

إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان: تقييم امتحان الثانوية العامة للغة الانجليزية
خلال الخمس سنوات الاخيرة.

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه
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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the
researcher's own work, and has not been submitted elsewhere for any
other degree or qualification

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التوقيع: 

Date: May, 28, 2013

التاريخ: ٢٠١٣/٥/٢٨



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**Evaluating Twjehi English Language
Exam in Palestine over the
Last Five Years**

**Presented by
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**A Thesis Submitted to the Faculty of Education in Partial
Fulfillment of Requirements for the Master Degree in
Education**

2013



هاتف داخلي: 1150

عمادة الدراسات العليا

الرفس.ع/35/Ref

التاريخ/04/2013>Date

نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ تحرير عثمان عبدالرحمن الأعرج لنيل درجة الماجستير في كلية التربية / قسم مناهج وطرق تدريس- اللغة الإنجليزية وموضوعها:

Evaluating Twjehi English Language Exam in Palestine over the Last Five Years

وبعد المناقشة العلنية التي تمت اليوم الاثنين 20 جمادى الأولى 1434هـ، الموافق 2013/04/01م الساعة العاشرة صباحاً بمبنى اللحيان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:


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واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.
والله ولي التوفيق،،،

عميد الدراسات العليا


أ.د. فؤاد علي العاجز

Dedication

This thesis is dedicated:

To the soul of my mother who was waiting to see my success but passed away before having me achieve my Master's thesis.

To the soul of my father who bestowed me with virtue, repute and honor

To my husband who was open-handed, tolerant and tremendously patient in letting me continue doing this work.

To my son, Yasser, and to my daughters, Samah, Fatma, Batoul and Hala

To my brothers, sisters, nieces and nephews.

To my mother in law, brothers and sisters in laws.

Acknowledgment

All thanks and praises be to Allah the Almighty and peace and prayers be upon Mohammed, his servant and messenger.

I would like to begin by thanking my supervisor Dr. Walid Amar for his valuable advice and support.

My gratitude to all my teachers, who contributed their time and effort to facilitate my learning and research.

Special thanks to the jury of my study tool for their valuable and intellectual notes and suggestions.

To my husband for providing me with his care, attention and never ending support.

All appreciation and thanks to my friends specially, Zulfa Badr al-Din and Samah Yousif, who devoted their time and experience to cooperate with me during writing my dissertation.

I would like to thank my headmistress and all school staff for their encouragement to continue this work.

My thanks to my brother- in- law Dr. Bassam Ayta for helping me in applying the statistical analysis.

Finally, I am deeply grateful to my brothers and sisters, particularly my sister Muna, who encouraged me to join the master program.

I extend my thanks to all those whose efforts paid off in helping me to complete this study.

Abstract

This study aims to investigate the extent to which “Twjehi” English language Exam match the standardized criteria of exams in Palestine in years (2007-2011). The descriptive analytical approach was followed in to fulfill the study aim. The researcher used two main tools in this study: content analysis card and questionnaire to check teachers' perceptions of Twjehi English language exam, benefiting from literature review and previous studies.

The content analysis card and the questionnaire were shown to ten experts for benefiting from their comments in regard to any potential modifications, additions and deletions to achieve validity. Reliability of the content analysis card was examined through the help of the researcher's colleague, who volunteered to analyze Twjehi English language exam papers between years (2007-2011). The questionnaire reliability was achieved by using Cronbach’s Alpha coefficient and Half Split Method.

The results of analysis show the following conclusions:

1. The exam questions in the years (2007-2011) did not match the objectives of (TEFL) assigned by Palestinian Ministry of Higher Education.
2. Although Twjehi English covers the Low Order Thinking Skill, it does not cover the all the High Order Thinking Skills especially evaluation level, which got zero.
3. Twjehi English language exam (TELE) did not match the content of the textbook of English for Palestine for grate 12, as the results of content analysis card shwed.
4. The impact of exam upon students' performance is acceptable from the teachers' perception, as 66% of the characteristics of a good exam are available in(TELE).
5. There is a relation between the exam questions and content of the textbook. That means the relation between the exam questions and content of the textbook is acceptable from Twjehi English Language teachers' perception.
6. Twjehi English Language teachers accepted Twjehi English Language Exams over the years (2007-2011).

Based on the study results, the researcher recommended to give more attention to the (TEFL) objectives, assigned by the Palestinian ministry of higher education, when establishing new exam or to involve the cognitive skills in balance to cover High Order Thinking Skills (HOTS) and to cover all the content of the textbook of English for Palestine grade 12 and not focusing on certain lessons.

Finally, the researcher offers some recommendations for further studies. Some of them was about conducting other studies similar to this study in evaluating exams in other subjects for 12th grade such as; Mathematics, Science. Moreover, doing this to evaluate English exams for other level, for feed backing and improving the teaching process.

ملخص الدراسة

هدفت هذه الدراسة الوصفية التحليلية الي تقييم اوراق امتحانات الثانوية العامة خلال السنوات(2007-2011) في فلسطين.

واستنادا الي الدراسات السابقة والأثر الادبي و التربوي قامت الباحثة بتصميم ادوات الدراسة والتي تتكون من بطاقة التحليل ومقياس اتجاه المعلمين والتي تم عرضها علي لجنة من المحكمين للاستفادة من ملاحظاتهم , وذلك للتحقق من صدق تلك الاداتين. ولتحقيق الثبات لبطاقة التحليل , تم تحليل نموذج امتحان الثانوية العامة مرتين بالتعاون مع زميلة الباحثة. اما عن قياس الثبات لأداة مقياس الاتجاه , فقد تم عن طريق معامل ارتباط الفا كرومباخ و طريقة التجزئة النصفية.

ولقد ظهرت نتائج التحليل كالاتي:

- 1- لا تغطي اسئلة امتحانات الثانوية العامة (التوجيهي) كل اهداف تدريس اللغة الانجليزية كلغة اجنبية التي وضعتها وزارة التربية والتعليم العالي.
- 2- تفتقر اسئلة امتحانات الثانوية العامة (التوجيهي) الي كل مستويات المعرفة عند بلوم وخصوصا التحليل والتركيب.
- 3- لا تتوافق اسئلة امتحانات الثانوية العامة (التوجيهي) مع محتوى الكتاب المدرسي حسب نتائج تحليل الباحثة.
- 4- يؤثر امتحان الثانوية العامة تأثيرا ايجابيا علي الطلية من وجهة نظر معلمي اللغة الانجليزية للصف الثاني عشر(التوجيهي) حسب نتائج الاستبانة .
- 5- يوجد علاقة (توافق) بين امتحان الثانوية العامة (التوجيهي)وبين محتوى الكتاب المدرسي من وجهة نظر معلمي الثانوية العامة حسب نتائج الاستبانة.
- 6- هناك تقبل عام لامتحان الثانوية العامة(التوجيهي) من وجهة نظر معلمي الثانوية العامة.

وبناء علي نتائج الدراسة ,اوصت الباحثة بالاهتمام بأهداف تدريس اللغة الانجليزية كلغة اجنبية التي وضعتها وزارة التربية والتعليم العالي الفلسطيني و شمول امتحانات الثانوية العامة اسئلة متعلقة بمستويات بلوم بشكل متوازن وخصوصا المستويات المعرفية العليا مثل : التحليل والتركيب وتغطية امتحانات الثانوية العامة محتوى المنهاج الدراسي للصف الثاني عشر (التوجيهي) .

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List of abbreviation:	
1. TEFL..... Teaching English as a Foreign Language.	
2. AIE.....Arrangement of Ideas and Example.	
3. CQ..... Communicative Quality.	
4. CC..... Coherence and Cohesion.	
5. SSV..... Sentence Structure Vocabulary.	
6. KSA..... Knowledge, Skills, and Attitude.	
7. CET.....College English Test for non-English majors.	
8. TEM.....Test for English Majors.	
9. ILFs..... Interactional Language Functions.	
10. CET.....College English Test.	
11. FCE.....First Certificate in English.	
12. EFL.....English as a Foreign Language.	
13. SSC..... Sudan School Certificate.	
14. NCUA.....The National Center for University Admission.	
15. JFSAT..... Joint First Achievement Test.	
16. NMET..... National Matriculation English Test in China.	
17. ELT..... English Language Test.	
18. STARStandardized Test and Reporting.	
19. TEMTest for English Majors.	
20. ESLEnglish as a Second Language.	

Chapter I

Study statement and background

- 1.1 Background**
- 1.2 Statement of the Problem**
- 1.3 Research Questions**
- 1.4 Purpose of the Study**
- 1.5 Significance of the Study**
- 1.6 Justification of the Study**
- 1.7 Limitations of the Study**
- 1.8 Definition of Terms**

1.1 Background

Testing is one of the main entrances of modern education development. It is the means by which the stakeholders (teachers) can identify the impact of what has been planned and implemented in teaching and learning processes; they can define the strengths and weaknesses of students. Consequently, they might be able to propose solutions that contribute to the emphasis on the strengths and to avoid weaknesses or to remedy them.

Educational assessment is a mean (tool) by which the outcomes of the teaching learning process are evaluated. It may take qualitative or quantitative form such as observation, or lists of appreciation, or measures of direction, or means of self-appreciation.

Bachman(2004) stated that "assessment can draw information from a wide range of elicitation, observation and data collection procedures, including multiple-choice tests, extended responses such as essays and portfolios, questionnaire and observations. The results of assessment can be reported both quantitatively, as numbers, such as test, scores, ratings or rankings and qualitatively, as verbal, descriptions, or as visual or audio image."

The researcher thinks that assessment may be related to the learner when it measures the change in his/her behavior as a result of its interaction with the curriculum, various elements of the curriculum (objectives - content - teaching and learning activities, means and quality of testing fall, also, under the assessment process. Teacher's performance is also a target.

Amanda Morin (2011) defined achievement test as "a test, typically standardized, which is designed to measure subject and grade-level specific knowledge. Achievement tests are frequently used as a way to determine at what level a student is performing in subjects such as math and reading."

Perrone (2011) stated that:

“Assessment tests can foster language learning in a number of ways, including the following: (a) tests can enhance students’ motivation by serving as indicators to the progress that they have made, (b) tests can help students establish learning goals for themselves, both prior to and after the test, (c) tests can help students confirm their strengths and weaknesses, thus helping to promote autonomy in their learning experience, (d) tests are able

to provide a degree of periodic closure to particular units, while providing students with a sense of accomplishment and mastery of the specified content area, (e) tests can assist teachers in evaluating their own effectiveness, and (f) tests can foster the retention of the particular content area by way of the feedback that they give regarding the students' level of mastery".

The achievement test is not an easy task to be prepared by a teacher. Teachers should be aware of the objectives of teaching the subjects they deal with. Moreover they should be cognizant of the details of the curriculum content and skilled in preparing tests according to the criteria of preparing balanced test that match the assigned objectives, syllables of the content, levels of cognition and matching to student individual differences.

The target of this research is to evaluate Twjehi English language exam in Palestine over the last years(2007-2011), Palestinian students used to study imported curriculums either Egyptian or Jordanian. Students in Gaza Strip were exposed to Egyptian English curriculum "Hello" which was taught in Palestine for many years. On the other hand, the West Bank students followed the Jordanian curriculum. However, the first national Palestinian curriculum has first been taught in 2007.

To notify, inspite of the differences in the form of the three curriculum (Egyptians, Palestinian or Jordanian), all have the same objectives of teaching EFL. The objectives of all the previously mentioned curriculums are specifically represented in teaching the four skills (reading, writing, listening, speaking) and their aspects (grammar, vocabulary, spelling and pronunciation).

It is worth mentioning, that the Palestinian Ministry of Education and Higher Education has set a comprehensive list of objectives for TEFL in Palestine.

Language, oral and written, is primarily a means of communication used by people in multiple and varied social contexts to express themselves, interact with others, learn about the world, and meet individual and collective needs. Successful language learning and language teaching emphasize the goal of functional proficiency. (English language curriculum for public schools Grades 1-12:9)

Grade 12 national (Twjehi) exam should represent the harvest of the seeds grown along the school twelve years. However, the exam items include

what is possible to be written on a paper. The researcher is wondering whether the exam items cover the objectives of TEFL in Palestine. What are the prospective steps, possible to be written on a paper. The researcher is wondering whether the exam items cover the objectives of TEFL in Palestine, match the cognitive skills of Bloom's taxonomy and content of the textbook, so she is trying to highlight the prospective steps, actions and regulations as may be seen through the current.

1.2 Statement of the Problem:

The problem of this study can be stated in the following main question:

To what extent does Twjehi English language exam in Palestine over the years(2007-2011) match the standardized criteria of exams?

1.3 Research Questions:

The above mentioned question encompasses the following minor questions this study attempts to answer:

1 - To what extent do Twjehi English language exam questions in Palestine over the years (2007-2011) match the (TEFL) objectives of grade 12 assigned by the ministry of higher education?

2 - To what extent do Twjehi English language exam questions in Palestine over the years (2007-2011) match the cognitive domains of Bloom's taxonomy?

3 - To what extent do Twjehi English language exam questions in Palestine over the years (2007-2011) match the content of the textbook?

4 - What are Twjehi English language teachers' perceptions towards Twjehi English language exam over the years(2007-2011)?

5 - What is the suggested model that can be used for developing Twjehi English language exam?

1.4 Purpose of the Study:

This study aims to investigate the extent to which grade 12 English language achievement national exam matches objectives of teaching English as foreign language (TEFL) in Palestine between years(2007-2011).

1.5 Significance of the Study:

The researcher hopes that this study will be of advantage to:

1) Teachers:

It may help raising the awareness of English teacher of the importance of focusing on the four language skills and aspects as the main components of the test.

2) Ministry of Education:

Ministry may conduct workshops to familiarize teachers with preparing balanced exams and to encourage them to focus teaching the four skills.

1.6 Justification of the Study:

The researcher has been working as an English Teacher as a foreign language in Gaza for nine years. She is used to investigating the annual national achievement exam of 12th grade. She has observed the following: not all (TEFL) objectives in Palestine are covered in the Twjehi English Language Exam, Twjehi English Language Exam did not cover all the content of the text book of grade 12. Twjehi English Language Exam did not match the Bloom's Taxonomy. She decided to investigate the exams from 2007 to 2011, with a group of specialists to have accurate evaluation of the tests.

1.7 Limitation of the Study:

The study was limited through the following limitation:

Time: investigated Twjehi test papers from 2007 to 2011.

Place: Gaza strip.

1.8 Definition of Terms

Twjehi English language Exam:

An exam which is held in Palestine annually at the end of the school year. It examines students' achievement (outcomes) of learning the English language Palestinian curriculum.

TEFL Objectives:

The objectives are goals assigned by the ministry to be achieved through teaching English as a foreign language (TEFL) in Palestine.

Grade 12 Students

Students who have finished 12 years learning in schools. Grade 12 is the last year of school after learning which students can join higher education.

Evaluating:

The process of examining the strength and weakness in Twjehi English Language exam for the sake of improvement.

Standardized criteria :-

A criteria that is used by the researcher to judge to how for Twjehi English language exam match the TEFL objectives assigned by Ministry of Education and higher education.

Chapter II

Section A: Theoretical Framework

2.1 Introduction

2.2 Twjehi English Language Exams:

**2.3 Overview of English for Palestine Grade 12
“Twjehi”:**

2.4 Defining an exam.

2.5 Characteristics of a good exam:

2.6 Types of exam items

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Chapter II

2.1 Introduction:

This chapter consists of two sections: the theoretical framework and the previous studies. The first section contains some topics dealing with exams; characteristics of a good exam, types of exam items, Test; approaches to testing, types of test items, writing test goals and objectives of tests, testing language skills assessment, evaluation, Bloom's Taxonomy and an overview of English for Palestine Grade 12 "Twjehi". The second section treated some previous related studies, it consists of five sub sections which are studies related to testing validity ,reliability, fairness ,and authenticity, studies related to testing the availability of cognitive skills, studies related to testing the wash back of test, studies related to testing oral skills and studies related to testing the feasibility of alternative tests.

Section "A"

Theoretical framework

2.2 Twjehi English Language Exams:

It is a general secondary achievement exam, which assesses students' knowledge and performance in English Language. It is held once a year in June. It is worth noting that English is taught in Palestine as a foreign language. The candidates are eighteen years old who have been receiving regular English classes at school since they were six years or less. The exam consists of two papers. The first one contains reading comprehension and vocabulary, while the second paper consists of language "grammar", literature and writing.

2.3 Overview of English for Palestine Grade 12 “Twjehi”:

English for Palestine-Grade 12 complements the work and efforts of all previous grades (1-12). As in the previous levels, the course has a double strand of communicative activities and skills work. The skill of reading, writing, listening and speaking are integrated throughout the course. There is more emphasis on combining the skills in sequences of activities. New vocabulary and grammatical structures are carefully controlled and are introduced in the context of the language skills. Writing is presented in graded activities to encourage them to write independently. The writing element of the syllabus in grade 9 focuses on using notes to write clearly and accurately about the topic and on writing summaries.

