

**SUDAN UNIVERSITY OF SCIENCE  
AND TECHNOLOGY**

College of Graduate Studies

**ENGLISH LANGUAGE EXAMINATION SYSTEM IN  
GENERAL SECONDARY EDUCATION CERTIFICATE  
IN QATAR: AN EVALUATIVE STUDY.**

**A Thesis submitted to the Department of English, College  
Of Languages, in fulfillment for the Requirements of  
M.A. in English language**

By:

**Shahat Abdul -Razeq Ali omran**

**Supervised By**

**Dr. Abdalla Yassin Abdalla**

**2005**

## **Dedication**

To the soul of my kind father who always wished me the best success in my study and life. To my mother, my brothers and sisters. To my wife, my three sons, Dr. Ahmad, Sameh and my dearest Mahmoud. To my most kind daughters, Dr Rehab and Dr May who have filled my life and heart with happiness.

## *Acknowledgements*

*If to acknowledge means "to express thanks or gratitude for," then I first and foremost must "acknowledge" Dr. Abdalla Yassin my sincere supervisor for his endless patience, tolerance and understanding and for his continuous guidance and encouragement from beginning to end .*

*My great thanks to Mr.Mohammad AbdelRahman Al-Dossari,Ministry of Education Deputy Assistant for Educational Affairs,Mr.Ibrahim Moh.Al-Darabasti chief of General Education supervision and Mr.AbdulAziz Al-Tamimi,chief of Secondary Education,Mrs Sara Al\_Kawari Chief Inspector of English and Mrs Aisha Al\_Khelaifi Chief Inspector Assistant of English, in Doha ,Qatar for their supreme and precious help .*

*I am very grateful for Dr.Fuad Khalil, Dr.Fatima Abu Jalala, Dr.Mohammad Aql and Dr Tasneem Qurashi for their limitless support .*

*My profound gratitude is forward to my all colleagues; teachers and supervisors of English in the Ministry of Education and in the English Inspectorate for their fruitful suggestions .*

*I am truly grateful for my wife and children who always facilitate, encourage and look forward to seeing this day.*

## ABSTRACT

This study attempts to evaluate the English language examination system in General Secondary Education Certificate in Qatar and to what extent it goes in line with the textbooks. Moreover, the study highlights the importance of marking as a crucial part of good teaching. Furthermore, the aim of this study, is to increase the motivation of pupils and teachers to strive to do well, to influence programs of work (the curriculum) in schools, with a view to develop students' experiences, and to provide a common yardstick for selecting purposes in higher education and employment. The following questions were investigated:

1. To what extent are examinations for third year secondary (both Science and Arts Sections) based on modern criteria that include features of a good test ?
2. To what extent do exam setters follow specifications prescribed by the English inspectorate ?
3. To what extent does the content of the language test cover all the skills of the language ?
4. To what extent are the items of questions and the marks allotted to them based on reasonable principles, as content analysis ?
5. To what extent do textbooks help pupils, teachers and exam- setters to fulfill their own educational tasks ?

To achieve the purpose of this study, the researcher devised his own questionnaire for the teachers, based on Likert (1983) five scale degree and interview questions for supervisors and for students ( in English and a translated version in Arabic ). The data collected has been analyzed statistically and discussed.

The population of the sample of the study consisted of 176 pupils (males and females), 33 supervisors (females and males) and 166 teachers (males and females) randomly selected from urban and rural schools during the first semester of the scholastic year 2003/2004.

Regarding data analysis, the following statistical procedures were implemented: basic descriptive statistical, means, standard deviations, test analysis of variance (ANOVA), frequency and percentage all of which are computed:

