ court

- 1- Dr. Manette was put in theprison.
- 2- Old Bailey was a law
- 3- The guillotine is a killing

4- The were powerful people.

5- After the revolution the people were called

The Black Tulip

1. Match A with B. No. 1 is done for you:

(A)	(B)	Answer
1. Isaac Boxtel	a- Flower Society	1. e.....
2. The prize	b- prison	2.
3. jailer	c- Tulip bulbs	3.
4. Van Systems	d- sword	4.
5. executioner	e- telescope	5.
6. Drying room	f- 100,000 guilders	6.

2. Answer the questions:

1- What did Cornelius want to grow?

.....

2- How many states in Holland at that time?

.....

3- Where was Lovenstein prison?

.....

4- Who helped Cornelius in the prison?

.....

5- Who won the prize at last?

.....

Question B. Questions from (Spine Series):

1- Rearrange the following words to make meaningful sentences:

a- you / see / Fine / again . / to

.....

b- off / radio / Turn / the

.....

c- factory / works / He / a / in

.....

d- puts / A fire-man / fires / out

.....

e- help / you / me / please ? / Can / ,

.....

2- Cross out the odd word. Mark it like this X No. 1 is an example:

1- judge tele~~X~~phone lawyer driver

Appendix (6)

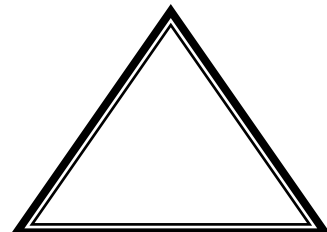
الاسم: رقم الجلوس:

المدرسة: المادة: English Language



بسم الله الرحمن الرحيم

Republic of the Sudan
Khartoum State
Ministry of Education



Basic Level Certificate Examination *** March 2017

Subject: English Language

Time: 2 ½ hours

Instructions

- 7- Write your name , index number and school in the space given above.
- 8- No extra paper will be given to you beside that you have.
- 9- Read the questions carefully before answering.

Question One: Language

Q. No.	Marks	Marked by	Checked by
One			
Two			
Three			
Four (A or B)			
Total			

(A) Put the verbs in the brackets in their correct forms:

- 1- Last year we (see) wild animals.....
- 2- Sunday (come) before Monday
- 3- A thief stole our clothes while we (watch) TV.
- 4- Osman polished his shoes yesterday. He (polish) his car now.
- 5-They (build) a new school next year.

(B) Find the missing letter and write the word correctly.

- 1- The ball is beh__nd the door. (.....)
- 2- Samia is a good wom__n. (.....)
- 3-My sister usually swe__ps the floor. (.....)
- 4- I like hist__ry lessons. (.....)

Do not write inside this rectangle

C) Match (A) with (B). No. 1 is done for you.

(A)	(B)	Answer
8. forwards	h- a week	8. c
9. shampoo	i- plane	9.
10. 7 days	j- backwards	10.
11. a letter	k- a bird	11.
12. airport	l- fruit	12.
13. a crow	m- soap	13.
14. lemon	n- a stamp	14.

D) Draw a circle round the correct answer a , b or c

- 1- book is blue. { a – He b- His c- Him }
- 2- They want to go ,
 {a- don't they? b- didn't they ? c- aren't they ? }
- 10- Protection is than cure. { a- good b- better c- best }
- 11- Please stop noise. { a- that b- these c- those }

E) Complete the questions to match the answers.

- 5- is the pillow? It's on the bed.
- 6- is the time now? It's half past one.
- 7- much is beef? It's 50 pounds a kilo.
- 8- jumped in the pond? Ali did.

F) Join these sentences using the following words.

yet - all - and - but

- 5- Our desks are bigheavy.
- 6- A dog can swim , It can't fly.
- 7- Ibrahim is oldhe is still strong.
- 8- Madani, Niyala and Port Sudanof them are big towns.