2.4 Defining an Exam:

Oxford dictionary (1980: 295) defines exams as “testing of knowledge or ability.” In addition, Macmillan dictionary defines exam as "a set of [“written or spoken questions used for finding out](#) how much someone knows about a subject, or [a series of actions that someone must perform to show how well they can do a particular activity.](#)”

The researcher can define an exam as a measuring instrument which is represented in two domains; the theoretical domain and the practical domain. As to the theoretical domain, it is a series of questions that requires an answer. At the practical level, a designed exam requires examinees to respond physically to the exam items. Both of the theoretical and practical exams are designed to determine, evaluate or judge knowledge, intelligence, or ability of examinees.

2.5 Characteristics of a good exam:

Not all exams prepared by examiners are successful as a tool that measures students' achievements, performance or level. In that, exams may lack validity, reliability, transparency or familiarity to students . Anyway, surfing literature related to exams made the researcher conclude the following items as characteristics of good exam.

2.5.1-Exams should be valid.

Regarding validity, its concern is to decide whether measurement tools or exams are accurate. In that, they are actually measuring what they are intended to measure. That means they should examine what it is really wanted to be examined. Questions should address the objective that an exam wants to measure. According to Bynom (2001:1), validity is defined as “The truth of the test in relation to what it is supposed to evaluate”.

Gronlund (1998: 226) suggests "validity is the most important principle of testing, it is the extent to which inferences from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.

Professional Testing Inc. stated the following types of validity:

2.5.1.1 Content Validity:

The test would have content validity only if its items covered the purpose of the test and were related to its objectives. In a language test, specification of the skills or structures to be tested should be assigned. Depending on that, one may conclude that a comparison of test specification and test content is the basis for judgments of content validity.

2.5.1.2 Criterion-related Validity

Two types of criterion-related validity are explained by Gronlund (1998, p.221). They are concurrent validity and predictive validity.

2.5.1.2.1 Concurrent validity:

It provides evidence that the test classifies examinees correctly. It is a statistical method using correlation, rather than a logical method. Examinees, who are known to be either masters or non-masters of the content measured by the test, are identified, and the test is administered to them under realistic exam conditions. Once the tests have been scored, the relationship is estimated between the examinees' known status as either masters or non-masters and their classification as masters or non-masters, or

pass or fail is based on the test. The stronger the correlation is, the greater the concurrent validity of the test is.

2.5.1.2.2 Predictive validity

Predictive validity refers to the relationship between test scores and the examinees' future performance as masters or non-masters that is estimated. In other words, it predicts examinees' future status as masters or non-masters. This type of validity is especially useful for test purposes such as selection or admissions.

2.5.1.3 Construct validity

A construct or psychological construct is an attribute, proficiency, ability, or skill that happens in human brain and is defined by established theories. For example, "overall English language proficiency" is a construct. It exists in theory and has been observed to exist in practice. Messick (1989, p.13) clarifies that "a language test, or a testing technique is said to have construct validity if it can measure the ability which it is supposed to measure."

2.5.1.4 Face Validity

Face validity alone is insufficient for establishing the test that is measuring what it claims to measure. That is, Face Validity is not determined by experts. Instead, anyone looks over the test, including examinees and other stakeholders, may develop an informal opinion as to whether the test is measuring what it is supposed to measure or not just by a review of the items and not through the usage of statistical analyses. Anyhow, Trochim (2002) explains that

"The expression face validity simply indicates the operation of making a decision about the appropriateness of using some particular measurement instrument in a given assessment situation through the process of mere inspection of that instrument. But, even if a test has face validity, it does not mean that it is valid in the technical sense of the term"

He also issues cautions against face validity. Its scientific relevance and concrete importance are still today a topic of discussion between those who sustain that it is a methodological mistake not to take care of this aspect

anymore and those who instead think that it is misleading and even dangerous to number face validity among the criteria.

The researcher thinks that content validity is the most important one as it depends on scientific analysis to examine exam content validity also it measures if the test conveys its objectives or not.

2.5.2 Exams should be reliable:

The results of an exam or observations are considered to be reliable if a test or exam is repeated after some time, under the same conditions and have the same participants at which the same exam was previously administered and the scores of the both sessions are highly similar. To support this notion, Joppe (2000: 1) defines reliability as: "...the extent to which results are consistent over time and an accurate representation of the total study population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable."

Charles (1995) adheres to the notions that "consistency (reliability) with which questionnaire [test] items are answered or individual's scores remain relatively the same. This attribute of the instrument is actually referred to as stability." Then the more similar and stable are the results, the more reliable is the measure. In other words, high degree of stability indicates high degree of reliability. However, some researchers are conservative towards the reliability of the results of a repeated exam. In this concern, Joppe, (2000) detects a problem with the repeated test which may cause the instrument, to some extent to be unreliable. She explains that the respondent may be sensitive towards the test-retest method which may influence the responses given in the repeated test. Similarly, Crocker and Algina (1986) note "when a respondent answers a set of test items, the score obtained represents only a limited sample of behavior."

As a result, the scores may change due to some characteristic of the respondent, which may lead to errors of measurement. These kinds of errors will reduce the accuracy and consistency of the instrument and the test scores. To conclude, a reliable test is consistent and produces similar results if it is given to the same students on two different occasions.

2.5.3 Exams should be plain, clear and transparent:

Exams should be clear, not ambiguous or tricky. They should be in line with the intended learning outcomes as published in student hand-books and syllabus documentation, students should not play the game 'guess what's in the assessors' minds'. According to Audio English dictionary, "transparent" word is defined as "easily understood or seen through "

2.5.4 Exams should be authentic:

Bachman and palmer (1996: .23) define authenticity as "The degree of correspondence of the characteristics of a given language test task to the features of a target language task."

Authentic exam aims to evaluate students' abilities in 'real-world' contexts. It focuses on students' analytical skills and ability to combine and integrate what they have learnt. In authentic assessment, students conduct research, write stories and reports, read and interpret literature and solve problems that have real-world applications.

Wiggins (1993:220) suggests the following characteristics of an authentic exam:

1. Making students successful learners with acquired knowledge
2. Providing students with a full range of skills (e.g., research, writing, revising, oral skills, debating, and other critical thinking skills).
3. Demonstrating whether the student can generate full and valid answers in relation to the task or challenge at hand.
4. Providing reliability by offering suitable and standardized criteria for scoring such tasks and challenges.
5. Giving students chance to 'rehearse' critical thinking in achieving success in their future adult and professional lives.
6. Allow for assessment that meets the needs of the learners by giving authenticity and usefulness to results while allowing students greater potential for improving their learning and teachers more flexibility in instruction.

2.5.5 Exams should motivate students to learn:

Exam should be continual and formative in order to help students learn their lessons continuously during their studies, not just in a few critical

weeks before particular summit exam. This avoids surprises, and stress if compared to one final exam. Olatoye (2009, p.198) recommends that "Teachers and school counselors should motivate students for examinations. Teachers should cover important topics that will come out in examinations, use past questions and be ready for students' consultation even after the classroom."

Exams should urge students' cognitive skills .In that, they allow students to self-assess and monitor their progress throughout a course, and help them to decide how to learn and what the best ways are to achieve their learning objectives.

2.5.6 Exams should promote deep learning:

Exams should not lead students towards surface or memorization, but towards deep analytical learning. According to RMIT University, it is stated that

"Deep learning occurs when students use appropriate cognitive processes to engage in a meaningful way with the task. When students pay attention to the learning process and critically reflect, they are engaged in deep learning. When learning activities and assessment tasks allow them to experience understanding at a deep level and not just reproduce content, learning can be personally transformative."

2.5.7 Exams should be fair:

A fair exam should take in consideration the individual differences. Students should have equivalent opportunities to succeed even if their experiences are not identical. On the other hand, distinguished students should be able to be challenged to achieve the highest standards. Bouville (2008: 2) explains that

"By fairness, one may mean fairness of treatment: the same rule is applied to all students; for instance, the same answer should get the same points. In particular, one may say that an exam is fair if it is based on explicit class objectives— say

what you do and do what you say. The ability to solve simple problems quickly is then an acceptable criterion if it was an explicit objective of the class."

2.5.8 Exams should be various in quality:

Different means of assessment should be applied because some students may prefer and do better in different kinds of assessment (some students love exams and do well in them, while others are better at giving presentations. So, a balanced and different means of assessment within a course will ensure that no particular group is favored over any other group.

2.5.9 Exams should be familiar to students:

Exam forms and questions should be familiar to students and similar to those forms and questions they are used to practicing.

2.5.10 Exams should be time matching:

Questions in an exam paper should match in length the time allocated for administering them.

2.5.11 Exams should be redeemable:

Exam systems should contain opportunities for the redemption of failure when things go wrong. This not only is just, but avoids high attrition rates.

2.5.12 Exams should include objective and subjective questions, discrete and integrative, or direct and indirect to match all levels of learning skills

2.5.13 Exams should match different learning styles; visual, auditory, and kinesthetic.

2.6 Types of exam items:

Objective versus subjective exams:

2.6.1 Objective exams:

Objective exams refer to exams which limit students' activity to very short answer such as completion, multiple-choice, true-false and matching. In other words, tests are structured tasks that limit responses to brief words or phrases, numbers or symbols, or selection of a single answer among a given number of alternatives. The researcher herself believes that objective exams limit student's creativity and obstruct student's ability to practice

higher order thinking skills. Concerning that, Miller & Linn, (2005) define objective exam as "capture information about recall of factual knowledge and are less useful for assessing higher-order thinking due to their structured response format that allows for only one best answer".

Weir, (1990, p.44) assures the same notion against objective questions. He claims that "There is considerable doubt about their validity as measures of language ability. Answering multiple-choice items is an unreal task, as in real life one is rarely presented with four alternatives from which to make a choice to signal understanding. Normally, when required, an understanding of what has been read or heard can be communicated through speech or writing. In a multiple choice test distracters present choices that otherwise might not have been thought of".

2.6.1.1 Advantages of Objective Exam:

This type of test items cover a wide range of the target syllabuses and they are often quicker to rate, and produce greater scorer reliability.

2.6.1.2 Examples of Objective Exam Items Include the Following:

- Multiple-choice
- True-false
- Matching
- Problem based questions.

These questions require the student to complete or solve an equation and are commonly used in application-based courses such as mathematics, chemistry, and physics.

2.6.1.3 Disadvantages of Objective Test:

The main deficiencies of Objective exams are that they do not allow testing productive skills, mainly, writing and speaking, nor higher order thinking skills. They do not allow creativity or individuality, they are easier to be cheated and they allow guessing and random answers.

David, Linn and Gronlund (2009) claim that there are a number of problems with objective exam:

“First, they are extremely difficult to be prepared, especially in the design of the incorrect choices. Second, objective questions do not improve students’ English. The difference between two student scores may be between the person who has been trained in the technique and a person

who has not, rather than being a difference of language knowledge and ability. "

2.6.2. Subjective Exam:

Subjective exams are exams that provide students with a vast space to practice creativity. It means that students have planned their answers, think deeply, analyze, synthesize, evaluate, judge, discuss and state an opinion. These are often designed in a manner in which the student is presented with a number of questions or writing prompts for which he/she will demonstrate mastery of the learning objective in his/her response to the question. According to Khuram (2006), it is stated:

"What is considered to be a 'subjective' examination consists of questions which answers should be given in descriptive form, whereas what is considered to be the 'objective' examination is usually in the format that asks questions and requires answers in the shape of (i) fill in the blanks, (ii) multiple choice questions, (iii) differentiate between essays and short answers."

2.6.2.1 Advantages of Subjective or Essay Writing Exams:

Reiner (2002:10) mentioned the following advantages of subjective exam:

- 1- Assess higher-order or critical thinking skills.
- 2- Evaluate student's thinking and reasoning.
- 3- Provide authentic experience.

2.6.2.2 Disadvantages of Subjective or essay writing exams: -

1. Students who are not good at essay-writing as a skill for example, a strong beginning, a coherent and logical middle, and a firm and decisive conclusion may not be able to express themselves properly, thus, they lose marks.
2. It is not easy to cover what should be covered. There may remain large untested syllabus, so validity is not confirmed.

3. High subjectivity is expected in rating subjective exams. It means that different assessors may not award the same essay- similar marks even when equipped with clear sets of assessment criteria. Personal feelings, opinion or thoughts may interfere to affect the marks awarded.

2.7 The form of the exam:

Exam items should include subjective questions and objective "essay" questions to test students' creativity and their ability to express themselves freely. Weir (1990, p.6) noted, "Integrative tests such as cloze tests only tell us about a candidate linguistic competence. They do not tell us anything directly about a student's performance ability." To conclude, communicative testing has focused real language use and learners performance.

The researcher, who has been teaching for ten years, sustains communicative language testing. That is because some of the students whose scores are high in written English tests which are usually administered in Gaza cannot communicate or express themselves easily. This is attributed to the teaching techniques, which are oriented towards exams. It is worth noting that exams in Palestine focus on testing discrete language items which test linguistic competence not communicative competence.

Table (1) shows the form of Twjehi English language exam and the assigned mark for each skill.

Table (1)

The form of Twjehi English Language Exam (TELE):

Paper	Component	Assigned mark
Paper one	Reading comprehension	40marks
	Vocabulary	35 marks
Paper two	Language (Grammar)	35 marks
	Literature	20 marks
	Writing (composition)	20 marks
Total marks		150

2.8 Exam Wash Back:

Hughes (2003: 1)defines exam wash back as "the effect of testing on teaching and learning". Bachman (2004) pointed out that wash back can also be viewed as a subset of a test's impact on society, and on educational systems as well. To illustrate, tests have effect on those who take the test, the teachers, who prepare the students for the tests, the teaching materials (e.g. course-books), people in charge and curricula designer and the society. All are influenced by the exam results and have to do any needed modifications in their educational activities. It is particularly important for national officials to be sensitive to long-term trends in their education system's social and cognitive development. In some circumstances, these trends will call for intervention in what is seen as an emerging and widespread inability of students to achieve success in a specific part of the curriculum. In other circumstances, the focus will be on the curriculum itself, because it may be seen as being in need of revision and restructuring in order to take account of recent research and/or new social and economic conditions.

2.9 Defining a test

Brown (2004: 3) defines the test as a method of measuring a person's ability, knowledge, or performance in a given domain.

2.10 Approaches to testing:

According to Brown (2004:3), there are two main approaches to testing:

2.10.1- Direct tests:

Testing is said to be direct when it requires the candidate to perform precisely the skill which is wished to be measured. For example, if we want to know how well candidates can write compositions, we get them to write compositions.

2.10.2-Indirect tests:

They try to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills such as testing vocabulary or grammar in separate items not in context. According to Brown (2004:6). Test items are direct if they ask candidates to perform the communicative skill which is being tested. Direct test items try to be as much like real-life language use as possible. On the other hand, indirect test items try to measure a student's knowledge and ability by getting at what lies beneath their receptive and productive skills. Indirect items try to find out about a student's language knowledge through more controlled items, such as multiple-choice questions or grammar transformation items.

2.11 Types of test items:

Another distinction needs to be made between tests items; which are the discrete-point testing and integrative testing. Zicko (1982) clarified that discrete point testing refers to the testing of one element at a time: item by item. This might involve, for example, a series of items each tests a particular grammatical structure.

He adds that integrative testing requires the candidate to combine many language elements in the completion of a task. This might involve writing a composition, making notes while listening to a lecture, taking a dictation, or completing a cloze passage which represents the deletion of some words in a text (somewhere between every fifth or tenth word).

However, discrete point tests are almost always indirect, while integrative tests tend to be direct. Some integrative methods, such as the cloze procedures are indirect.

The researcher thinks that a balanced exam which guarantees validity, reliability, testing communicative, productive and higher order thinking skills should be a combination of direct and indirect, discrete-point and integrative testing, subjective and objective test items. This combination should be taken in consideration in order to get a good overall picture of students' performance.

2.12 Writing exam goals and objectives of exams:

Before preparing a test or an exam, examiners should clearly identify the purpose of the activity. It is the case with any assessment, a clear statement of goals and objectives should be written to guide the development of both the performance assessment and the scoring rubric. "Goals" are broad statements of expected student outcomes, while objectives divide the goals into observable behaviors. Rogers & Sando (1996) wondered whether examiners should ask questions such as, "What are the skills or the knowledge students should master in a certain course?" "What specific content, skills and knowledge should the test be designed to assess?," and "What rubric is needed to evaluate the appropriateness of skills and knowledge.

2.13 Recommendations for writing exam goals:

1. The stated goals and objectives of an exam should be clearly matching to the goals and objectives of teaching activity.
2. Exam objectives should reflect learning outcomes.
3. Objectives should describe measurable, specific, achievable, real learning outcomes. Objectives should clearly specify the student behavior that they should demonstrate to achieve a certain objective.