### **The results of the study revealed:**

1. The study has revealed that exams for third year secondary (both science and arts sections) are not fully based on modern criteria that include features of a good test and this is shown in the results as for the responses to the questionnaire of teachers' questions No (1, 5, 6 and 8) and in supervisors' interview questions No (1, 2 ,3 ,4 , 5 ,6 , 13 , 17 and 18)
2. . The study has revealed that there are no specifications allocated for third exams of English and these exams are set according to the exam\_ setters' own experience and vision . This is shown in the supervisors' interview questions and responses No : (3 , 7 , 8 and 9) and in the teachers ' questionnaire and responses No : (2 , 3 , 4 and 33) in addition to the pupils ' interview questions and responses No : (1 , 2 , 3 and 4) .
3. The study has revealed that the content of the language test does not cover all the skills of the language as it appears in the teachers ' questionnaire and responses No: ( 23 , 24 , 25 , 28 , 32 , and 38) and in supervisors' interview questions and responses No (10 , 11 , 12 , 14 , 26 , 32 and 33).
4. The study has revealed that the items of questions and the marks allotted to them are partially based on reasonable principles , as content analysis as it appears in the pupils ' interview questions and responses No (23 and 24) in the teachers' questionnaires and responses No (11 , 12 , 13 , 14 , 15 , 16 , 17 and 30) and in the supervisors ' interview questions and responses No (34 , 35 , 36 , 37 , 38 , 39 and 40) .
5. The study has revealed that the textbooks do not provide sufficient help to pupils , teachers and exam setters as it appears in the pupils ' interview questions and responses No (5 , 16 , 17 , 26 and 30) . and in the teachers ' questionnaire and responses No (9 , 18 , 19 , 20 , 21 , 22 , 26 , 27 , 29 , 31 , 34 , 35 , 36 , 37 , 39 and 40) . and in the supervisors ' interview questions

and responses No (15 , 16 , 19 , 20 , 21 , 22 , 23 , 24 , 25 , 27 , 28 , 29 and 30)

6. The study has revealed that there is a gap in the EFL examination for third year secondary certificate in Qatar as the exams seem to be subjective rather than objective .
7. The study has revealed also that there is absence of a clear cut grid while marking the General Secondary School Certificate Examinations of English in the end of each semester .
8. The study has revealed that there is absence of some points of exam specifications and this leads to a dilemma among EFL teachers , pupils , supervisors and exam – setters .
9. The study has revealed that there are statistically significant differences among teachers in the marking scheme .
- 10.The study has revealed that there is a statistically significant difference between the prescribed books and the specifications of exams of English for third year secondary science and Arts sections in Qatar.
- 11.The study has revealed that the prescribed textbooks do not provide enough practice in different types that cope with the specifications of testing.

12.Teachers, to some extent use a reasonable marking code as well as marking scale (scoring parameters ) for assessing and evaluating pupils' examinations

**According to the above results ,the study recommends the necessity of the following :**

1.The Textbooks should include sample questions following the same specifications the pupils come across in the end of each semester exam in order to abridge the gap between what the pupils study and trained on and what they actually examine in .

2.Developing the textbooks and providing them with updated topics that cope with

the world's latest changes.

3.Paying great attention to the oral skills(listening and speaking) and giving them the necessary due care.

4.Establishing a bank for testing to provide the Ministry with suitable tests that are based on appropriate features .

5.Building the questions of testing according to balanced and comprehensive tables of specifications .

**Finally**, since this study was limited to academic schools in Qatar, it was suggested that further studies should be conducted on testing for obtaining better generalizable results .

بسم الله الرحمن الرحيم

ملخص

## Abstract (Arabic Version)

نظام امتحان اللغة الانجليزية في دولة قطر في الشهادة الثانوية العامة  
" دراسة تقويمية "

إعداد الدارس / شحات عمران ..

المشرف / الدكتور / عبد الله ياسين عبد الله

2004

تحاول هذه الدراسة تقويم نظام امتحان اللغة الانجليزية للشهادة الثانوية العامة في دولة قطر والى أي مدى تتماشى هذه الامتحانات مع الكتب المقررة ، كما تهدف الدراسة أيضاً إلى إلقاء الضوء على أهمية عملية التصحيح باعتبارها جزء هام ومكمل للتدريس الجيد وإضافة إلى ذلك تهدف الدراسة أيضاً إلى زيادة دافعية الطلاب والمدرسين لمزيد من الجهد للتأثير في برامج العمل ( المناهج ) في المدارس بهدف تطوير خبرات الطلاب ومساعدتهم في تعليمهم العالي وسوق العمل .وقد تمثلت أسئلة الدراسة فيما يلي :

- 1- إلى أي مدى تبني الإختبارات على مقاييس حديثة تتطابق مع صفات الإختبار الجيد ؟
- 2- إلى أي مدى يتبع واضعوا الأسئلة المواصفات المقررة من قبل توجيه اللغة الإنجليزية ؟
- 3- إلى أي مدى يغطي محتوى الإختبار مهارات اللغة المختلفة ؟
- 4- إلى أي مدى تبني فقرات الأسئلة والدرجات المخصصة على أسس معقولة مثل تحليل المحتوى