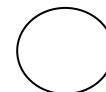
G) Fill in the spaces with a word from the list below:

for - of - in - very

- 1- Judges workcourts of law. 2- I want a dozen.....eggs.
3-The weather is cloudy today. 4- Fatima bought a toyher sister.



Question Two: Comprehension



Read the following passage and then answer the questions below:

Abdalla AlTayeb was born in a village in Northern Sudan in 1921. He learnt the Holy Koran in “Khalwas” before he joined the High School in Khartoum.

He went to the University of London to learn, and soon he became a doctor of the Arabic Language in the same university in 1950.

When he came back to Sudan he went to teach Arabic to the young teachers in Bakht er-Ruda. Then he came to teach in the University of Khartoum , in which he became a professor of the Arabic Language. After a short time he became a head of the University of Khartoum.

He left the University of Khartoum and became a head of the University of Juba. He also taught Arabic in Nigeria and Morocco universities.

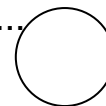
He gave many useful and interesting studies about the Holy Koran on TV and on the radio. All people loved those studies because they were given in a simple and easy language.

Professor Abdalla wrote many books about Arabic Language and books for the pupils in the Sudan.

When he died in 2003 he was buried in his village in Northern Sudan.

(A) Give short answers:

- 6- Where was Abdalla AlTayeb born?.....
7- When was he born?
8- What did he learn in the Khalwa?.....
9- Why did he go to the University of London?.....
10- Did he become a doctor or professor in the University of London?
.....



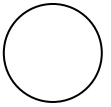
(B) Draw a circle round the correct answer a , b or c

- 6- He joined the High School in : a- London b- Juba c- Khartoum
7- Whom did he teach in bakht er-Ruda?
a- young teachers b- young doctors c- young professors

- 8- What did he teach in Nigeria and Morocco universities?
a- English b- Arabic c- Chemistry
- 9- He became a doctor of Arabic Language in
a- 1950 b- Nigeria University c- the High School
- 10- Why did people love his studies ? Because:
a- they were simple and easy. b- the studies were on the radio.
c- the people liked watching TV.

(C) Mark the following statements , True (T) or False (F)

- 6- Abdalla Altayeb was buried in his village. (.....)
- 7- Abdalla ALTayeb became a head of the High School. (.....)
- 8- When he left the University of Khartoum, he became
a head of Juba University. (.....)
- 9- Abdalla ALTayeb never taught in Morocco Universities. (.....)
- 10- Abdalla ALTayeb wrote many books for pupils in Sudan. (.....)



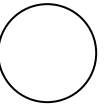
Question Three: Composition

Write a composition of about (10-12) lines about:

Salim's visit to Sinnar City

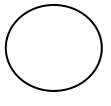
You can use the questions and words below:

- 1- Why did Salim travel ? see places / visit friends.
- 2- When did Salim visit Sinnar city ? Last year.
- 3- Where is Sinnar city? Sinnar State / Southern Sudan.
- 4- What is the capital of Sinnar State?
- 5- Is it big or small?
- 6- What is Sinnar State famous for? the dam – agriculture.
- 7- What are the people of Sinnar State? farmers/ traders.
- 8- What do they grow? Sorghum / cotton.
- 9- Where do the people of Sinnar live? modern houses – huts.
- 10- Are there hospitals, a station and government buildings?



Sinnar City

Last year Salim



.....

.....

.....

.....

.....

.....

.....
.....

Question Four: Answer question (A) or (B).

Question (A) Supplementary Readers

A Tale of Two Cities

(1) Choose the correct answer a , b or c :

1. Miss Pross was a. Lucie's companion. b. Lucie's sister. c. Tellson's Bank.
2. Who was Darnay's lawyer? a. Mr. Barsad. b. Stryver. c. Sydney Carton.
3. The Marquis St. Evremonde was killed by:
a. Defarge. b. angry people. c. Gaspard.
4. What was Jerry Cruncher? a. a robber. b. a messenger. c. a clerk.
5. Charles Darnay did not want to be
a. an aristocrat. b. Lucie's husband. c. a messenger.