Phases of exams:

- 1) Raising exam goals and objectives.
- 2) Developing exam elements.
- 3) Developing exam scoring rubrics.
- 4) Administering exam.
- 5) Scoring, interpreting and using exam results.

2.14 Testing language Skills

Like any testing process, testing any language skill should consider defining the objectives of tests, domain of knowledge, skills, or attitudes to be measured.

2.14.1 Testing aural skills (speaking and listening):

Oral communication is defined as an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components.

2.14.1.1 Testing Listening

According to Lundsteen (1979) listening, like reading comprehension, is usually defined as a receptive skill comprising both a physical process and an interpretive, analytical process. However, under the analytical process this definition is expanded to include critical listening skills such as analysis, synthesis and evaluation in addition. Nonverbal listening which includes comprehending the meaning of tone of voice, facial expressions, gestures, and other nonverbal cues that belong to the same definition.

- **Testing listening comprehension**

Listening comprehension refers to a series of activities which start before the actual listening, then listening to a specific text, followed with comprehension questions.

Nancy and Donald (1985) state that the most important elements in a listening tests are the listening stimuli or the listening material, the comprehension exercises and the test environment. The student listens to a passage then answers questions that address various levels of literal and inferential comprehension.

The listening stimuli (the passage) should model the language that students might be expected to be heard in the classroom, in various media, or in conversations. Since listening performance is strongly influenced by motivation and memory, the passages should be interesting to attract students' attention and incite them to concentrate; this is urgently needed because students do not have a written reference to go back to when they miss a point. In addition, it should be relatively short to sustain retention of information when answering the question. To ensure fairness, topics should be based on experience common to all students, irrespective of sex and geographic, socioeconomic, or racial/ethnic background.

In regard to questions, multiple-choice items should focus on the most important aspects of the passage. In the first stage, questions should be direct and limited to the passage. In the next stage, students should relate the passage to their prior knowledge or experience, they should infer, evaluate and create. That is necessary to practice and develop higher order thinking skills. The following listening sub skills should be tested.

- **Testing listening Environment:**

The testing environment for listening assessment should be free of external distractions. If stimuli are presented from a tape, the sound quality should be excellent. If stimuli are presented by a test administrator, the material should be presented clearly, with appropriate volume and rate of speaking

Skills that are tested in listening comprehension exam:

Studying the literature review related to testing listening comprehension , the researcher has quoted some rules form Barta (2010) to summarize listening comprehension sub skills which are listed below:

- Understanding phonological features
- Understanding syntactic structures
- Recognizing cues of oral punctuation
- Understanding gist/main ideas
- Understanding specifics/important details
- Making inferences by social/situational contexts, background/real-world knowledge
- **Cognitive skills**
 - Deducing meaning of unfamiliar lexical items from context
 - Making text-based inferences
 - Skimming: listening to obtain the gist of spoken text
 - Scanning: listening for specific details in spoken text
 - Note-taking from spoken text
 - Summarizing: selectively extracting relevant key points from text .In other words, it is a matter of reducing text through rejection of redundant or irrelevant items of information
- Distinguishing main ideas from supporting detail
- Deducing meaning and use of unfamiliar lexical items through understanding word formation and contextual clues in utterances and spoken text
- Recognizing and understanding supra-segmental or phonological features of speech
- Understanding morphological and syntactic forms within sentences
- Understanding relationships between parts of text and utterances through cohesive devices [especially grammatical cohesive devices such as reference]
- Understanding relationships between parts of text by recognizing discourse markers, especially, for the use of transition signals
- Understanding the meaning of communicative function and value of utterances.

- Inferring speaker's attitude towards the listener and the topic by intonation
- Inferring the hidden message of the text.
- Exploring bias in the text.
- Differentiating facts from opinions

2.14.1.2 Testing Speaking skills

- **Domains of testing speaking have been described in the following trends:**

First trend focuses on communication activities that reflect a variety of settings; one-to-many, small group, one-to-one, and mass media.

Second trend focuses on using communication to achieve specific purposes; to inform, to persuade, and to solve problems.

Third trend focuses on basic competencies needed for everyday life, for example, giving directions, asking for information, or providing basic information in an emergency.

- **Brown (1994) suggests the following speaking Sub skills to be tested:**
 - Appropriate producing of sounds, stress patterns, rhythmic structures, and intonations of the language.
 - Using grammar structures accurately.
 - Dealing with characteristics of the target audience in order to introduce appropriate and motivating material.
 - applying strategies to enhance such as pauses, different levels of voice volume , emphasizing key words, rephrasing, or checking for listener comprehension;
 - Using gestures or body language; and paying attention to the success of the interaction with the audience.

- Adjusting vocabulary, rate of speech, and complexity of grammar structures used so as to maximize listener comprehension and involvement.

- **Methods for assessing speaking skills:**

Two methods are used for assessing speaking skills

Firstly, as it is suggested by Nancy and Donald (1985) there are two approaches of testing speaking; observational approach, in which the student's behavior is observed and assessed. **Second; in the structured approach**, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is evaluated. The task can be administered in a one-on-one setting - with the test administrator and one student or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, to facilitate that, students should be given an opportunity to collect information on the topic.

Depending on the situation and the purpose of the test, testers need to choose the appropriate method. Both observational and structured methods use a variety of rating systems.

A holistic rating captures a general impression of the student's performance. A primary trait score assesses the student's ability to achieve a specific communication purpose, for example, to persuade the listener to adopt a certain point of view, such as delivery, organization, content, and language. Rating systems may describe varying degrees of competence along a scale or may indicate the presence or absence of a characteristic. The aspects of speaking that are considered part of its assessment include grammar, pronunciation, fluency, content, organization, and vocabulary.

- **Difficulties in testing Speaking:**

Speaking is probably the most difficult skill to be tested. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. Kitao & Kitao, (

1996) mention that there are not yet good answers to questions about the criteria for testing these skills and the weighing of these factors. It is possible to find people who can produce the different sounds of a foreign language appropriately; hence, they lack the ability to communicate their ideas correctly. This is one of the difficulties that testers encounter when testing the oral production of learners. However, the opposite situation could occur as well; some people do have the ability of expressing their ideas clearly, but at the same time they cannot pronounce all the sounds correctly.

Another difficulty is the administration of speaking skills testing on large numbers of learners in a relatively short time. Therefore, the examiner of an oral production is put under great pressure, Heaton (1988). The next difficulty discussed here is that speaking and listening skills are very much related to each other and it is difficult to separate them. In most cases, there is an interchange between listening and speaking, and speaking appropriately depends on comprehending spoken input. Therefore, this has an impact on testing speaking because the testers will not know whether they are testing purely speaking or speaking and listening" together. Finally, the assessment and scoring of speaking skills is one of its biggest problems. If possible, it is better to record the examinees' performance and the scoring is done upon listening to the tape.

2.14.2 Testing Reading skills:

Testing reading falls in two diminutions: Testing reading accuracy and testing reading comprehension.

2.14.2.1 Testing Reading Accuracy:

Testing reading accuracy refers to testing reader's ability to decode and pronounce written symbols of language correctly and to producing chains of sentences in a text properly. That is, he/she reads with good expression and enthusiasm to indicate the contextualized meaning. A reader should also take in consideration oral punctuation; where to pause and where to continue without interruption which influences reading accuracy and meaning negatively. Zutell and Rasinski (1991) suggest the following criteria for reading accuracy:

- A. Expression: The reader is able to vary expression and volume to match his/her interpretation of the text.

- B. Smoothness: Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.

2.14.2.2 Testing Reading Comprehension:

Reading comprehension testing, generally, involves reading a text and asking students to answer some explicit, detailed questions about the content of the text or implicit ones. In other words, students are asked to answer inferential questions about information which is implied by the text, other skills might be tested such as the ability to retell the story in the students own words or to summarize the main idea or to elicit the moral lesson. These ideas are common in literature review related to testing reading comprehension. An example of the author who explains these procedures is Karlin (1971) who claims "Reading comprehension is tested at three levels; literal comprehension, interpretive or referential comprehension and is critical reading"

- **Testing literal comprehension:**

Questions at this level test reader's understanding of the surface meanings. He/she should answer direct questions related to ideas that are explicitly stated in the text. Anyway, to do that, a reader should be able to recognize the meaning of most of the vocabulary in the text. So, one's vocabulary is also tested at this level. According to Karlin (1971) "being able to read for literal meanings of the stated ideas is influenced by one's mastery of word meanings in context". Precisely, the following reading skills are tested

- Skimming : to get the main idea of the article
- Scanning: to find out details

- **Testing interpretive or referential comprehension:**

At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyze carefully what they have read. Students need to be able to see relationships among ideas, for example, how ideas go together and see the implied meanings of these ideas. It is also obvious that before students can do this, they first have to understand the ideas that are stated at (literal comprehension). Interpretive or referential comprehension includes thinking processes such as drawing

conclusions, making generalizations and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following:

- Comparing and classifying items in the text
- Finding reasons and effects in the text
- Inferring traits related to characters
- Describing events, problems and setting
- Predicting and suggesting solutions.
- Hypothesizing certain matters in the text
- Re-arranging the ideas or topics discussed in the text

- Explaining the author's purpose of writing the text when this is not explicitly stated.

- Summarizing the main ideas

- Selecting conclusions which can be deduced from the text they have read.

▪ **Testing critical reading:**

It is the third level of comprehension, whereby ideas and information are evaluated. Critical evaluation occurs only after students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

- The ability to differentiate between facts and opinions.
- The ability to judge the accuracy of the information given in the text.
- Drawing conclusion
- Evaluating situation or characters.
- Expressing personal opinion based on evidence or logic
- Recognizing persuasive statements.
- Judging the accuracy of the information given in the text.

2.14.3 Testing writing skill

Writing is the most advanced language skills which is grounded on mastering other language sub-skills such as grammatical usage and sentence order, using words accurately and effectively, using appropriate punctuation and writing mechanics.

Performance has been carried out in two forms: impressionistic (holistic) and analytical. Weigle, (2002, p. 114) states that “In analytic writing, scripts are rated on several aspects of writing or criteria rather than given a single score. Therefore, writing samples may be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics” He also adds "On a holistic scale, by way of contrast, a single mark is assigned to the entire written texts. The underlying assumption is that in holistic marking raters will respond to a text in the same way if a set of marking benchmarks are to guide them in marking. Gamaroff (2000) sustained the analytical approach saying "This practice helps generating helpful diagnostic input about testes writing skills, which is the major merit of analytic schemes."

2.14.3.1 To test writing skill, a group of writing sub skills should be assessed as follows:

Aryadoust (2004) mentioned that Criterion and Descriptors to Assess and Score

Writing Samples.

Table (2)

Criterion and Descriptors to Assess and Score writing Samples

Criterion (sub-skill)	Description and elements
Arrangement of Ideas and Examples (AIE)	1) presentation of ideas, opinions, and information 2) aspects of accurate and effective paragraphing 3) elaborateness of details 4) use of different and complex ideas and efficient arrangement

	<p>5) keeping the focus on the main theme of the prompt</p> <p>6) understanding the tone and genre of the prompt</p> <p>7) demonstration of cultural competence</p>
<p>Communicative Quality (CQ) or Coherence and Cohesion (CC)</p>	<p>1) range, accuracy, and appropriacy of coherence-makers (transitional words and/or phrases)</p> <p>2) using logical pronouns and conjunctions to connect ideas and/or sentences</p> <p>3) logical sequencing of ideas by use of transitional words</p> <p>4) the strength of conceptual and referential linkage of sentences/ideas</p>
<p>Sentence Structure Vocabulary (SSV)</p>	<p>1) using appropriate, topic-related and correct vocabulary (adjectives, nouns, verbs, prepositions, articles, etc.), idioms, expressions, and collocations</p> <p>2) correct spelling, punctuation, and capitalization (the density and communicative effect of errors in spelling and the density and communicative effect of errors in word formation 3) appropriate and correct syntax (accurate use of verb tenses and independent and subordinate clauses)</p> <p>4) avoiding use of sentence fragments and fused sentences</p>

	5) appropriate and accurate use of synonyms and antonyms
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2.14.4 Testing language aspects:

2.14.4.1 Testing vocabulary:

“However, to know a word is a broader term because we need to know several aspects of it including form, grammar, collocation, meaning, word formation.” According to Harmer (2003), he says “language structures make up the skeleton of a language while vocabulary is the flesh.” This means that both language structures and vocabulary are equally important and independent.

The researcher thinks that good knowledge of English vocabulary is important for anyone who wants to use the language. So knowledge of vocabulary should be tested through context. Forms of test items can be placed into multiple-choice formats, matching items, completion items, and word formation items.

2.14.4.2 Testing Grammar

Grammar is a main component of language and a main component of language tests. Two major grammar skills are the focus of grammar learning which are subdivided into other minor skills. In the same context, Stathis and Gotsch (2011) report the following:

1. It is important to delineate and describe a sequence of language functions (i.e., the purposes for which language issued) and language forms i.e., the grammatical structures of language) that English learners should be taught as part of their ELD program of study.
2. The general framework of language functions and forms begins with a focus on concrete nouns, simple tenses, and sentence structures that allow student to communicate basic needs and then continues in an upward spiral to progressively more abstract vocabulary, sophisticated tenses, and complex sentence structures that facilitate highly refined student expression.

2.14.5 Communicative Language Testing

Communicative Language refers to knowledge of language and its application in real life situations. It is based on Communicative competence which involves other competences, represented in the grammatical knowledge of [phonology](#), [morphology](#), [syntax](#) as well as social knowledge about how and when to use the previously mentioned language components in life situations. Bachman (1990:195) defines communicative competence in three ways:

1. Grammatical competence: words and rules
2. Pragmatic competence," which includes both sociolinguistic and "illocutionary" competence.
3. Strategic competence: appropriate use of communication strategies

Canale and Swain (1980:30) add another element to the previous three ones. It is discourse competence: cohesion and coherence.

For testing communicative language Canale and Swain (1980:31) announce "the learner had to be tested not only on his/her knowledge of language, but also on his/her ability to put it to use in a communicative situation". In addition, Bachman and Palmer (1996, p.9) say "Among the fundamental principles of language testing, the need for a correspondence between language test performance and language use" Skehan (1989) states "testing is the testing of real-world tasks that language learners have to perform."

The researcher believes that those principles of communicative language and communicative competence can be expanded and developed into test content items that include real life situations in which students might typically need to use a foreign language. For instance, exams should include items related to social situations such as:

- travel, business
- The topics they might need to talk about personal identification, education, shopping.

- The functions they need language for e.g., describing something, requesting information, expressing agreement or disagreement.
- The notions needed in communication e.g., time, frequency, duration.
- Aural skills should be tested thoroughly in communicative language exams.

At the cognitive level: students' ability to use grammatical forms meaningfully should be tested e.g., using unreal past to hypothesize matters or using the past perfect to express a series of actions happened in the past successively. Knowledge of vocabulary should be tested in context, as well.

2.14.5.1 Communicative Grammar Testing:

It is a fact that in order to measure the 'rules in use', grammar should be tested communicatively. Dickins (1991: 125) declares that "this can happen only if a candidate is engaged in a communicative act in contexts that allow for the creation of meaning." Therefore, she claims that the communicative testing of grammar requires a task-based approach, within which there are at least five factors that make a grammar test communicative:

- The **contextualization** of test items: a test should not comprise a number of contextualized single sentences.
- The identification of a **communicative purpose** for the test activity.
- The identification of an **audience** to whom the communication is addressed.
- Instructions to the test taker that focus on **meaning** rather than on form.
- the opportunity for the test taker to create his/her own message and to **produce** grammatical responses as appropriate to a given context.

The researcher supports teaching and testing communicative grammar. To explain, Providing student with a text related to a specific situation with focus on the use of certain grammatical tense helps students to form a full image of the situation. Consequently, they realize the meaning and the function Of that tense or any grammatical item.

2.14.6 A brief History of Language Testing:

Historically, language testing have passed through different trends and practices according to the prevailing theories and teaching methodology in a certain era. For example, in the 1950s, the era of behaviorism, a special attention was given to contrastive analysis. Consequently, testing focused on contrasting specific language elements such as the phonological and lexical contrasts between two languages. In the 1970s and 1980s, communicative theories of language brought with them a more integrative view of testing that was followed. Language use was highly focused. As a specialist Clark (1983:432) claim that “the whole of the communicative event was considerably greater than the sum of its linguistic elements.”

This historical trends of language testing poured in two major approaches. Which are still prevail today. They are the choice between discrete-point and integrative testing methods.

2.14.6.1 Discrete-point tests: Senin (2012) suggests that these are constructed on the assumption that language can be broken down into its component parts and that those parts can be tested successfully. These components are the skills of listening, speaking, reading, writing and various units of language (discrete points) of phonology/graphology, morphology, lexicon, syntax, and discourse. It is claimed that an overall language proficiency test, then, should sample all four skills and as many linguistic discrete points as possible.