5- إلى أي مدى تساعد الكتب المقررة الطلاب والمعلمين وواضعي الأسئلة في انجاز مهماتهم ولتحقيق غرض الرسالة قام الباحث بإعداد وتطوير استبياناته الخاصة بالمدرسين مبنية على مقياس " ليكرت " وكذلك قام الباحث بإعداد أسئلة مقابلة يقصد بها التعرف على آراء الموجهين بخصوص الموضوع هدف الدراسة وكذلك قام بإعداد أسئلة مماثلة للطلاب نسخة بالإنجليزية وترجمتها بالعربية ليسهل على الطلاب عملية الإجابة على الأسئلة وتتكون عينة الدراسة من 176 طالب وطالبة ( 65 من الذكور و 111 من الإناث ) واشتملت أيضاً على

33 موجهاً ( 9 من الذكور و 24 من الإناث ) وكذلك اشتملت على 166 معلماً ومعلمة ( 105 ذكور و 61 إناث ) تم اختيارهم عشوائياً من المناطق التعليمية ومن مدارس بالمدينة وأخرى بالقرى أثناء السنة الدراسية الفصل الدراسي الثاني 2003/2002م والفصل الدراسي الأول 2004/2003م

وقد تمت معالجة البيانات باستخدام الطرق الآتية :-

استخدام الباحث المتوسطات الحسابية والانحرافات المعيارية وتحليل التباين لوصف وتحليل اجابات الموجهين والمعلمين وكذلك الطلبة واختيار القيم .

وقد أظهرت النتائج ما يلي :-

1/ أثبتت الدراسة أن امتحانات الصف الثالث الثانوي ( العلمي والأدبي بقسميهما ليست مبنية تماماً علي معايير حديثه تشتمل علي مواصفات الاختبار الجيد ويتضح ذلك من خلال النتائج والاستجابات الخاصة بأسئلة استبانته العاملين ( رقم 1-5-6-8 ) ومن خلال أسئلة الموجهين (1-2-3-4-5-6-13-17-18).

2/ أثبتت الدراسة انه لا توجد مواصفات مخصصه للامتحانات ولكنها توضع طبقاً لروية واضعيها ومن خلال خبراتهم ويتضح ذلك من خلال الأسئلة والاستجابات الخاصة بالموجهين (3-7-8-9) ومن خلال الأسئلة والاستجابات الخاصة باستبانته المعلمين رقم (2-3-4-33) أضافه ألي أسئلة واستجابات الطلاب رقم (1-2-3-4)

3/ أثبتت الدراسة أن محتوى لامتحان لا يغطي كل مهارات اللغة ويظهر ذلك من خلال أسئلة واستجابات المعلمين رقم (23-24-25-28-32-38) ومن خلال استجابات وأسئلة الموجهين رقم (10-11-12-14-26-32-33).

4/ أثبتت الدراسة أن بنود الأسئلة والدرجات المخصصة لها بنيت علي أسس معقولة بشكل نسبي مثل تحليل المحتوي ويظهر ذلك من خلال أسئلة الطلاب واستجاباتهم رقم (23-24) ومن خلال أسئلة المعلمين واستجاباتهم رقم (11-12-13-14-15-16-17-30) ومن خلال أسئلة واستجابات الموجهين رقم (34-35-36-37-38-39-40).

5/ أثبتت الدراسة ان الكتب المدرسية المقررة لا تمد الطلاب والمعلمين وواضعي الامتحانات بالمساعدة الكافية ويظهر ذلك من خلال أسئلة الطلاب واستجاباتهم رقم (5-16-17-26-30) وكذلك من خلال أسئلة الموجهين واستجاباتهم رقم (9-18) -

19 - 20-21-22-26-27-29-31-34-35-36-37-39-40) وكذلك من خلال

أسئلة واستجابات الموجهين رقم (15-16-19020-21-22-23-24-25-27-28-29-30).

6/ أثبتت الدراسة انه يوجد بون في اختبارات اللغة الإنجليزية للشهادة الثانوية العامة في دولة قطر ويتضح ذلك من أن الاختبارات ذاتية لا موضوعية .