(2) Complete the gaps using the following words:

republic ♦ cruel ♦ prison ♦ nephew ♦ The Marquis De St. Evremonde

- 1-The Bastille was a
- 2-Madame Defarge's face was hard and
- 3-..... sent Dr. Manette to prison.
- 4-Charles Darnay was the Marquis De St. Evremonde's.....
- 5-There was a revolution in France because the people wanted a

The Black Tulip

(3) Match (A) with (B) : No. 1 is done for you.

(A)	(B)	Answer
7. Cornelius De Witt	g- Jacob Gisels	7. f
8. Alesxandre Dumas	h- John De Witt's servant	8.
9. CorneliusVan Baerle	i- jailer	9.
10. Craeke	j- author	10.
11. Isaac Boxtel	k- Black Tulip	11.
12. Gryphus	l- Cornelius Van Baerle's guardian	12.

(4) Answer the questions:

6- Who killed John De Witt?

7- Why couldn't the De Witt brothers escape from the city?

8- How could Rosa make her father go to sleep?

9- How much was the prize?

10- Why did Boxtel buy a telescope?

Question (B) Language

(1) Rearrange the following words to make meaningful sentences:

5- cooks – She - food – delicious

6- shorts – Hassan – wearing – is

7- pounds – gave – five – He – me

8- here – litter - ! - throw – Don't

9- found – are – everywhere – Bacteria

(2) Cross the odd word like this (X). No. 5 is done for you:

6- tennis - engineering - boxing - swimming

7- train - bus - microscope - car

8- but - shut - cut - cat

9- April - Sunday - Monday - Tuesday

10- Al Fashir - Al Obeid - Dongola - Egypt - Halfa

(3) Give the opposite of :

1. good..... 2.warm.....3.noisy

4. happy 5.dirty.....6.quick.....

(4) Letter writing:

Your name is Awad / Hameeda Bushara you live in Atbara Town, Al Silik street. Write a letter to your friend Alex Peter / Helen Tyson who lives in Kenya , 42 Joma Street , Nairobi , thanking him / her for his / her last letter to you and invite him/ her to visit you in Sudan. Tell him / her that you will accompany him / her and go to interesting places and beautiful gardens in Sudan.

Don't forget to sign your name at the end of the letter.

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.

Appendix (7)

Sudan University of Science & Technology

College of Graduate Studies

Registrar's Office



جامعة السودان للعلوم والتكنولوجيا

كلية الدراسات العليا

مكتب المسجل

التمرة: ج س ع ت / ك د ع / م م

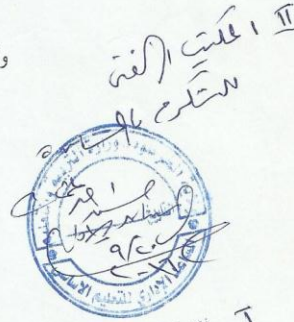
التاريخ: 2016/09/18م

شهادة لمن يهمة الامر

الموضوع: تيسير عمل الباحث /كمال الدين عثمان احمد الخواض (سوداني الجنسية)

تشهد ادارة كلية الدراسات العليا بان الدارس المذكور اعلاه يقوم بالتحضير لدرجة الدكتوراه بالبحث في اللغة الانجليزية بكلية اللغات للعام الدراسي 2016-2017م.
نرجو كريم تفضلكم بمده بالمعلومات التي يحتاج اليها طرفكم بالاضافه الى البحوث والدوريات والتطبيقات العلمية التي تستخدم للاغراض الاكاديمية والبحثية فقط.

ولكم خالص الشكر والتقدير،،،



الدرجة / شهادة لمن يهمة الامر
تقرأ السيد / كمال الدين عثمان احمد الخواض
في اللغة الانجليزية بكلية اللغات للعام الدراسي 2016-2017م.
نرجو كريم تفضلكم بمده بالمعلومات التي يحتاج اليها طرفكم بالاضافه الى البحوث والدوريات والتطبيقات العلمية التي تستخدم للاغراض الاكاديمية والبحثية فقط.