2.14.6.2 Integrative language testing, communication, authenticity and context.

In that trend, savignon,(1982) argues that language competence is a unified set of interacting abilities that cannot be tested separately. His claim was that communicative competence is so global and requires such interaction that it cannot be captured in additive tests of grammar, reading, vocabulary, and other discrete points of language.

Types of integrative test:

Two types of **integrative** tests have been practiced: cloze tests and dictations.

- 1- **Cloze test:** is a reading passage (perhaps 150 to 300 words) in which roughly every sixth or seventh word has been deleted; the test-taker is required to supply words that fit into those blanks.

- **Advantages of cloze test:**

Oller (1979) says that cloze test results are good measures of overall proficiency. He believed that ability to supply appropriate words in blanks requires a number of abilities that are basic components of competence in a language; knowledge of vocabulary, grammatical structure, discourse structure, reading skills and strategies, all enable test taker to predict an item that is appropriate to fill in the gap.

2- **Dictation tests:** In Dictation tests learners listen to a passage of 100 to 150 words read aloud by an administrator (or audiotape) and write what they hear, using correct spelling. The listening portion usually has three stages: an oral reading without pauses; an oral reading with long pauses between every phrase to give the learner time to write down what is heard; and a third reading at normal speed to give test-takers a chance to check what they have written.

- **Advantages of dictation tests:**

The researcher thinks that a dictation test is considered to be as an integrative test because it requires careful listening, reproduction of writing what has been heard, and short-term memory.

2.15 Defining an assessment

Palomba and Banta (1999:4) stated "Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development."

2.15.1 Traditional and "Alternative" Assessment:

It is known that traditional tests focus on memorization and rote learning which deal only with low level of thinking skill. On the other hand, alternative means of assessment utilize different tools of assessment such as portfolios, independent projects, and journals and so on. They are believed to be more valid and more authentic.

Dietel, Herman, and Knuth,(1991)state " Alternative assessment started being used as a means for educational reform due to the increasing awareness of the influence of testing on curriculum and instruction" Similarly, Reeves (2000:103).states that traditional assessment, which is generally called testing, is challenged by alternative assessment approaches

Bailey (1998:207) compares the advantages and disadvantages of the traditional assessments and alternative assessment. She says " traditional assessments are indirect and inauthentic. She also adds that traditional assessment is standardized and for that reason, they are one-shot, speed-based, and norm-referenced. In addition, she mentions that there is no feedback provided to learners in this type of assessment."

Table (3)

The differences between traditional and assessment.

Traditional	Alternative assessment
One-shot tests	Continuous, longitudinal assessment
Indirect tests	Direct tests
Inauthentic tests	Authentic tests
Individual projects	Group projects
No feedback provided to learners	Feedback provided to learners
Speeded exams	Untimed exams
Decontextualized test tasks	Contextualized test tasks
Norm-referenced score interpretation	Criterion-referenced score interpretation
Standardized tests	Classroom-based

Law and Eckes (1995) underline the same issue that traditional assessments are single-occasion tests. That is, they measure what learners can do at a particular time. However, test scores cannot tell about the progression of child. Similarly, they cannot tell what particular difficulties the students had during the test.

Smaldino et al. (2000) state that traditional assessment often focuses on learner's ability of memorization and recall, which are lower level of cognition skills.

In relevance to alternative assessments, the following issues are raised. They assess higher-order thinking skills. Students have the opportunity to demonstrate what they have learned. This type of assessment tools focus on the growth and the performance of the student. Since alternative assessment is developed in context and over time, the teacher has

a chance to measure the strengths and weaknesses of the student in a variety of areas and situations (Law and Eckes, 1995)).

Smaldino et al. (2000) mention that more authentic assessment tools, such as portfolios, independent projects, journals and so on are used. They let learners express their knowledge on the material in their own ways using various intelligences

Reeves (2000:108), expresses his beliefs that the emphasis on performance assessment is the ability of learner in applying his/her knowledge and skills to real life simulations. He further states that there are five main points in performance assessment “ It is focused on complex learning, engages higher-order thinking and problem solving skills, stimulates a wide range of active responses, involves challenging tasks that require multiple steps and requires significant commitments of student time and effort.”

Similarly, Simonson et al (2000) discuss the several advantages of alternative assessment and listed them as the following. First of all, they simulate real-life contexts. Learners have opportunity to practice the authentic activities that they might encounter in real life. These activities allow them to transfer their skills to various real world related settings. Second, collaborative working is encouraged. Finally, alternative assessments assist instructors to have a better understanding of student learning. Winking (1997) adds that alternative assessment looks at the student product rather than score and it can allow instructor to get further insights regarding students' knowledge.

The researcher thinks that alternative assessment is a valid means of evaluating learners' abilities, intelligences and performance. Moreover, it provides more opportunities to deal with different learning styles, visual, auditory a kinesthetic, as well as, it widens the space of cooperative learning and social interaction among students. Alternative assessment is a student centered learning activity. That is a student is productive not passive and does everything in his own pace.

2.15.2 The relation between formal assessment and tests:

It can be said that all tests are formal assessment, but not all formal assessment is testing. For example, one might use a student's journal or

portfolio of materials as a formal assessment of the achievement of certain course objectives, or may systematically observe a student's frequency of oral participation in class. This is certainly formal assessment, but it is problematic to call such procedures "test." Tests are usually relatively time-constrained (usually take a class period or more) and draw on a limited sample of behavior.

2.15.3 Performance-Based Assessment:

As language is formed of four skills ;oral (listening and speaking) and written (reading and writing), language learning should not only focus on the written language activities, but also it should include oral aural skills in addition to written activities, open-ended responses, integrated performance across skill areas. In that concern, Alderson (2001,2002). suggests "Instead of just offering paper-pencil selective response tests of a plethora of separate items, performance-based assessment of language typically involves oral production, written production, open-ended responses, integrated performance (across skill areas), group performance, and other interactive tasks. Although such assessment is time-consuming and expensive, it achieves higher content validity because learners are measured in the process of performing the targeted linguistic acts."

2.16 Evaluation:

Hutchinson and Waters (1987:96) define evaluation as "a matter of judging the fitness of something for a particular purpose".

Allen (1998) states" It is a wide process of interpreting data to make judgments about a particular program".

The researcher defines evaluation as the process of examining the strength and weakness in teaching learning process for the sake of improvement.

2.16.1 Types of evaluation:

Formative and Summative Evaluation:

2.16.1.1. Formative Evaluation:

Richards (2001:288) states that "Formative evaluation could be fulfilled as part of the process program progress since it focuses on an ongoing development and improvement of the program. It aims to get information about what is working well and what is not." The collected data are used to address problems to improve the delivering of the program. Formative evaluation seeks to find details about the time spent on particular

objectives, results of placement test, methodology, difficulties facing teachers or students, students' enjoyment for the program, adequate practice work for students, and adequate material pacing.

2.16.1.2 Summative Evaluation:

Summative evaluation pursues making decisions about the significance or worth of different aspects of the test. It is concerned with determining the effectiveness, efficiency with its acceptability, whether the course should continue or not.(Richards, 2001: 288). Summative Evaluation assesses the achievement of the course to supply information when the course is redesigned. Graves (2000:215).

This kind of evaluation is located after the program has been implemented. It seeks information about effective attainment of the course aims, what students learned capability of objectives, adequacy of placement and achievement tests, amount of time for each unit, appropriateness of teaching methods and problems met during the course.

2.16.1.3 Illuminative Evaluation:

An additional type of evaluation is depicted as illuminative evaluation. The purpose of this type is not only to change the course necessarily but also to find out the work of different aspects of the program and how they are implemented. It is concerned with approaching a deeper understanding of the processes of teaching and learning that occur in the program. Richards (2000: 289)

2.17 Differences between exam, assessment and testing:

Tests are prepared and occur at identifiable times in a curriculum when learners are supposed to have mastered all their syllabuses and ready to offer peak performance, knowing that their responses are being measured and evaluated, while exams focus on the whole semesters work. Also exams are, most of time, worth a lot more in terms of contribution to the year's work as opposed to tests.

Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance. A good teacher never stops assessing students, whether those assessments are incidental or intended.

Then, tests and exams are a subset of assessment. They are certainly not the only form of assessment that a teacher can make. Tests can be useful devices, but they are only one among many procedures and tasks that teachers can ultimately use to assess students.

2.18 Bloom's Taxonomy of Learning Domains

2.18.1 The Three Types of Learning Domains

There is more than one type of learning. A committee of colleges, led by Benjamin Bloom (1956), identified three domains of educational activities:

- **Cognitive:** mental skills (Knowledge)
- **Affective:** growth in feelings or emotional areas (Attitude)
- **Psychomotor:** manual or physical skills (Skills)

Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three categories as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviors can be thought of as “the goals of the learning process.” That is, after a learning episode, the learner should have acquired new skills, knowledge, and/or attitudes.

The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level.

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

2.18.1.1 Cognitive Domain

The cognitive domain Bloom (1956) involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories, which are listed in order in chapter (3), starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next ones can take place.

2.18.1.2 Affective Domain

The affective domain Krathwohl, Bloom, Masia, (1973) includes the manner in which we deal with things emotionally

2.18.1.3 The psychomotor domain

The psychomotor domain Simpson (1972) includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

Section "B"

Previous Studies

2.19 Introduction

This section reviews twenty eight previous studies which are related to evaluating exam validity. The researcher collected these studies throughout her investigation so that she could make use of their procedures and the way they were carried out. It is worthy to mention that the majority of these studies were concerning evaluating exam validity.

This section is divided into five domains ; the first domain reviews studies related to evaluating testing exam validity, reliability, fairness ,and authenticity. The second domain reviews studies related to assessing the availability of cognitive skills in exams. The third domain contains studies concerns about testing the exam wash back. The fourth domain deals with studies related to testing the feasibility of alternative tests. The fifth domain includes studies about testing oral skills.

2.20 Studies related to Testing validity ,reliability, fairness ,and authenticity:

Sun (2000) conducted a study titled "*Modern language testing and test analysis*". The researcher aimed to evaluate the test items in a language proficiency test for specific purposes. In order to achieve that goal of the study, each item of the test was examined in terms of three aspects which are item difficulty, passing rate, and discrimination. Depending on the data collected, the results of the study were used to validate the items, and to determine whether the distracters for each item are overly distracting or whether the test-takers had the required language knowledge. The findings of the study revealed that some items of the test should be improved and it showed that teachers had neglected teaching some aspects of language knowledge. To conclude, the study has implications for both test constructors and teachers. As for test constructors, it is basis for improving the items, and for teachers it helps to draw attention to aspects of language knowledge that may have been neglected in their teaching.

With regard to "*An empirical research on correct–incorrect items in language testing*", **Wang (1996)** conducted a comparative study of multiple-choice and true–false questions. This notion was taken in order to evaluate the effectiveness of the latter as a test format. The procedures of the study

were as follows. The researcher applied a test with 60 multiple-choice questions and a test with 60 true–false questions. These two tests were administered to three groups of around 30 students representing different levels of language proficiency. A close look at the figures pointed out that the efficiency of true–false test was 1.18 times greater than that of the multiple-choice tests. It also revealed that language proficiency level did not influence the time taken to complete the test. However, both the reliability and discrimination indices of the true–false test were lower than those of the multiple-choice test. This means that the true–false test format can be used for classroom assessment, but not in a large-scale standardized test.

Aiming to thoroughly see the degree of the validity in tests, **Zhou (2004)** conducted a comparability study named "*Comparability study of two National EFL Tests (CET-6 and TEM-4) in China*". To be able to achieve the goal of the research, Zhou examined the validity of the two big national English exams. These two tests were CET-6 (College English Test for non-English majors) and TEM-4 (Test for English Majors). He made a comparison between both of the tests in terms of three main points. The first was on the levels of test-takers, the second was on the level of test scores and finally the third point was on the level of test content. The results of the study showed modest language level of the test as required by the College English Syllabus. In addition to that, the findings showed that teachers were not satisfied about the validity of the CET. This conclusion helped the researcher of the current study to say that the test was used in Zhou's study is an invalid test.

He & Dai (2006) conducted an investigation into the validity of a speaking test. The paper is conducted under the title "*A corpus-based investigation into the validity of the CET-SET group discussion*". Throughout their study, He and Dai investigated the degree of interaction among candidates in the group discussion task with respect to a set of interactional language functions (ILFs) to be assessed. Findings of the study revealed a low degree of interaction among candidates in this test. The researchers believed that the low degree of interaction might be due to the inadequacy of the test items in measuring students' speaking ability to engage in communicative interaction.

A further study was done by **Han, Dai & Yang (2004)**. In their study "*Problems with College English Test as emerged from a survey*", they used

the survey as a tool to collect data for their study. That is to say that Han, Dai, and Yang conducted a survey among 1194 English teachers in 40 colleges and universities. They mainly asked the participants about their attitudes toward the national testing system of the CET at the tertiary level. They found that 37.7% of the teachers thought that the CET pushed colleges and universities to use the passing rate of the test to evaluate their teaching. Over 70% of the teachers did not believe that the test could improve overall English teaching and learning at the tertiary level in China. About 25% of the teachers pointed out that the test encouraged students to guess and to use test-taking strategies, rather than to improve their actual language ability, and 37.8% of the teachers attributed the lack of communicative competence of their students to this test. However, about 70% of the teachers did not want the test to be abolished. From the interviews with some university administrators and English teachers, the researchers found that one reason for this contradiction in attitudes was the time and effort that would have been consumed to design their own test systems and to grade large numbers of test papers. The teachers were also asked about their opinions regarding the relationship between the CET certificate and students' actual language ability. Most of the teachers (77.9%) did not think that these two components were correlated, i.e. having a CET certificate does not necessarily mean that the student has the actual language ability.

Attempting to further examine validity in tests, **Barati (2011)** carried out a study that aimed at investigating the construct validity of the reading paper of the First Certificate in English (FCE) in the Iranian EFL context. In the study "*Investigating the Construct Validity of the FCE Reading Paper in Iranian EFL Context*", the researcher depended on the qualitative and quantitative Analysis approaches to collect data. The results obtained from these two kinds of analytical approaches proved that there was not a substantial agreement among expert judges on the skills claimed to be assessed by the items in the FCE reading paper nor could any significant agreement be observed amongst the test takers on the skills being measured by such items. In the same way, exploratory factor analysis revealed almost the same findings as the previous ones. The individual items in the FCE reading paper did not confirm the claims by the test developers and finally the exam was invalid. This conclusion is typical with the one drawn from the previous study which was conducted by Han, Dai & Yang (2004).

Siddiek (2010) examined the content validity and comprehensiveness features of the Sudan School Certificate English Examinations (SSC). In order to achieve this aim, he carried out a thesis under the title *"Evaluation of the Sudan School Certificate English Examinations"*. The tool which was to collect data in was a questionnaire. After applying this questionnaire and analyzing the data gathered through it, the researcher said that the findings showed that the (SSC) English Examinations in their recent forms are incomprehensive and lack content validity. In other words, they are proficiency tests rather than scholastic standardized achievement examinations. As a result of these conclusions, it can be confirmed that such exams have negative backwash in language education development in his country.

In the same context of evaluating exams, **Bahja (2011)** Evaluated UNRWA Sixth Grade English Language Tests in Gaza Governorates according to the Quality Standards of exams. In this unpublished dissertation, he checked the availability of general and content standards in the targeted tests for the years (2008-2009-2010). In order to address the aims of his study, the researcher used the descriptive analytical approach as a way of studying data deeply. The researcher prepared two checklists as tools to collect the necessary data. The first one included the general standards of designing good test while the second one included the content standards of designing good test. Three final English tests of grade six for the years (2008-2009-2010) were the sample of the study. Ten English language teachers of Grade Six were responsible for analyzing these three tests. For sure, they calculated the frequency and percentage of each of general standards and for the content standards in accordance with the two questionnaires that were designed by the researcher. Generally speaking, the results which were pointed out by the researcher revealed that the content of all the of the three target exams were accepted in comparison with the standard content exam criteria. This claim can be supported by the figures of the percentage of consistency which ranged from (80.5%) at the highest level and (53.64%) at the lowest level.

In field of exam analysis **Reisjø (2006)** analyzed the final exam in written English of the year (2006) in Norway. In his research which is entitled *"A Critical Analysis of the Final Written Exam in English in the Lower Secondary School"*, he aimed at examining the validity and reliability

of the exam which was conducted in lower secondary schools in Norway according to the syllabus that was implemented at schools. Concerning the tool he used to gather the data he needed, the researcher used a questionnaire. There were twenty-eight items in that questionnaire. The questionnaire was distributed to eighty-two teachers in order to fill it. The researcher also used the interview as another instrument to collect data. At this point, Reisdjø made an interview with two experienced examiners. In addition to that, the researcher's experience as an examiner was utilized for the purpose of data collection. The findings revealed that the exam was in harmony with the way of teaching, which is the communicative and meaning-oriented approach. In addition, it is fair to notice that the students had the opportunities to show their skills of EFL.