7/ أثبتت الدراسة أيضا ان هناك غياب واضح لنظام محدد للتصحيح في امتحانات الشهادة الثانوية العامة في اللغة الإنجليزية في نهاية كل فصل دراسي .

8/ أثبتت الدراسة ان هناك غياب لمواصفات الامتحان الأمر الذي يؤدي الي وجود حيرة بن معلمي اللغة الإنجليزية والطلاب والموجهين وواضعي الأسئلة .

9/ أثبتت الدراسة بأنه توجد فروق معنوية بن المعلمين في نظام التصحيح .

10/ أثبتت الدراسة انه توجد فروق معنوية بين الكتب المقررة ومواصفات الامتحانات الخاصة بالصف الثالث الثانوي بقسميه ( العلمي والأدبي ) بدولة قطر .

11/ أثبتت الدراسة أن الكتب الدراسية المقررة غير مزودة بتدريبات كافية تتناسب مع مواصفات الاختبارات الخاصة بالصف الثالث الثانوي بقسميه العلمي والأدبي .

12/ أن المعلمين يستخدمون إلى حد ما معايير مناسبة أثناء تصحيح الاختبارات .

### وفي ضوء ذلك أوصت الدراسة بضرورة :

-أن تحتوي الكتب المقررة على نمط أسئلة الاختبارات وحتى لا يكون هناك فجوة بين ما درسه الطلاب وتدريبوا عليه وبين الأسئلة التي تصادفهم في الاختبارات ..

-ضرورة تطوير الكتب المقررة وتزويدها بموضوعات حديثة تتناسب والتطورات اليومية للعالم الحديث .  
-الاهتمام بمهاراتي الاستماع والحديث ..

-إنشاء بنك للأسئلة لتزويد وزارة التربية بالاختبارات المناسبة والتي تتمتع بمواصفات الاختبار الجيد من حيث الشكل والمضمون .

-بناء أسئلة الاختبارات وفق جدول مواصفات شاملة و متوازنة.

أخيراً وبما أن الدراسة قاصرة على المدارس الثانوية بدولة قطر فإن الدراسة تقترح إجراء المزيد من الدراسات بقصد الحصول على نتائج أكثر تعميماً .

## Table of Contents

	Page
Dedication -----	1
Acknowledgement-----	111
Abstract-----	1V
Abstract (Arabic Version)-----	VII1
Table of Contents-----	X
Bibliography -----	XV
List of Tables-----	XVI
<b>Chapter One (General framework of the study)</b>	<b>1-3</b>
- <b>Introduction</b> : .....	2
1.1.The State of Qatar-----	3
1.2.The Educational System in Qatar	3
1.2.1.The school system	3
1.2.2.The status of the English Language in Qatar	4
1.2.3.The Arab World and the examination system	5
1.2.4.The scholastic year in the General secondary education in Qatar	5
1.2.5.The English syllabus for the secondary stage: A survey for the Textbooks	7
1.2.5.1Crescent 8Components	7
1.2.5.2Description of Crescent 8	8
1.3.The Methodology of the course	8
1.4.The Context of the Problem	12
1.5.The Problem of the study	12
1.6.Questions of the study	12
1.7. Hypotheses of the study	13
1.8.Aims and objectives of the study	14
1.9.Significance of the study	14
1.10.Limitations of the study	14
1.11.Methodology of the study	14
1.12.Definitions of Major Terms used in the study	15
1.13.Summary	19
 <b>Chapter Two( Conceptual Framework)</b>	 <b>20</b>
Introduction	21
2.1.What is a Test?	21
2.2.1.The importance of Testing	21
2.2.2Testing and Evaluation	22
2.2.3.Aims of Evaluation	23
2.2.4.Examinations and Tests	23
2.2.5.Testsvs.Quizzes	23
2.2.6.Assessment,teaching and learning	24
2.2.6.1.Judging an assessment system	24
2.3.Classification of Tests	25

