

Exploring the Coverage of the Four English Language Skills in the Rehearsal English Examination of 8th Grade Pupils (An Evaluative Study of Some Basic Level Schools in Khartoum Bahri Locality-Khartoum State)

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ABSTRACT:

This study aimed at exploring the coverage of the four English language skills in the rehearsal English examination of 8th grade pupils. It also evaluated the pupils' achievement and reflected their real standard in mastering the language skills. The following hypothesis was raised: "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. Two tools were used to collect data: a questionnaire for 100 pupils and a questionnaire for 20 teachers of English both males and females from some basic level schools in Khartoum Bahri Locality. The analytical descriptive method was adopted using Statistical Packages for Social Sciences programme. The numerical data collected from the respondents were statistically analyzed and results were critically discussed. The most important results revealed: 1- the rehearsal English examination does not cover sufficiently the four English language skills. 2- It is observed that more emphasis has been put on the reading and writing skills, whereas the other two skills have been totally ignored. 3-It is clear that listening and speaking skills seem to be more difficult for pupils to master due to the lack of practice and testing. Based on the findings of this study the researcher would like to recommend the following: 1-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-The listening test could be conducted by using recorded material. 3-The practice of conducting the rehearsal English examination should continue.

Keywords: Coverage, Language Skills, Rehearsal Examination, 8th Grade Pupils

المستخلص:

هدفت هذه الدراسة لاستكشاف مدى تغطية امتحان اللغة الإنجليزية التجريبي لتلاميذ الصف الثامن مهارات اللغة الإنجليزية الأربع. كما أنها قومت بتحصيل التلاميذ وعكست مستواهم الحقيقي في التمكن من مهارات اللغة الإنجليزية. و طرحت الفرضية التالية: لا يغطي امتحان اللغة الإنجليزية التجريبي مهارات اللغة الإنجليزية الأربع بقدر كاف. ثم عرضت المفاهيم الأساسية للاختبارات والدراسات السابقة المتعلقة بها. استخدمت أداتان لجمع البيانات : استبانة لـ 100 تلميذ وتلميذة وأخرى لـ 20 معلم ومعلمة لغة إنجليزية أختيروا من بعض مدارس مرحلة الأساس بمحلية بحري. ومن ثم أتبع أسلوب التحليل الوصفي باستخدام برنامج الحزم الإحصائية للعلوم الاجتماعية باستخدام النسبة المئوية ، وقد تم عرض البيانات في جداول بجانب النصوص مع تحليلها وشرحها ومناقشة نتائجها. والنتائج المهمة التي خلصت إليها الدراسة: 1- أن امتحان اللغة الإنجليزية التجريبي لا يغطي مهارات اللغة الإنجليزية الأربع بقدر كاف. 2- لوحظ أن مهارتي القراءة والكتابة قد حظيتا بمزيد من الاهتمام، بينما أهملت المهارتان الأخرتان. 3- اتضح أن التلاميذ والتلميذات يجدون صعوبة أكثر في مهارتي الاستماع والمخاطبة نظرا لقلّة ممارستهما والاختبار فيهما. واستناداً على نتائج الدراسة يوصى الباحث: 1- بالاهتمام بممارسة مهارات اللغة الإنجليزية الأربع بقدر كاف، ومن ثم اختبارها في كلا الامتحانين التجريبي و امتحان شهادة الأساس ، أو على الأقل على مستوى المدارس ،

كل على حدة ، إذا صعب تعميم الاختبار.2- بإجراء امتحان مهارة الاستماع باستخدام مادة مسجلة.3- بأن يستمر العمل
بامتحان اللغة الإنجليزية التجريبي.

الكلمات المفتاحية :

تغطية ، مهارات اللغة ، الامتحان التجريبي ، تلاميذ الصف الثامن.

INTRODUCTION

It is worth remembering 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. In the words of Jad Al Mawla (18/9/2016) (Personal Contact) the Technical Assistant of Education, Bahri Locality, Khartoum State, Ministry of Education 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 Curriculum and Educational Research-Bakht El Ridha. 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 explore and evaluate the benefits of the rehearsal examination and shed some light on its value and importance.

Problem of the Study

It is noticeable that 8th grade pupils can hardly express themselves when they are subjected to spoken or written English language. The problem can be stated to what extent the rehearsal English examination evaluates the pupils' achievement and

reflects their real standard in mastering the four English language skills.

Objectives of the Study

The objectives of the study are as follows:

- 1.To detect the problems that the pupils usually encounter in taking the rehearsal English examination.
2. To check whether the rehearsal English examination can assess pupils' receptive and productive skills of English language.
3. To check whether the rehearsal English examination can enhance pupils' communication skills and encourage them to communicate clearly.