Another study in the same field was carried by another researcher in Norway. The idea of **Thorenfeldt's (2005)** "*Unpredictable and full of risks ?' An evaluation of the exam assessment in English in the R'94 vocational courses*" was to investigate the fairness as well as the validity and reliability of the exams in each country in Norway. The researcher used a sample of (21) exams carried out (from 2002 to 2005). The researcher also interviewed five randomly selected teachers from different countries. These teachers were asked to express their opinion in the oral part of the exam. The written part of the exam consisted of two major tasks, reading comprehension and writing. Reading comprehension passages were analyzed in relevance to the number of words, words longer than six letters, number of sentences, and number of pages. On the other hand, writing tasks of the exams were analyzed according to specific writing criteria. It was found that the exams were valid to a reasonable degree, but unluckily, reliability and fairness suffered severely.

Juan and Weiping (2005) examined the validity of College English Test which included objective elements only. In their study "*The Analysis of College Students Communicative Competence in English*", the researchers conducted an experimental tests. Students of the chosen sample carried out a test one year after they took College English Test in December, 2002. On one hand, the experimental sample was tested with a special designed performance-test paper in which the objective questions of 2002 paper were all changed into the subjective ones. On the other hand, the control group carried out the same test in an objective form of the same test. After that, the

test scores were analyzed and processed using the statistical analysis system SPSS. The results showed that despite showing no significant difference between the two classes in their College English Test scores, there were significant differences between them in their experimental test scores. That is to say that the scores of the treatment class were significantly lower than those of the control class. This result indicates that the objective form of the exam questions of the College English Test can not reflect students' communicative competence, and thus its validity is low. To eliminate the negative wash back effect of College English Test, suggestions were made to provide subjective questions into the exam. This suggestion is worthy to take into consideration in order to design exams that can be valid and reliable.

Porcaro (2001) conducted a study under the title "*Reliability and Validity in a TUNIS English Entrance Examination*". In this study the researcher aimed at analyzing a university entrance English test in terms of reliability and validity. To achieve the aim of the study, Porcaro used the descriptive analytical approach as a first step and intended to define reliability and many types of validity. After that, he measured the items of the exam in question against these definitions.

The findings concluded from the study indicated that there was high reliability in marking as all questions, except writing, were made up of multiple choice type items. Such objective questions achieved reliability. The subjective questions, that are the writing tasks, were marked and scored by two experienced teachers who followed specific criteria. Depending on that, the writing task indicated relatively high inter-marker reliability. Concerning the types of validity which the researcher aimed to measure, the test showed high degree of face validity, but low content validity as there were a very limited number of items for each of the skills presumably intended to be measured.

In the Palestinian environment, **Al-Agha (1994)** carried out his study which is entitled as "*An Analytical Study on the Final Tests Questions of the Third Grade Science Curriculum in the Gaza Strip Schools*". In his valuable study, he analyzed ten final science tests covering the years (1982/1983 to 1992/1993). The major aim of Al-Agha's study was to find out the validity of the target exams. In addition to this aim, he also aimed to build a check list of standard criteria of constructing achievement tests in the Gaza Strip. To accomplish the two aims of his study, Al-Agha used the analytical

descriptive approach in this research. After collecting data through the study tools and analyzing it. The results of the study revealed that the general standards of exams were not available except for comprehensiveness of covering cognitive skills. That is, more than (95%) of the questions measure memorizing which is a low skill and less than (5%) measure the other skills like comprehension and applications. He also found that the diversity between essay and objective questions does not follow a specific strategy.

In addition to the previous studies, **Kitao and Kitao (2009)** carried out another analytical study called *"An Analysis of Japanese University Entrance Exams Using Corpus-Based Tools"*. In their study, they aimed to compare the vocabulary frequency and readability of reading comprehension and knowledge of grammar and vocabulary of 2005 entrance exams of four major private universities in Japan with those of the Center Exam designed by the National Center for University Admission (NCUA). Having a close look at the data which were collected depending on the comparison helped the researchers to come up with two main final results. The findings of their study first showed that the Center Exam, designed by NCUA, used an easier level of vocabulary than that of the four private universities. In addition to that, the findings also declared that two exams of the four showed the reading passages were difficult. Thus, the validity of the exams was controversial.

Following the same route of evaluating exams and analyzing them, **Oescher and Kirby (1999)** conducted their study. This study was applied on mathematics and Science tests. In their study, both of the two researchers aimed at evaluating mathematics and science tests according to the criteria of good exam and the table of specification points. In order to do that. The researchers used a questionnaire as a first tool and a checklist as a second one. The questionnaire was distributed among (19) of mathematics teachers and (16) of science teachers asking them to evaluate the test according to the items mentioned in the questionnaire. The checklist analysis that was used to analyze (34) tests papers. After collecting data obtained from the tools and analyzing it, the two researchers sum up their conclusions. These conclusions showed that the test did not have criteria of good exam and did not follow the table of specification.

Ito (2003), “*A Validation Study on the English language test in a Japanese Nationwide University*” aimed to utilize validation study on the English language test of the Japanese nationwide university entrance examination- the Joint First Achievement Test (JFSAT). Two studies were presented. He first examined the reliability and concurrent validity of the JFSAT-English test. The reliability was acceptable. Criterion validity was estimated by correlating the JFSAT-English test and English language ability measure (a carefully constructed cloze test) and was found to be satisfactory. The second study reported on a construct validation study on the test through internal correlation study. The JFSAT-English test was divided into five subtests. Examination of the correlation matrix indicated that the paper-pencil pronunciation test had low validity with almost no significant contribution to the total test score. It was argued that though the JFSAT-English test can work as a reliable and somewhat valid measure of English language ability, the paper-pencil pronunciation test should be eliminated and a listening comprehension test might be included as one of the subtests in the JFSAT-English test.

2.21 Studies Related to Testing the availability of cognitive skills:

Foura and Tahrawi (2004) added another work to the accumulated knowledge of education and teaching features. They submitted a paper in the 4th Scientific Conference, “The Role of Universities in Development”. It was titled as “*Abstract Criticism, Analysis, and Independent Thinking Skills in the exams of Educational Psychology at both Al-Aqsa and The Islamic University*”. In order to carry out this study, the researchers attempted to analyze the content of the final exams for the educational psychology course at both Al-Aqsa University and The Islamic University from 1999 to 2003. The main issue of the research was measuring the extent to which the exams focuses on stimulating critical thinking, analysis and independent thinking of the student. Studying the exams' contents and analyzing them led both of Foura and Tahrawi to come up with the study results. The results of their study showed that the exams at both universities were in shortage of critical thinking questions and with little care of independent thinking Skill. It was recommended to give more attention to the skills which develop students' personality , autonomy and independence.

Another study in Palestine was carried out by **Alkahlout (2004)** under the title *"Assessment of the Arabic Language Tests for The 3rd Elementary Class at UNRWA Schools in Gaza"*. Reading the title shows clearly that the researcher attempted to assess the Arabic language tests for the 3rd elementary grade at UNRWA schools in Gaza. In this study, Alkahlout (2004) used the descriptive analytical approach to be able to accomplish the study. Concerning the study tools, the researcher prepared two sets of test criteria comprising criteria for both the test form and content to be used as instruments of data collection. The researcher herself did the analysis and she also asked other teachers to do it using the same instruments that were prepared to do the analytical step in her study. This analytical approach led to that fact that the examiners pay more attention to the form of the exam than to the content itself. It is important to point out that there were no "true-false" and "matching" items in any of the tests, all tests had no test clear instructions, a lot of tests items were weak. On the other hand, the assessment of the teachers tended to show better results than those of the researcher's. However, both showed that most tests emphasized the low level of the cognitive domains, especially, knowledge level and that higher order thinking skills were neglected.

2.22 Studies Related to Testing the wash back of test:

Qi (2003) investigated the intended wash back of the National Matriculation English Test in China (NMET). This study *"The intended washback of the National Matriculation English Test in China: Intentions and reality"*, the researcher examined the cause that made the NMET fail to bring about the intended changes or wash back effects on the teaching and learning English in secondary schools. For this purpose, the researcher attempted to collect data through interview and questionnaire. These tools were given to eight NMET constructors, six English inspectors, 388 teachers and 986 students. Studying and analyzing the collected data showed that the most important reason for the test failing to achieve the intended wash back is that its two major functions – the selection function and the function of promoting change – are in many ways in conflict with each other, making it a powerful trigger for teaching to the test but an ineffective agent for changing teaching and learning in the way intended by its constructors and the policymakers. Analyses of interviews data revealed that there was a considerable discrepancy between the test constructors' intentions and school

practice. Depending on what is mentioned above , the study concluded that the NMET has achieved very limited intended wash back and the test is an inefficient tool for bringing about pedagogical changes in schools in China.

Gong (2007) wanted to find out how the construct validity was reflected in the national mandatory English graduation test. The context of the study was some universities in both of Taiwan and mainland China. To achieve the goal of this study, Gong investigated the impact of wash back of ELT (English Language Test) program based on certain construct validation. The researcher moved on in the study and collected the necessary data through the theoretical and the empirical analysis of documentary, interviews and investigation of tests' formats that were used in the target universities which were in Taiwan and China. Finally, findings of this analytical study reported that ,on the base of the analytical steps that were taken, it is a positive backwash effects on national ELT program can be enhanced only when construct validation can be supported.

Shannon (2008) intended to assesses the Standardized Test and Reporting (STAR). He aimed to examine the cultural biases presented within the standardized STAR. To be able to achieve the aim of his study, the researcher carried out a pilot study on students who grew up in a mainstream culture and also speak the language of this mainstream. The test results reflected that the test was geared toward students who not only speak the mainstream language but who grew up in the mainstream culture. The pilot study conducted in line with the research shows that students from the Latino culture in particular fall victim to test bias. There seemed to be a discrepancy between the test score and the student's ability. This also seemed to be integrated with the student's cultural background, when they came to the United States and how long they had lived in the country. The literature review showed that most standardized tests do have an underlying bias.

2.23 Studies Related to Testing Oral Skills:

In "*The current College English Test in China: Problems and thoughts*" **Li (2002)** reported on the development of a Spoken English Test. It is important to mention that the test was based on Bachman and Palmer's (1996) theoretical framework of language test design. To be familiar with the needs for speaking abilities in different work settings, a survey was conducted. Furthermore, the survey was also conducted as an attempt to find out the future real-life language use domain for target test-takers. Concerning

the results, findings of the study showed that the test was invalid or far from being completed in terms of specifying domains of all the possible future language use for college/university students in China, which probably may cause bias in test task design against certain sub-groups of the test-taker population.

Stetz and Beck (1979) “Teachers’ Opinions of Standardized Test Use and Usefulness” In their research, they used questionnaires and responses for both, teachers and students. The sample of the study was about 3,300 teachers and 72,000 students in grades K-12 were surveyed regarding their general opinions and feelings towards standardized achievement tests. In order to accomplish the analytical purposes of the study, teacher and student questionnaire responses were divided into three groups: (1) public schools systems with fewer than 500 students per grade; (2) public school systems with more than 500 students per grade; and (3) all non-public school systems. The teacher questionnaire contained eleven semantic differential scales utilizing the following bipolar adjectives: easy-hard, helpful-harmful, unbiased-biased, useful-useless, fair-unfair, valid-invalid, calm-anxious, comfortable-uncomfortable, interested-uninterested, knowledgeable-not knowledgeable, and supportive-antagonistic. The student portion was administered orally, immediately following administration of the Metropolitan Achievement Tests. Questions pertained to feelings of nervousness before taking tests, the degree of difficulty, fairness, and anxiety about the test results. Both groups had generally positive attitudes towards standardized achievement tests.

Extra effort is done by **Zou (2003)** in the study "*The alignment of language teaching syllabus and language testing: TEM8 test development and administration*". The researcher investigated the mutual influence of the Test for English Majors (TEM-8) and the teaching syllabus for English majors. Zou did that by revisiting the TEM-8 test development and principle of test design and by analyzing the teaching syllabus. She believed that the teaching syllabus guided the TEM-8 test development and the feedback from the test results contributed to the improvement and revision of the teaching syllabus.

2.24 Studies related to testing the feasibility of alternative tests:

Back to the Palestinian country, **Sobeh (2007)** conducted a study under the title "*Evaluating English Writing Assessment in the 10th Grade at Gaza Schools with Regards to the Contemporary Trends*". Reading the title clarifies that the researcher evaluated English writing assessment in the 10th grade at Governmental Gaza schools with regards to the existing trends in the scholastic year 2006-2007. It sought to determine the existence of the contemporary trends in assessing the 10th grade students' writing in Gaza schools. Based on the previous studies, literature review and the theoretical framework, the researcher designed a questionnaire to investigate the extent to which the contemporary methods of assessment were used by the 10th grade test designers. The result of this study showed that the traditional methods of assessment, testing and observation got the highest score in percentage of 63.8% for testing followed by observation in a percentage of 62.8%. The rest of the eight method which were classified as the contemporary methods got low percentages. Their percentage ranged between 28.7% " to 22.4%. The results indicated that most teachers still rely on the traditional methods in assessing their students' writing.

In the study named "*A study of large-scale college English recording oral test*", **Chen, Liu, and Huang (2002)** carried out an experimental notion on a semi-direct oral test or 'Recording Oral into a microphone after being given a prompt from the tape, rather than in front of an interlocutor in a face-to-face oral test. The study included both of the design of test content and rating scales. As instruments of their research, the three of Chen, Liu, and Huang applied three different analytic rating scales were in order to evaluate each student's performance, an ability scale, an item scale, and a holistic scale. They did that for the purpose of ensuring the reliability of the test score. The data analysis showed that there was a high correlation among the scores obtained from the three scales. Moreover, a high correlation was reported between student's ranking in class given by their classroom teachers and each of the three scores, which was interpreted as evidence that the students have demonstrated their language abilities in the Recording Oral Test. The researchers concluded that conducting a recording oral test was feasible as an alternative way to assess speaking abilities.

Brooks (1999) in his paper that is entitled "*Adult ESL Student Attitudes towards Performance-Based Assessment*" aimed to investigate adult students' attitudes in an ESL program towards performance-based assessment, which are portfolios, presentations, and participation. The participants of this study were (127) adult English as a Second Language (ESL) students. The researcher collected data through a questionnaire and semi-structured interviews. It was found that the participants in the study perceived all assessment types positively, especially presentations that received the highest number of positive responses. Students assure that portfolios and presentations gave students the opportunity to demonstrate their ability. Analysis of background variables suggests that there were interaction effects for level of language proficiency and home country with regard to attitude toward assessment type. Other biographical variables showed little or no relationship to attitudes. The researcher considered performance-based assessment to have high face validity in the program since students perceived the assessment process as a tool for learning

2.25 General commentary:

Evaluating testing is one of the most vital issues in education and methodology. This part reviewed some studies that are conducted by different researchers in different countries using various procedures. These studies had some differences and similarities as well as between them and this study.

After reviewing the previous studies, the researcher's background has been enriched on identifying the aim, participants, tools and results of these studies. She deduced that many of these studies dealt with evaluation, especially evaluating exams or tests.

In the present study, the researcher has been evoked to evaluate Twjehi English Language Exam. So she reviewed twenty eight studies related to this purpose and categorized into five domains. The pre-mentioned studies verified in the level of their aims. The majority of the studies aimed at measuring the validity of exams or tests and some of them intended to evaluate the availability of cognitive skills. Three previous studies aimed to measure the exam wash back. The last Four previous studies aimed at testing oral skills.

The most important issue that the researcher benefited from is variant results and findings that the studies gave. Almost half of these studies gave

negative results as they proved unsatisfactory validity of exams such as Siddiek's (2010) which found that the Sudan School Certificate English Examinations (SSC) lacks content validity while the application level was acceptable and Kitao et al. (2005), showed that Center Exam, which was designed by the National Center for University Admission (NCUA) had a controversial validity.

On the other hand, some studies gave positive results as Wang's (1996) ,Zhou's (2004) and Sun's (2000) which proved test validity. Chen, Liu, and Huang (2002) carried out an experimental study and concluded that recording oral test was feasible as an alternative way to assess speaking abilities.

The last comment to be presented is the instruments variety used in the previous studies have given some insights to carry out this study effectively. Some of the researchers used analysis card such as Alkahlout (2004) and (2011), questionnaire such as Reisjø (2006), Siddiek (2010) and interview as Qi (2003; 2004; 2005).

To conclude, the current study seems to be distinguished from other previous studies as it may be the first one to be conducted to evaluate a standardized exam (Tawjehi English language exam). The pre- mentioned studies used international standard criterion, while the researcher built her own criterion for analysis, based on TEFL objectives assigned by the ministry of higher of education and content analysis of student book of English for Palestine which was made by the same ministry.