2.3.1.Progress Tests	25
2.3.2.Aptitude tests	25
2.3.3.Diagnostic Tests	26
2.4.Classification of Tests according to other criteria	26
2.4.1.Degree of objectivity: subjective and objective Tests	26
2.4.2.Classification according to Aim and Function	27
2.4.3.Classification according to Content and Form	28
2.4.3.1.Grammatical Competence and Communicative Ability	29
2.4.3.2.Oral and Written Tests	29
2.4.3.3.Objective Tests	30
2.4.3.4.Cloze and dictation Tests	30
2.4.3.5.A note on objective Tests	31
2.4.3.5.1.The advantages of objective Tests	32
2.4.3.5.2.The criticisms against objective Tests	32
2.4.3.5.3.Examples of objective Test items	32
2.4.3.6.Multiple Choice Types	33
2.4.3.7.Testing Language Skills	35
2.4.3.7.1.Testing Reading	35
2.4.3.7.1.1.Gapped Texts	36
2.4.3.7.2.Tests of Reading at the Primary Level	36
2.4.3.7.3.Pictures and Sentence matching	36
2.4.3.8.Testing Writing	37
2.4.3.8.1.Completion Items	37
2.5.Purposes of Testing	38
2.5.1.Achievement	38
2.5.2.Self-evaluation	38
2.5.3.Experimentation	38
2.5.4.Promotion	38
2.5.5.Parents' information	39
2.5.6.Diagnosis	39
2.5.7.Grouping	39
2.5.8.Urge	39
2.5.9.Prognosis	39
2.5.10.Entrance	39
2.5.11.Remedy	39
2.5.12.Placement	40
2.6.The characteristics of a good test	40
2.6.1.Validity	40
2.6.2.Reliability	41
2.6.3.Discrimination	42
2.6.4.Backwash	42
2.6.5..Objectivity	42
2.6.6.Scorability	42

2.6.7.Sampling adequacy	43
2.6.8.Practicability	43
2.7.Integrating Language Skills	44
2.7.1.Listening and Reading	44
2.7.2.Reading and Writing	45
2.8.Assessing written Performance :Correction ,marking, scoring and feedback	45
2.9.The need to receive feedback	46
2.10.General Approaches to Tests and Assessments	47
2.10.1.Subjective Assessment and Objective Assessment	47
2.10.2.Summative Assessment and Formative Assessment	49
2.10.3.Norm-referenced Assessment and Criterion referenced Assessment	51
2.10.4.Self-Assessment and Teacher Assessment	52
2.10.5.Other Terms used in Assessment	52
2.10.5.1Performance Assessment	52
2.10.5.2.Holistic Assessment	53
2.10.5.3.Diagnostic Assessment	53
2.11.Modern Trends in Testing	53
2.11.1.The Structural Psychometric Era	53
2.11.2.The Psycholinguistic-Sociolinguistic	54
2.11.3.The Communicative Paradigm	54
2.11.4.Norm-Referenced Tests versus Criterion-Referenced Tests	55
2.11.5.Indirect Testing versus Direct Testing	56
2.11.6.Discrete Point Tests versus Integrative Tests	56
2.11.7.Testing Communicative Competence	57
2.12.Previous Studies related to Testing	58
2.13.Summary	60
<b>Chapter Three</b>	62
<b>Introduction</b>	62
3.1.Methodology	63
3.2.Population	63
3.3.Subjects	64
3.4.Instrumentation	72
3.4.1.Pupils'interview Questions	72
3.4.2.Teachers' questionnaire	73
3.4.3.Supervisors' interview questions	75
3.5.Data Collection Procedure	76
3.6.Validity	76
3.6.1.Constancy Coefficient	77
3.6.2.Validity Coefficient	78
3.7.Reliability	78
3.8.Analysis	79

3.9.Summary	79
<b>Chapter Four(Results and Discussion)</b>	<b>80</b>
Introduction	81
4.1.The relative importance of the samples	81
4.1.1.Achieving the relative importance of the teachers' questionnaire	81
4.1.2. Achieving the relative importance of the supervisors' questionnaire	84
4.1.3.. Achieving the relative importance of the pupils' questionnaire	86
4.2. Discussions of the findings of T- sample of the questionnaire and the interview questions of teachers, supervisors and pupils.	88
4.2.1.Teachers' questionnaire	88
4.2.2.Supervisors interview questions	93
4.2.3. Pupils' interview questions	99
4.3. Discussion of the results of the study	102
4.3.1Discussion of the results of the pupils' interview questions.	102
4.3.2.Discussion of the results of the supervisors' interview questions	116
4.3.3. Discussion of the results of the teachers' questionnaire	131
4.4.Summary	150
<b>Chapter Five</b>	<b>151</b>
<b>Introduction</b>	
5.1.Summary	152
5.2.Conclusion	155
5.3.Recommendations	157