I. الاذانة العامة للتعليم العالي

مسبب توقيع السيد / كمال الدين عثمان احمد الخواض
والموافق: 18/9/2016م
مكتب المسجل



الإحرة / السيد / كمال الدين عثمان احمد الخواض
أ. ه. ك. م. ت. ج. س. ع. ت. / ك. د. ع. / م. م.
مكتب المسجل

Date : 9 / 10 / 2017

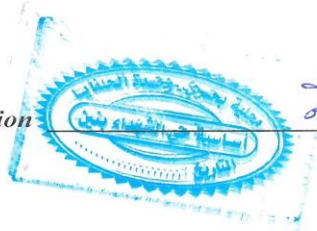
To Whom It May Concern

The administration of _____

الشهداء بنين

Basic School for Boys certifies that the results obtained by 8th grade pupils in both the Rehearsal and the Basic Level Certificate English Examinations were given on request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part required for his present study.

The School Administration



Date : 30/10/2017

To Whom It May Concern

The administration of

التضامن بنين

Basic School for Boys certifies that the results obtained by 8th grade pupils in both the Rehearsal and the Basic Level Certificate English Examinations were given on request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part required for his present study.

The School Administration



Date : 7 / 11 / 2017



To Whom It May Concern

The administration of مدرسة بن جيل بنين الشعبية جنون

Basic School for Boys certifies that the results obtained by 8th grade pupils in both the Rehearsal and the Basic Level Certificate English Examinations were given on request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part required for his present study.



The School Administration



Date : 14/11/2017



To Whom It May Concern

The administration of الطبيب سعيد النموذجية أساس

Basic School for Boys certifies that the results obtained by 8th grade pupils in both the Rehearsal and the Basic Level Certificate English Examinations were given on request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part required for his present study.

The School Administration



د. محمد صبري
٢٠١٧

Date : 29/11/2017

To Whom It May Concern

The administration of مدرسة مصطفى عبد الوهاب بنين بالبحرية
Basic School for Boys certifies that the results obtained by 8th grade pupils in both
the Rehearsal and the Basic Level Certificate English Examinations were given on
request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part
required for his present study.

The School Administration



مستدق إسحق آدم عبد الرحمن
مدير المدرسة

Date : 11 / 9 /2017

To Whom It May Concern



The administration of _____
Basic School for Girls certifies that the results obtained by 8th grade pupils in both the Rehearsal and the Basic Level Certificate English Examinations were given on request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part required for his present study.



The School Administration _____

Date : 13/9 /2017

To Whom It May Concern

The administration of

أحمد بنيت أبي بكر

Basic School for Girls certifies that the results obtained by 8th grade pupils in both the Rehearsal and the Basic Level Certificate English Examinations were given on request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part required for his present study.

The School Administration

٢٤١



Date : 18/ 9 /2017

To Whom It May Concern

The administration of Fatima AL-Zahra - Alshabiq
Basic School for Girls certifies that the results obtained by 8th grade pupils in both
the Rehearsal and the Basic Level Certificate English Examinations were given on
request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part
required for his present study.

The School Administration



Amr

Date : 21/ 9 /2017

To Whom It May Concern

The administration of Safia Bint Abd ELMutalib
Basic School for Girls certifies that the results obtained by 8th grade pupils in both
the Rehearsal and the Basic Level Certificate English Examinations were given on
request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part
required for his present study.

B.-f.-M.
The School Administration



Date : 5 / 10 /2017

To Whom It May Concern



The administration of _____
Basic School for Girls certifies that the results obtained by 8th grade pupils in both
the Rehearsal and the Basic Level Certificate English Examinations were given on
request to the researcher **Kamal El Din Osman Ahmed El Khawad** as a part
required for his present study.

The School Administration _____