Chapter III

Methodology

3.1 Introduction

3.2 Research Design

3.3 Instrumentation

3.4 Statistical Manipulation

3.5 Procedures of the study

3.6 Summary

3.1 Introduction:

The current study aims at evaluating Twjehi English Language Exams. To achieve this aim, the researcher used two instruments "Content Analysis Card and questionnaire to measure teachers' perception towards Twjehi English Language Exam".

This chapter discusses research design, population, sample and steps of constructing tools.

3.2 Research Design:

The researcher used the descriptive analytical method of research to carry out this study. Brown and Rodgers (2002:117) define the descriptive research as "A research that describes group characteristics or behaviors in numerical terms". They also add that "the descriptive statistics are those statistics used to analyze descriptive research data, usually in terms of central tendency and dispersion". The researcher conducted this method due to its relevance for evaluating Twjehi English language exams over the last five years (2007-2011).

3.3 Instrumentation:

The researcher used two main tools: content analysis card and questionnaire.

3.3.1 The Content Analysis Card:

The researcher used content analysis card to evaluate Twjehi English language exam. It was based on the literature review related to evaluating exams, TEFL objectives assigned by Ministry of Higher Education, cognitive domains by Bloom's taxonomy and percentage of each skill according to time allocated for each one in teacher's guide.

3.3.1.1 Domains of the Content Analysis Card

It consisted of three main domains.

3.3.1.1.1 The first domain of this card included (66) items. Each item represented one of the objectives assigned by Ministry of Higher Education for Teaching English as a Foreign Language. (1999:38). These items were considered to answer the first question "To what extent do Twjehi English language exam questions between the years (2007-2011) match the educational objectives of TEFL assigned by the Palestinian Ministry of Higher Education?" This domain was divided into (4) sub domains, the first one contained (17) listening objectives. The second sub domain had (21)

speaking objectives .The third sub domain consisted of (23) reading objectives. The last one contained (15) writing objectives. It is noted that the Ministry of education and Higher Education assign objectives of only main language skills not objectives of language aspects. This makes the researcher consider vocabulary objectives as in reading skill objectives, and grammar objectives as in writing skill objectives.

The illustrations are shown in appendix (15) :

3.3.1.1.2 The second main domain of the content analysis card included a list of (6) main cognitive skills of Bloom's Taxonomy. In addition, it provided the detailed sub skills related to each one of the main six cognitive skills.

The list was the criteria of answering the second question of this study is "To what extent do cognitive domains of TEFL According to Bloom and Anderson exist in Twjehi English language exam questions between the years (2007-2011)?" . The illustrations are shown in in appendix (16) :

3.3.1.1.3 The third main domain of the content analysis card included a list of content analysis of the material in the text book grade 12. This list was prepared to answer the third question of this study " To what extent do Twjehi English language exam questions in Palestine over the years (2007-2011) match the content of the text book of grade 12?". The list designed by the researcher calculated the percentage of each skill and aspect which represents the content of the textbook "English for Palestine. This calculation process was based on the time allocated to each skill in the teacher's guide. Then, the researcher calculated the percentage of each skill and aspect in Twjehi English language Exam papers over the years (2007-2011) and compared them to the content analysis list of the Text book grade 12.

3.3.1.2 The documents to be analyzed:

English Language exam Papers over the years (2007-2011). See appendices (1-10)

3.3.1.3 The sample of the study assigned to the first tool:

The sample of this study included the first set of English language exam papers over the years (2007-2011).

3.3.1.4 Validity of the Content Analysis Card:

To examine the validity of the content analysis card, the researcher introduced it to 10 EFL specialists from different institutes, five of the

referees are university lecturers, four of them are English language supervisors, and two are experienced teachers. The content analysis card was modified, some items were deleted or exchanged, and others were added. Finally, it was approved as the study tool. The list of jury is found in appendix (17)

3.3.1.5 Reliability of the content analysis card:

3.3.1.5.1 Pilot study of the content analysis card:

The researcher and a colleague analyzed one exam paper (2008) to investigate the usefulness of the content analysis card and this pilot study proved that the tool was appropriate.

The researcher used Holsti Equation Taaema (1978:178) to determine the reliability as the following:

$$\text{Holsti Equation } R = \frac{2M}{N1 + N2}$$

R = refers to the consistency

M =Refers to the number of elements of the analysis agreed upon by the analyzers

N1 and N2 =refers to the elements of the analysis which were analyzed in the two times of analysis.

3.3.1.5.2 The reliability of the content analysis card was checked through Person's Coefficient and through time:

3.3.1.5.2.1 Reliability through Persons:

The researcher and her colleague (English language teacher), separately, used the content analysis card to evaluate Twjehi English Language Exam papers over the years (2007-2011). Both analyses were compared to find correlation between the two results. The researcher used Holsti Equation to determine the reliability as the following:

$$\text{Holsti Equation } R = \frac{2M}{N1 + N2}$$

R = refers to the consistency

M =Refers to the number of elements of the analysis agreed upon by the analyzers

N1 and N2 =refers to the elements of the analysis.

Table (4) shows the correlation among the two researchers.

Table (4)
Coefficient Correlation Among Researchers: Reliability through Persons

The domains of content analysis card.	Number of the domains. (N)	Point of agreement.(M)	Point of disagreement	N1+N2
Listening	17	17	0	34
Speaking	21	21	0	42
Reading	23	20	3	46
Writing	15	12	3	30
Bloom's cognitive domains	37	32	5	74
Total	113	102	11	226

It is noted that the correlation between the researcher and colleague is 90.3 and this is considered to be a high correlation according to the literature review. This ensures the reliability of the content analysis card.

3.3.1.5.2.2 Reliability through time:

To investigate the reliability analysis of Twjehi English exam papers over the years (2007-2011) through time, the researcher repeated it after (4) weeks. The following table shows the reliability through time using Holisti Equation.:

Table (5)
Coefficient Correlation Among Researchers: Reliability through time.

The domains of content analysis card.	Number of the domains. (N)	Point of agreement.(M)	Point of disagreement	N1+N2
Listening	17	17	0	34
Speaking	21	21	0	42
Reading	23	21	2	46
Writing	15	13	2	30
Bloom's cognitive domains	37	33	4	74
Total	113	105	8	226

It is clear from Table (5) that the correlation between the first and the second researchers' analysis is 92.9%. This strong correlation(in relevance

to the literature review) enables the researcher to complete the data collection process.

3.3.2 The teachers' questionnaire:

The second tool of this study was a teachers' questionnaire. The researcher used it to answer the fourth question of this study "What are the perception of Twjehi teachers in the Gaza Strip towards Twjehi English language exam.

3.3.2.1 The Objectives of the questionnaire:

The Objectives of this questionnaire was to explore Twjehi English language teachers' perceptions towards Twjehi English language exam questions over the last five years (2007-2011).

3.3.2.2 The questionnaire Construction:

The researcher built the questionnaire based on the literature review related to exams design specifications and criteria. It included (3) domains through which English language teachers expressed their perceptions towards Twjehi English language exam. The first domain was about the impact of exam upon students' performance. It included (7) items connected to the relation between the exam and Twjehi students' performance. It aimed to measure the exam suitability for students. The second domain intended to measure the relation between the exam questions and the content of the textbook. It consisted of (8) items designed to find out whether the exam questions cover all syllabus of the textbook. The third domain was about the layout of the exam paper.

In addition, all items follows Likert scale as the following:

Table (6) Likert scale

Level	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Scale	5	4	3	2	1

3.3.2.3 Population of the study targeted by the questionnaire:

The population of the study consisted of (737) Twjehi English language teachers in (2011-2012) in the Gaza Strip directorates.

3.3.2.4 The sample of the study targeted by the questionnaire:

The attitude scale sheets were distributed to (175) English language teachers in Gaza Strip directorates and (169) questionnaires were received.

Table (7) shows the numbers of English language teachers sample in the Gaza Strip.

Table (7)

The numbers of English language teachers sample in the Gaza Strip.

Directorates	Number	Percentages
North Gaza	29	17.2
East of Gaza	25	14.8
West Gaza	36	21.3
Middle	26	15.4
Khanyounis	22	13.0
Rafah	14	8.3
West Gaza	17	10.1
Total	169	100.0

3.3.2.5 The questionnaire validity:

To validate the target questionnaire, it was shown to 10 EFL specialists, to get benefit from their comments that may include addition, deletion or modification.

3.3.2.5.1 Content Validity of the questionnaire:

Content validity test was conducted by consulting two groups of experts. The first was requested to evaluate and identify whether the items agreed with the scope of the items and the extent to which these items reflect the concept of the research problem. The other was requested to evaluate if the instrument used is statistically valid and if the questionnaire was designed well enough to provide relations between variables. The two groups of experts agree that the questionnaire was valid and suitable enough to measure the perceptions of Twjehi English Language Teachers towards Twjehi English Language exams.

3.3.2.5.2 Statistical Validity of the questionnaire:

To insure the validity of the questionnaire, two statistical tests should be applied. The first test was **Criterion-related validity** test (Pearson test) which measured the correlation coefficient between each item in the domain

and the whole one. The second test was **structure validity test** (Pearson test) that was used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measured the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

3.3.2.5.3 Criterion Related Validity :

1) Internal consistency:

Internal consistency of the questionnaire was measured through Tables (8-10) below which show the correlation coefficient and p-value for each field items.

Table (8)

The correlation coefficient between each item in "The impact of exam upon students' performance" and the whole field.

No.	Domain	Pearson coefficient	p-value
1	The exam enhances students' creativity.	0.701	0.000
2	The exam motivates students' desire to learn English.	0.752	0.000
3	The exam is difficult compared with students' level.	0.827	0.000
4	The exam meets the students' individual differences.	0.848	0.000
5	The assigned time for the exam is sufficient.	0.642	0.000
6	The exam encourages students to do extensive reading.	0.747	0.000
7	The exam makes students study English just for the exam.	0.505	0.001

Table (9)

The correlation coefficient between each item in “The relation between the exam questions and content of the textbook” and the whole field.

No.	Domain	Pearson coefficient	p-value
1	The exam matches the content of textbook.	0.831	0.000
2	The exam matches all cognitive skills.	0.871	0.000
3	The exam covers all language skills and aspects.	0.876	0.000
4	The exam addresses language sub skills in details.	0.777	0.000
5	The exam mark distribution suits the rational weight of each skill in the content of the textbook.	0.704	0.000
6	The exam concentrates on memorization.	0.824	0.000
7	The exam addresses High Order Thinking skills (analysis, synthesis, evaluation).	0.836	0.000
8	The exam gives high concentration to written activity.	0.806	0.000

Table (10)
The correlation coefficient between each item in "The layout of the exam paper" and the whole field.

No.	Domain	Pearson coefficient	p-value
1	The exam matches the standard criterion for a good exam.	0.798	0.000
2	The exam questions are well organized.	0.869	0.000
3	The exam font size and font type are suitable.	0.813	0.000
4	The exam paper is free from mistakes; grammatical, spelling and punctuation.	0.918	0.000
5	The exam questions are well numbered.	0.735	0.000
6	The instructions of the exam questions are clear for the students.	0.747	0.000
7	The exam papers are well margined.	0.781	0.000
8	There is enough space among the exam paper.	0.774	0.000

As shown in the previous tables, the p- Values are less than 0.05 or 0.01, so the correlation coefficients of this field are significant at $\alpha = 0.01$ or $\alpha = 0.05$, so it can be said that the items of this domains were consistent and valid to measure what it was set for.

2) Structure Validity of the Questionnaire

Structure validity is the second statistical test that is used to test the validity of the questionnaire structure by testing the validity of each domain and the validity of the whole questionnaire. It measures the correlation coefficient between one domain and all the domains of the questionnaire that have the same level of liker scale.

Table (11)
Structure Validity of the Questionnaire

Number	domain	Pearson correlation coefficient	P-value
1	The impact of exam upon students' performance)	0.899	0.000
2	The relation between the exam questions and content of the textbook	0.842	0.000
3	The layout of the exam paper	0.891	0.000

As shown in table (11), the significance values are less than 0.05 or 0.01, so the correlation coefficients of all the domains are significant at $\alpha = 0.01$ or $\alpha = 0.05$, so it can be said that the domains are valid to measure what they were set for to achieve the main aim of the study.

3.3.2.6 Reliability of the questionnaire:

Reliability of an instrument is the degree of consistency with which it measures the attribute it is supposed to be measuring. The questionnaire is repeated to the same sample of people on two occasions and then the scores obtained by computing a reliability coefficient. For the most purposes reliability coefficient above document 0.7 are considered satisfactory. Period of two weeks to a month is recommended between distributing the questionnaire. Due to complicated conditions that the contractors are facing at the time being, it was too difficult to ask them to respond to our questionnaire twice within short period. The statistician's explained that overcoming the distribution of the questionnaire twice to measure the reliability can be achieved by using Cronbach Alpha coefficient and Split-Half method through the SPSS software.

3.3.2.6.1 Split -Half method

This method depends on finding Pearson correlation coefficient between the means of odd rank items and even rank items of each domain of the questionnaire. Then, correcting the Pearson correlation coefficients can be done by using Spearman Brown correlation coefficient of correction. The correct correlation coefficient (consistency coefficient) is computed according to the following equation:

Consistency coefficient = $2r/(r+1)$, where r is the Pearson correlation coefficient. The normal range of correct correlation coefficient $2r/(r+1)$ is between 0.0 and + 1.0.

Table (12)
Split-Half Coefficient method

Number	section	person-correlation	Spearman-Brown Coefficient
1	The impact of exam upon students' performance)	0.8125	0.8966
2	The relation between the exam questions and content of the textbook	0.7255	0.8409
3	The layout of the exam paper	0.7525	0.8588
	Total	0.7725	0.8717

As shown in Table (12), all the correct correlation coefficients values are between 0.8409 and 0.8966 and the general reliability for all items equals 0.8717, and the significant (α) is less than 0.05. So all the corrected correlation coefficients are significance at $\alpha = 0.05$. It can be said that according to the Half Split method, the dispute causes group are reliable.

3.3.2.6.2 Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each domain and the mean of the whole domains of the questionnaire. The normal range of Cronbach's coefficient alpha value is between 0.0 and + 1.0, and the higher values reflect a higher degree of internal consistency.

Table (13)
Cronbach's Alpha for Reliability

Number	section	No. of Items	Cronbach's Alpha
1	The impact of exam upon students' performance)	7	0.9215
2	The relation between the exam questions and content of the textbook	8	0.8719
3	The layout of the exam paper	8	0.8814
	Total	23	0.8959

As shown in Table (13) the Cronbach's coefficient alpha was calculated for the first domain of the items, the second field of common procedures and the third domain of the Particular claims. The results were in the range from 0.8719 and 0.9215, and the general reliability for all items equals 0.8959. This range is considered high; the result ensures the reliability of the scale.

3.4 Statistical Manipulation:

To achieve the research goal, the researcher used the Statistical Package for the Social Science (SPSS) for Manipulating and analyzing the data.

3.4.1 Statistical methods are as follows:

- 1- Frequencies and Percentage to present the result of evaluating Twjehi English Language Exam through content analysis card.
- 2- Alpha- Cronbach Test for measuring reliability of the items of the questionnaires
- 3- Person correlation coefficients for measuring validity of the items of the questionnaires.
- 4- Spearman –Brown Coefficient for correcting the reliability of the questionnaire.
- 5- One sample t test for testing the perception of Twjehi English Language teachers towards Twjehi English Language Exam.
- 6- Half- Split method for measuring reliability of the questionnaire.
- 7- One Sample K-S test for identifying if the data of questionnaire follow the distribution of a normal distribution or not.

3.5 Procedures of the study

To fulfill the study, the researcher carried out the following steps:

- Collected and reviewed the previous related studies to benefit from their procedures, tools, results, thoughts, and recommendations.
- Prepared the theoretical framework of the study through reviewing the literature.
- Prepared the tools of the study based on literature review.
- Asked experts to review the tools and then give approval to be applied.
- Took permission from the ministry of Education and Higher Education to apply the study.
- Applied the tool of the study.
- Cooperated with English language teachers to make sure that the content analysis card is applied.
- Collected the study tools and cooperated with a statistician to analyzes data statistically for the result of questionnaire using SPSS v. 11.
- Concluded the final results of the tools.
- Giving interpretations and comments.
- Presenting recommendations and suggestions.

3.6 Summary:

This chapter described how the research was conducted, instrumentation, how the data were collected, recorded and analyzed and how validity and reliability of the data were ensured.

It discussed the following major sections: research design, instrumentation, constructing the content analysis card, its description, its validity, its reliability and applying the analysis card. Then the attitude scale, its description, its objectives, its population, its sample, its validity and reliability and the procedures of the study.