<b>Bibliography</b>	<b>161</b>
<b>Appendices</b>	<b>166</b>
Appendix 1:Teachers' Questionnaire	167
Appendix 2:Pupils' Interview Questions	173
Appendix 3:Pupils' Interview Questions (Arabic Version)	117
Appendix 4:Supervisors' Interview Questions	182
Appendix 5:A letter of Authorization(Ministry Of Education)	192
Appendix 6:A letter of Authorization(Educational Inspectorate Presidency) .	193
Appendix7:A letter from school :Amena Bint Wahb after applying the questionnaires	194
Appendix 8:Aletter from the Educational Inspectorate Presidency to the researcher to be in charge of the team of analyzing the questions and the Model Answers of General Secondary Certificate, First Semester, 1999/2000 .	195
Appendix 9:A letter from school: Old Rayyan Secondary for Girls after applying the questionnaires.	196
Appendix 10:A letter from school:Umm Ayman Secondary after applying the questionnaires.	197
Appendix 11: Names of Jury.	198

## List Of Tables

Table 1.Distribution of marks for science and arts sections from the year 1997/8to2001/2	6
Table2. Distribution of marks for science and arts sections from the year 2002/3 -	6
Table3.Distribution of the study sample of teachers according to nationality variables	64
Table (4):The distribution of the study sample of teachers according to Gender variables	64
Table (5):The distribution of the sample of teachers according to qualifications variables:	65
Table (6):The distribution of the sample of teachers according to specialization variables.	65
Table(7):The distribution of the sample of teachers according to experience	66
Table (8):The distribution of the sample of supervisors according to nationality variables.	66
Table (9):The distribution of the sample of supervisors according to sex variables.	67
Table (10)::The distribution of the sample of supervisors according to qualification variables.	67
Table (11)::The distribution of the sample of supervisors according to the field of.study(educational/non-educational).variables.	68
Table (12)::The distribution of the sample of the supervisors according to years of experience variable.	68
Table (13)::The distribution of the sample of the pupils according to nationality variable.	69
Table (14)::The distribution of the sample of the pupils according to sex variable	69
Table (15)::The distribution of the sample of the pupils according to the branch of study variable	70
Table (16):Distributing teachers according to their sex and nationality variables: .	70
Table (17):Distributing the supervisors' sample according to sex and nationality variables:	71
Table (18)Distributing the pupils sample according to sex and nationality variables	71
Table (19) The constancy coefficients	81
Table (20) The Validity Coefficients of the Different questionnaires of the study-	82

Table (21) relative importance of the statements of the teachers' questionnaire .	82
Table (22) relative importance of the statements of the supervisors' questionnaire.	84
Table (23) relative importance of the statements of the pupils interview' questions	87
Table (24) findings of T sample test of the independent samples according to difference between the five axes of the nationality of teachers (Qatari- non Qatari)	89
Table (25) findings of T sample test of the independent samples according to difference between the five axes of the gender of teachers (male- female)	90
Table (26) findings of T sample test of the independent samples according to difference between the five axes of qualification of teachers (University graduated- Post graduation studies)	90
Table (27) findings of T sample test of the One Way ANOVA according to difference between the five axes of experience years of the teachers.	92
Table (28) the averages and standard deviations of experience years for each axis of the teachers' experience years.	92
Table (29) results of Independent Samples T-Test to examine the difference of supervisors questionnaire according to the nationality ( Qatari- Non-Qatari)	94
Table (30) results of Independent Samples T-Test to examine the difference of supervisors questionnaire according to gender ( male- Female)	96
Table (31) results of Independent Samples T-Test to examine the difference of supervisors questionnaire according to the experience year	97
Table (32) results of Independent Samples T-Test to examine the difference of pupils questionnaire according to the nationality ( Qatari- Non-Qatari)	99
Table (33) results of Independent Samples T-Test to examine the difference of pupils' questionnaire according to gender ( male- Female)	100
Table (34) results of Independent Samples T-Test to examine the difference of pupils' questionnaire according to branch of study ( arts- science)	101