Significance of the Study

The study is assumed to be of great significance as the emphasis, 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, directors, parents, researchers and to all who are interested in examination studies.

Questions of the Study

1. To what extent does the rehearsal English examination cover sufficiently the four English language skills?
2. To what extent are pupils good at listening skill?
3. To what extent are pupils good at speaking skill?

Hypothesis of the Study

The rehearsal English examination does not cover sufficiently the four English language skills.

Key Concepts and Ideas on Testing

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 research paper. 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.

Examinations and Tests

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'.

Testing and Teaching

Heaton (1975:5) introduced that 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.

Uses of Language Tests in Educational Programmes

According to Hughes (1989:53) 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.

Research Uses of Language Tests

Hughes (1989:67) confirmed that 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.

Qualities of a good Test

A good test should possess the following qualities:

A: Validity

With reference to Heaton (1975:159) 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.

B: Reliability

Heaton (1975:162) concluded that 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.

C: Employability and Practicality

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

Changes of English language Syllabus at General Education

Change to NILE COURSE in 1975-1993

Mohammed (2011:24) mentioned that 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.

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).

Teachers and Examination Strategies

El-Noor (2001:155) referred to the 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.

Certificate 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.

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".

Previous Related Studies

1. "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:

- The Sudan School Certificate English Examinations are constructed as Standardized Scholastic Achievement Tests.
- 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:

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

2. "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:

- Teacher-made tests are largely based on the content of the text books. Thus, they maintain a reasonable level of content validity.
- 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.
- Students are encountered by lack of clear instructions which cause confusion.

3. "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:

- 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.
- Lack of adequate qualified teachers as examiners was largely considered as one of the main obstacles to that.

- 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.

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 secondary schools. 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.

Materials and Methods

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. 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.

Tools of Data Collection:

An analytical descriptive method was adopted to conduct the study. 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. Judgmental sampling was followed. The two questionnaires have been selected and constructed to ensure maximum validity and reliability.

Techniques of Data Analysis:

The data obtained from the different subjects by means of the two questionnaires was 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.

Results and Discussion

The Analysis of the First Tool: Pupils' Questionnaire:

Coverage of English language skills:

Tables of Chi-Square Test:

Table (1) Chi-Square Test Results for Respondents' Responses to the Statements of the Study Hypothesis: The rehearsal English examination does not cover sufficiently the four English languages skills.

No.	Statement	Mean	SD	Chi Square	P-value
1.	The rehearsal English examination covers sufficiently the listening skill.	2.5	0.4	22	0.00
2.	The rehearsal English examination covers sufficiently the speaking skill.	2.4	0.7	26	0.02
3.	The rehearsal English examination covers sufficiently the reading skill.	2.4	0.5	24.9	0.00
4.	The rehearsal English examination covers sufficiently the writing skill.	2.3	0.8	24	0.00
5.	Listening is a little more difficult skill for you.	2.6	0.4	26	0.02
6.	Speaking is a little more difficult skill for you.	2.6	0.8	27	0.01
7.	Reading is a little more difficult skill for you.	2.4	0.9	25	0.00
8.	Writing is a little more difficult skill for you.	2.4	0.5	35	0.00
9.	The rehearsal English examination should continue.	2.4	0.7	25	0.00

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:

Reliability Statistics

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

High reliability coefficient

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 (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 (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 2nd statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 3rd 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 3rd statement.

The calculated value of chi-square for the significance of the differences for the respondents' responses in the 4th 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 (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) 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 Analysis of the Second Tool: Teachers' Questionnaire:

Coverage of English language skills:

Table (2) Chi –Square Test for the study Hypothesis: The rehearsal English examination does not cover sufficiently the four English languages 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

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:

Reliability Statistics

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

High reliability coefficient

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.”

Findings of the Study

1. 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.
2. It is clear that listening is a little more difficult skill for pupils to master due to the lack of practice and testing.
3. It is obvious that pupils are not good at speaking skill and they face some difficulties due to the lack of practice and testing as well.

Verification of the Study Hypothesis:

The study hypothesis: “The rehearsal English examination does not cover sufficiently the four English language skills.” With regard to tables (1) and (2) 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 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 (N.D.): USA.

the rehearsal English examination does not cover sufficiently the four English language skills. Thus, the hypothesis is verified and confirmed.

Recommendations

Based on the findings of this study the researcher would like to recommend the following:

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. The listening test could be conducted by using recorded material.
3. The practice of conducting the rehearsal English examination should continue.

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