Chapter IV

The Study Findings

4.1 Introduction

4.2 Answer of the first question

4.3 Answer of the second question

4.4 Answer of the third question

4.5 Answer of the fourth question

4.6 Answer of the fifth question

4.6 Summary

4.1 Introduction:

This chapter presents the results of the study. Two different statistical forms were used (frequencies and percentage) to show the final results. The researcher uses tables to clarify these collected data and a descriptive analysis of the teachers' perceptions of Twjehi English language exam over the years(2007-2011).

4.2 Answer of the first question:

Question (1) “To what extent do Twjehi English language exam questions in Palestine over the years (2007-2011) match the objectives of grade 12 assigned by the ministry of higher education?”. The researcher uses a content analysis card to find out the extent at which Twjehi English language exam over the last five years matches the objectives of grade 12 assigned by The Palestinian Ministry of Higher Education.

Frequencies and percentage were computed.

Table answers the first question, mentioned above. The frequencies and percentages of the items related to each of the four skills are computed separately throughout exam papers.

Reading:

Table (14)
Objectives of (TEFL) related to reading skill

No	Objectives	Exam papers					Total	%
		2007	2008	2009	2010	2011		
1	Answer factual questions.	3	1	3	3	3	13	02.70
2	Answer evaluation questions and judgment questions.	7	7	7	8	8	37	07.71
3	Read familiar material with correct pronunciation and intonation(PRO).	0	0	0	0	0	0	00.00
4	Recognize pronoun referents.	17	13	9	7	5	51	10.62
5	Generate questions about reading text	3	5	5	2	3	18	03.75
6	Summarize reading text.	0	0	0	0	0	0	00.00
7	Make predictions about reading text.	0	0	0	0	0	0	00.00
8	Develop awareness of semantic	33	39	37	43	49	201	41.87

	fields (word mapping).							
9	Develop awareness of synonyms.	4	16	13	9	9	51	10.63
10	Develop awareness of antonyms.	5	6	7	7	8	33	06.88
11	Identify the main idea of reading text	0	0	0	0	0	0	00.00
12	Identify supporting details.	0	0	0	0	0	0	00.00
13	Distinguish main idea from supporting details.	0	0	0	0	0	0	00.00
14	Recognize rhetorical markers and their functions.	6	2	3	6	8	25	05.21
15	Deduce meaning of unfamiliar words from context.	0	0	1	0	0	1	00.21
16	Distinguish fact from opinion.	0	0	0	0	0	0	00.00
17	Infer mood and author's attitude tone.	1	2	0	0	0	3	00.63
18	Scan for information from text and realia (ads, menus, schedule, calendar, flight information and tickets, etc.).	8	9	10	6	6	39	08.13
19	Interpret information presented in diagrammatic display.	0	0	0	0	0	0	00.00
20	Relate text to personal experience, opinion, or evaluation.	0	0	0	0	0	0	00.00
21	Analyze text for setting, theme, characters, etc.	1	2	2	2	1	8	01.66
22	Extract and synthesize information from several sources to present it into expository form.	0	0	0	0	0	0	00.00
23	Evaluate text for accuracy of information, soundness of argument, etc.	0	0	0	0	0	0	00.00
Total		88	102	97	93	100	480	100%
%		18.33	21.25	20.21	19.38	20.83		

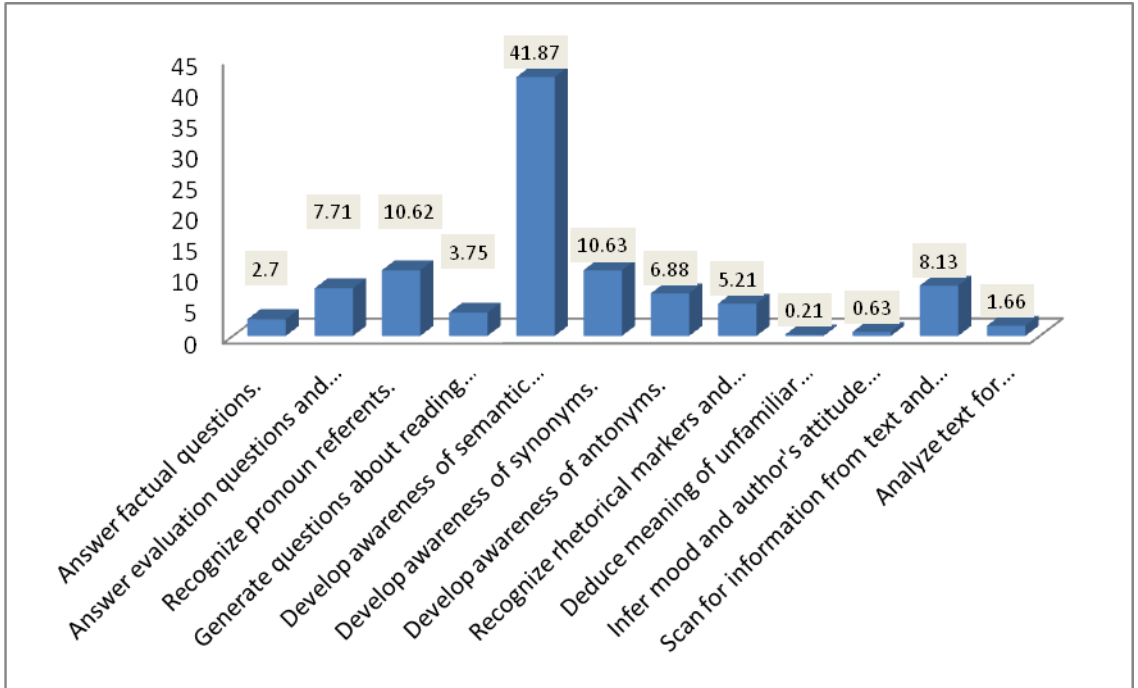


Figure (1): Objectives of (TEFL) related to reading skill.

Table (14) presents the percentages and the frequencies of each item in the reading objectives- assigned by the Palestinian Ministry of Education higher Education- represented in English language exam. The item of "Develop awareness of semantic fields (word mapping) "gets the highest score with a percentage of **41.87%**, 201 frequencies.

"Develop awareness of synonym, Recognize pronoun referents" items get the second score in a percentage of **10.63%**, 51 frequencies. The third item that is "Scan for information from text and realia (ads, menus, schedule, calendar, flight information and tickets, etc.)" gets an average of **08.13%**, 39 frequencies.

"Answer evaluation questions and judgment questions", "Develop awareness of antonyms", "Recognize rhetorical markers and their functions" ,"Generate questions about reading text" and "Answer factual questions" get the percentages in sequence, **07.71%**, **06.88**, **05.21%**, **03.75%** and **02.70%**. The researcher thinks that these results are weak if compared with the total percentage of the domain.

The lowest item is "Deduce meaning of unfamiliar words from context" with a percentage of **00.21%** and 2 frequencies.

Generally speaking, the reading items percentages in the five years (2007-2011) wobble between 88 to 102 frequencies and percentages of **18.33% - 21.25%**. The highest score of reading objectives is found in (2008).

Writing:

Table (15)
Objectives of (TEFL) related to writing skill.

No	Objectives	Exam papers					Total	%
		2007	2008	2009	2010	2011		
1	Use language appropriately "grammatically".	21	17	21	25	29	113	64.20
2	Use capitalization and punctuation (period, comma, question mark, quotation marks, colon, apostrophe, parentheses, semi-colon, and exclamation mark) correctly.	1	6	2	0	1	10	05.68
3	Write a text dictated at a reasonable speed using correct punctuation.	0	0	0	0	0	0	00.00
4	Write answer to questions on reading material.	9	7	7	7	7	37	21.02
5	Outline a text.	0	0	0	0	0	0	00.00
6	Take notes from an aural or read text.	0	0	0	0	0	0	00.00
7	Make notes about a text.	0	0	0	0	0	0	00.00
8	Summarize a text by expanding notes.	0	0	0	0	0	0	00.00
9	Write formal letters (inquiry, complaint, order), using the proper format.	2	1	2	1	1	7	03.98
10	Write a report on a researched topic.	0	1	0	0	0	1	00.57
11	Write a short essay (composition) of no less than 150 words.	2	2	2	1	1	8	04.55
12	Organize written information	0	0	0	0	0	0	00.00

	using different rhetorical functions (classification, comparison, contrast, etc.).							
13	Write a personal reaction (evaluation) to a reading selection.	0	0	0	0	0	0	00.00
14	Match audience and purpose writing.	0	0	0	0	0	0	00.00
15	Revise, edit, and rewrite student's own written work.	0	0	0	0	0	0	00.00
Total		35	34	34	34	39	176	100%
%		19.88	19.32	19.32	19.32	22.16		

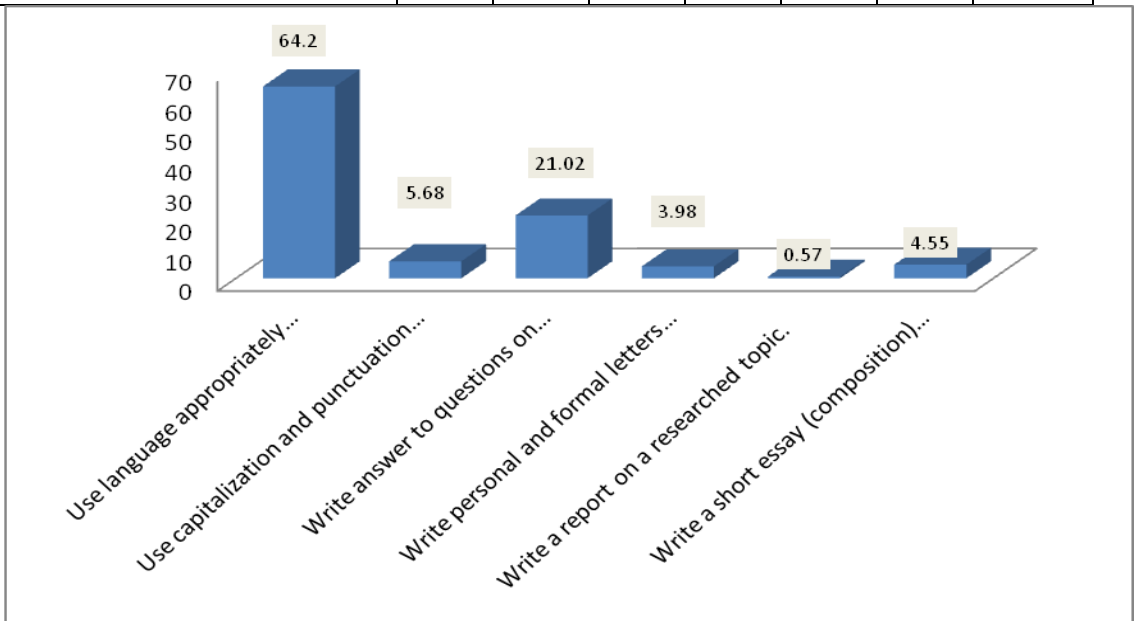


Figure (2): Objectives of (TEFL) related to writing skill.

Table (15) presents the frequencies and percentages for the writing items posed in exam papers (2007-2011) which are supposed to match the writing objectives assigned by the Palestinian Ministry of Higher Education. The item "Use language appropriately "grammatically"" gets a percentage of **64.20%** and **113** frequencies. This indicates a high score in this domain.

The second item which is " *Write answer to questions on reading material*" takes the second place with a percentage of **21.02%** and **37** frequencies. The third item "*Use capitalization and punctuation (period,*

comma, question mark, quotation marks, colon, apostrophe, parentheses, semi-colon, and exclamation mark) correctly" gets a percentage of **05.68%** with a frequency of **10**.

The item of "Write a short essay (composition) of no less than 150 words" shows a low score of **4.55%** and **8** frequencies.

The item of "Write personal and formal letters (inquiry, complaint, order), using the proper format" gets a percentage of **03.98%** and **7** frequencies. The lowest item is "Write a report on a researched topic" gets a percentage of **00.57%** and a frequency of **1**.

The items of "Write a text dictated at a reasonable speed using correct punctuation", "Outline a text", "Take notes from an aural or read text", "Make notes about a text", "Summarize a text by expanding notes", "Organize written information using different rhetorical functions (classification, comparison, contrast, etc.)", "Write a personal reaction (evaluation) to a reading selection.", "Match audience and purpose writing" and "Revise, edit, and rewrite student's own written work" get zero score.

In general, the percentage of writing items in the five years (2007-2011) rang between **(19.88-22.16)** which reflects similarity in the percentages, also it is noted that the frequencies of the writing items in the years (2008, 3009, 2010) are the same, while they are higher than them in the years (2007and 2011).

As all the items of Listening skill achieve zero existence in English Language exam papers over the years (2007-2011), the researcher prefers to represent it in only one row filled with zero as in table (17).

Listening:

Table (16)
Objectives of (TEFL) related to listening skill.

No	Skills	Exam papers										T o t a l	%		
		2 0 7	%	2 0 8	%	2 0 9	%	2 0 1 0	%	2 0 1 1	%				
1	All Listening objectives assigned by Palestinian Ministry of Higher Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table (16) shows that the objectives of the listening skill - assigned by the Palestinian Ministry of Higher Education are not represented in English language exams.

Speaking:

Table(17)
Objectives of (TEFL) related to speaking skill.

No	Objectives	Exam papers					Total	%
		2007	2008	2009	2010	2011		
1	Respond to direct questions, instructions, suggestions, offers, visual inputs, etc	0	0	2	2	2	6	00.91

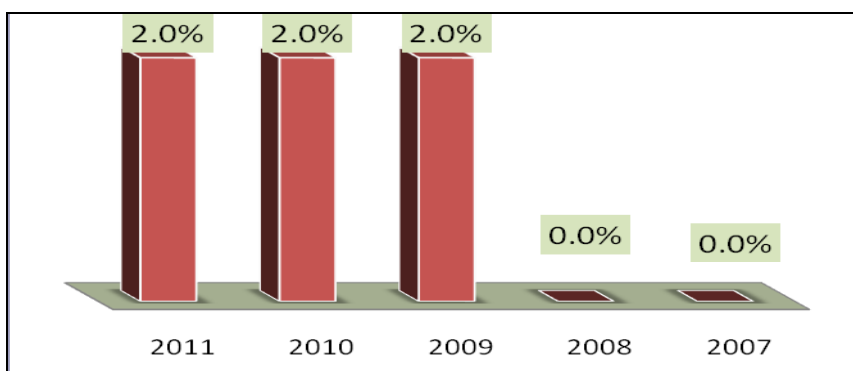


Figure (3): Objectives of (TEFL) related to speaking skill.

As to speaking skill, it achieves a percentage of **00.91** in English Language exam papers over the years (2007-2011); only one of the objectives is represented in table (17). So the researcher prefers to represent it in just one row.

Table (18) shows the percentages and frequencies of the four main English language skills according to their availability in Twjehi English language exam papers in the years (2007-2011).

Table(18)
Objectives of (TEFL) related to four skills.

No	Skills	Exam papers										Total	%
		2007	%	2008	%	2009	%	2010	%	2011	%		
1	Listening	0	00.00	0	00.00	0	00.00	0	00.00	0	00.00	0	00.00
2	Speaking	0	00.00	0	00.00	2	01.50	2	01.55	2	01.42	6	00.91
3	Reading	88	71.54	102	75.00	97	72.93	93	72.09	100	70.92	480	72.51
4	Writing	35	28.46	34	25.00	34	25.57	34	26.36	39	27.66	176	26.58
Total		123	100%	136	100%	133	100%	129	100%	141	100%	662	100%

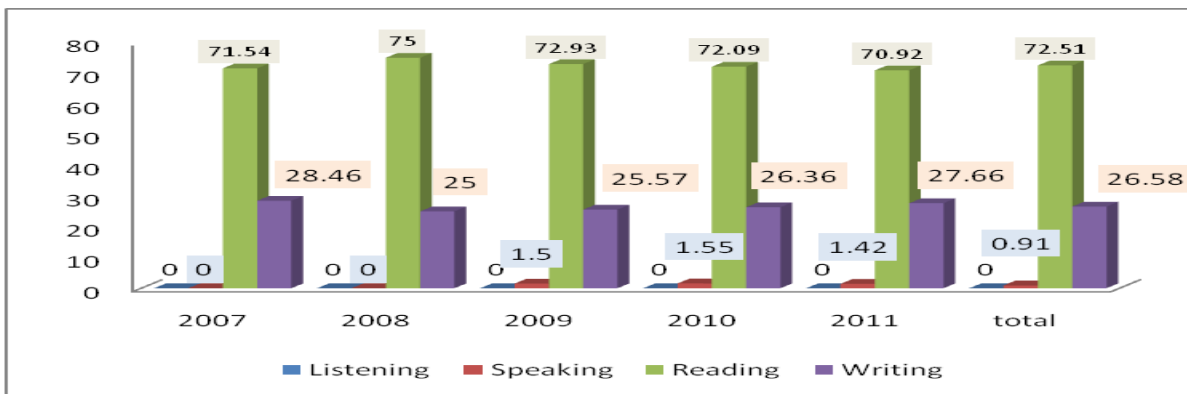


Figure (4): Objectives of (TEFL) related to four skills

It is almost obvious that, there are no oral skills (speaking and listening) in English exam papers over the years (2007-2011).

4.3 Answer of the Second question:

The following table answers the second question of the study " To what extent do cognitive domains according to Bloom's taxonomy exist in Twjehi English language exam in Palestine over the years (2007-2011)?"

Table (19)
Objectives of (TEFL) related to knowledge level.

No	Objectives	Exam papers					Total	%
		2007	2008	2009	2010	2011		
1	Recall previous information.	12	10	14	14	10	60	30.93
2	State information.	0	0	0	0	0	0	00.00
3	Retell events.	2	2	1	5	3	13	06.70
4	Recognize language form and concepts.	7	28	19	19	23	96	49.48
5	Define concepts.	5	5	5	5	5	25	12.89
Total		26	45	39	43	41	194	100%
%		13.40	23.20	20.10	22.16	21.14		

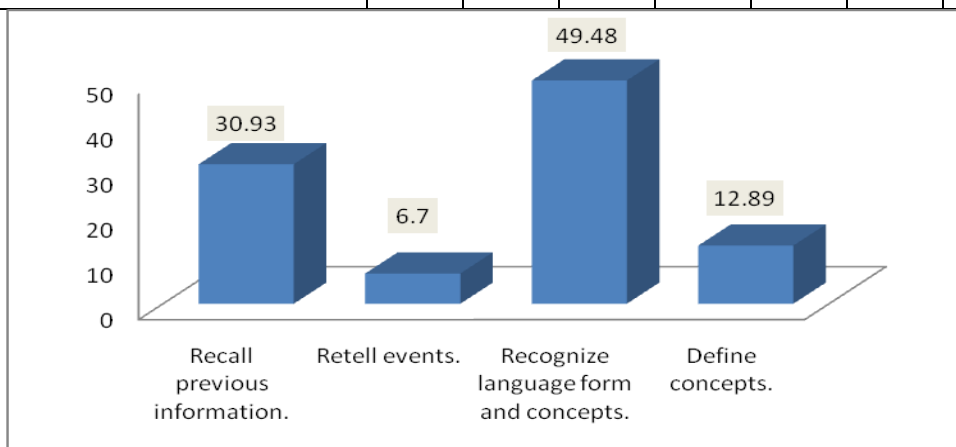


Figure (5): Objectives of (TEFL) related to knowledge level.

Table (19) presents the frequencies and percentages of the first level "knowledge" of Bloom's taxonomy raised in Twjehi English Language Exam papers (2007-2011). The item of "Recognize language form and concepts" gets the highest score which is **49.48%** and 60 frequencies. The second item is "Recall previous information" that gets a percentage of **30.93%** and a frequency of 30. The middle item is "Recall previous information" gets a frequency of 25 and a percentage of **12.89%**. The lowest item which is "Retell events" gets a frequency of 13 and a percentage of **06.70%**. The item of "State information" gets zero frequency.

In general, the percentages of the knowledge level posed in Twjehi English Language Exam papers over the years (2007-2011) range between (13.40%- 23.20%). The lowest score of knowledge is in year (2007) as it gets

13.40% and 26 frequencies, while the highest score is in year (2008) as it achieves a frequency of 45 and a percentage of 23.20%.

Table (20)

Objectives of (TEFL) related to comprehension level.

	Objectives	Exam papers					Total	%
		2007	2008	2009	2010	2011		
1	Identify referential items.	14	13	9	7	9	52	53.06
2	Explain ideas and material.	0	0	0	0	0	0	00.00
3	find certain information.	9	10	10	9	8	46	46.94
4	Describe places, events, ...	0	0	0	0	0	0	00.00
5	Express thoughts, ideas and situations.	0	0	0	0	0	0	00.00
6	Translate language items.	0	0	0	0	0	0	00.00
Total		23	23	19	16	17	98	100%
%		23.47	23.47	19.39	16.33	17.34		

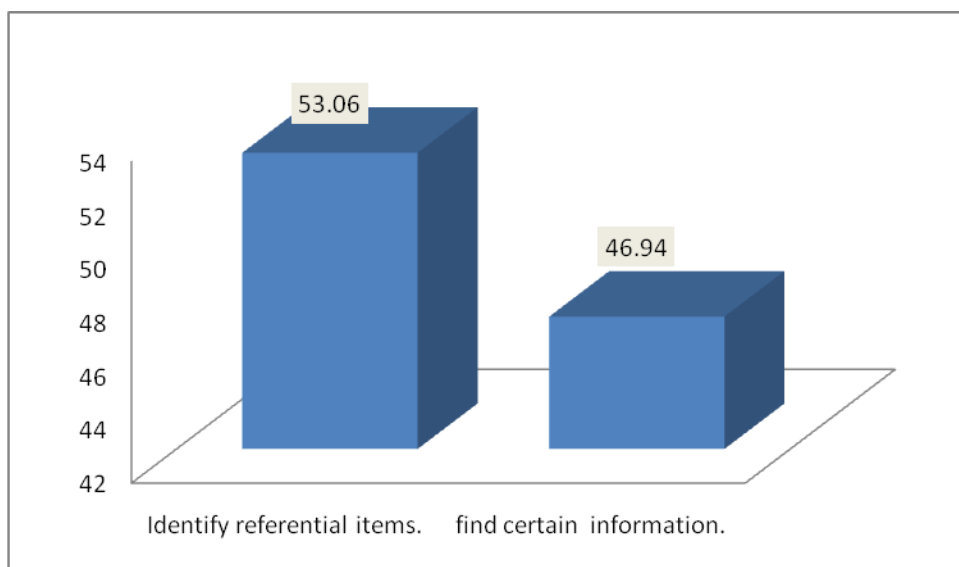


Figure (6): Objectives of (TEFL) related to comprehension level.

Table (20) represents the second level (comprehension) of Bloom's Taxonomy found in Twjehi English Language Exam papers over the years (2007-2011). The item "Identify referential items." gets the highest score of a percentage of **53.06%**. **52** frequencies. The second and lowest item "find certain information." gets a percentage of **46.94%** and a frequency of **46**. It is noted that there is no big difference between the previous items.

Table(21)
Objectives of (TEFL) related to application level.

No	Objectives	Exam papers					Total	%
		2007	2008	2009	2010	2011		
1	Apply previous knowledge new situations.	31	28	30	30	34	153	86.93
2	Use language items properly.	5	2	3	5	8	23	13.07
3	Solve problems using previous knowledge.	0	0	0	0	0	0	00.00
Total		36	30	33	35	42	176	100%
%		20.45	17.05	18.75	19.89	23.86		

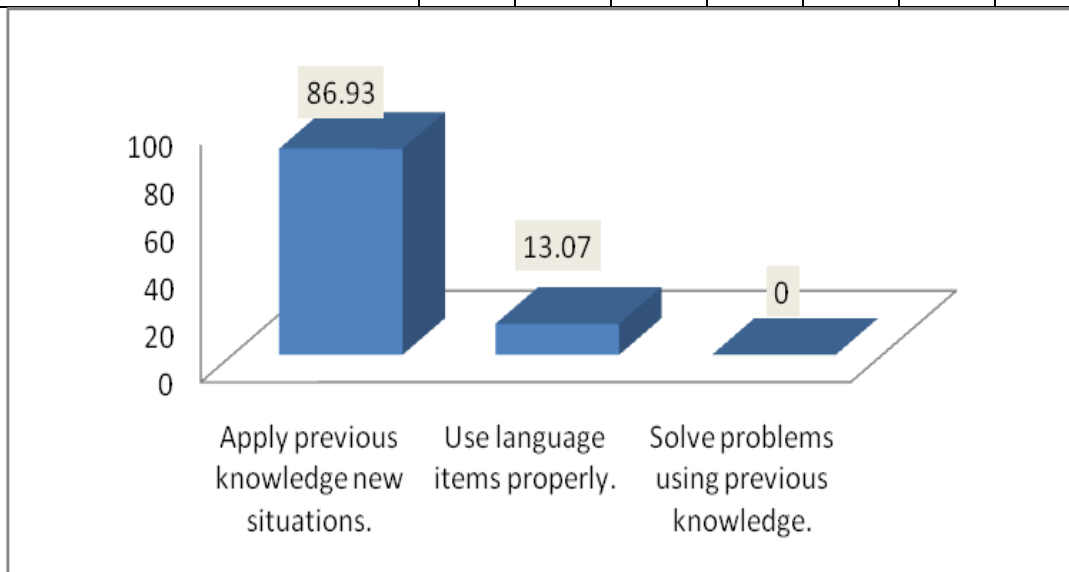


Figure (7): Objectives of (TEFL) related to application level.

Table (21) shows the percentages and frequencies of the (Application) level of Bloom's Taxonomy. The item "apply previous knowledge to new situations" is the highest one. It got 153 frequencies and **86.93%**, while the lowest item is "Use language items properly" it gets a percentage of **13.07%** and a frequency of **23**. The item "Solve problems using previous knowledge" takes zero frequency.

Table(22)
Objectives of (TEFL) related to analysis level.

No	Objectives	Exam papers					Total	%
		2007	2008	2009	2010	2011		
1	Differentiate facts from opinions.	0	0	0	0	0	0	00.00
2	Categorize information in text.	0	0	0	0	0	0	00.00
3	Compare items.	0	0	0	0	0	0	00.00
4	Guess meaning of words in context.	9	12	13	9	11	54	62.07
5	Read behind the written word.	3	2	3	1	5	14	16.09
6	Relate causes and effects.	5	2	4	4	3	18	20.69
7	Identify the main parts of text.	0	0	0	0	0	0	00.00
8	Find clues and evidences in texts	0	0	0	0	0	0	00.00
9	Elicit rules and principles.	0	0	0	0	0	0	00.00
10	Infer the author's opinion.	0	1	0	0	0	1	01.15
11	Distinguish main ideas from the supporting ones.	0	0	0	0	0	0	00.00
Total		17	17	20	14	19	87	100%
%		19.54	19.54	22.99	16.09	21.84		

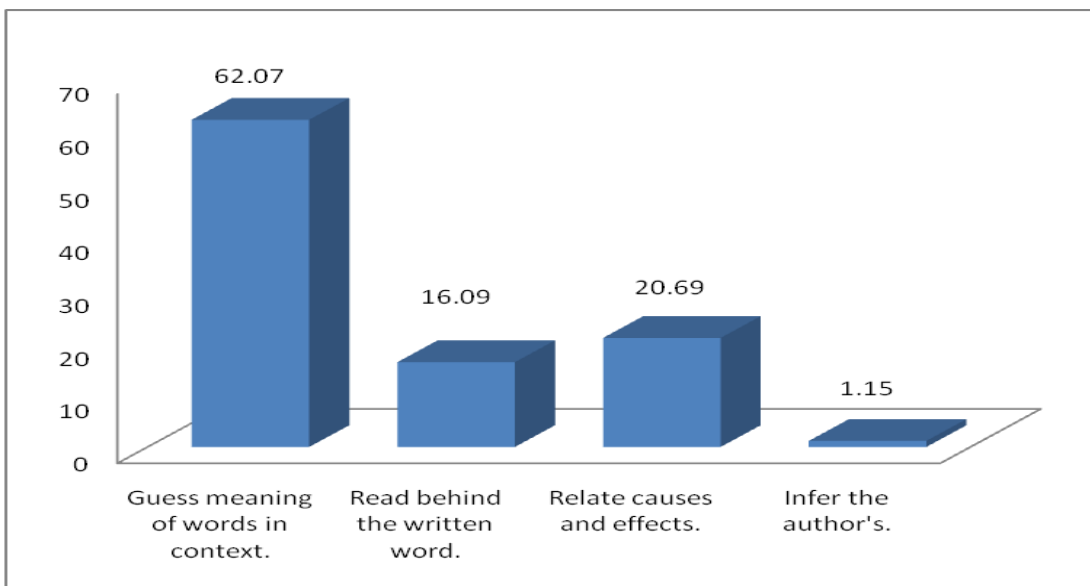


Figure (8): Objectives of (TEFL) related to analysis level.

Table (22) shows the percentage and frequencies of the fourth level (analysis) of Bloom's Taxonomy. The item "Guess meaning of words in context" get the highest score of **54** frequencies and **62.07%**. The second item "Relate causes and effects" takes a percentage of **20.69%**. **18** frequencies. The third "Read behind the written word" gets a percentage **16.07%**. **14** frequencies. The lowest item "Infer the author's opinion" achieves only **1** frequency.

The items "Differentiate facts from opinions", "Categorize information in text.", "Compare items", "Identify the main parts of text", "Find clues and evidences in texts", " Elicit rules and principles" and "Distinguish main ideas from the supporting ones" get zero frequency.

In general, the analysis level items over the five years (2007-2011) range between (17-20) frequencies. It is also noted that the percentages in the first two years equal (**19.54%**). The lowest score is **16.09%** in year (2010), while the highest score is **22.99%** in year (2009) .

Table (23)
Objectives of (TEFL) related to synthesis level.

No	Objectives	Exam papers					Total	%
		2007	2008	2009	2010	2011		
1	Reorder events in text.	0	0	0	0	0	0	00.00
2	Summarize texts.	0	0	0	0	0	0	00.00
3	Re write or retell the ideas of the text using his own words.	14	12	11	15	15	67	62.62
4	Suggest solutions.	0	0	2	2	2	6	05.61
5	Introduce clues to persuade.	0	0	0	0	0	0	00.00
6	Generate questions related to reading texts.	3	5	5	2	3	18	16.82
7	Combine thoughts to write paragraphs and essays.	4	4	4	2	2	16	14.95
Total		21	21	22	21	22	107	100%
%		19.63	19.63	20.56	19.62	20.56		

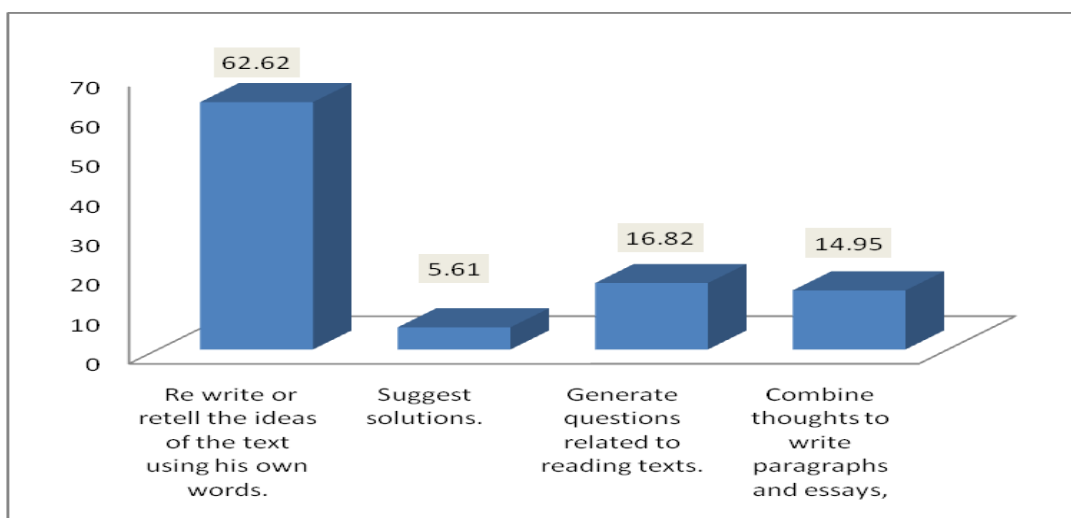


Figure (9): Objectives of (TEFL) related to synthesis level.

Table (23) represents the percentages and frequencies of the synthesis level. The highest item "Rewrite or retell the ideas of the text using his own words" got **62.62%** and a frequency of 18. The second item which is "Generate questions related to reading texts" got **18** frequencies and **16.82%**. The item "Combine thoughts to write paragraphs and essays" got a

percentage of **14.95%** and a frequency of **16**. The lowest item "Suggest solutions" got a percentage of **05.61%**, and a frequency of **6**.

In general, the percentages of the "synthesis" level in the five years are similar to each other, there is no gaps among them as they range between (**19.62%-20.56%**). It is clear that the percentages of the "synthesis" are equal in the years (2007, 2008, 2010) and in years of (2009 and 2011) get the same percentage of 20.56.

Table (24)
Objectives of (TEFL) related to evaluation level.

No	Objectives	Exam papers										Total	%
		2007	%	2008	%	2009	%	2010	%	2011	%		
6	Evaluation.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

Table (24) shows that evaluation level items got zero frequency. Twjehi English exam papers do not treat questions related to evaluation level.

Table (25)
Objectives related to Cognitive Domains in general

No	Objectives	Exam papers										Total	%
		2007	%	2008	%	2009	%	2010	%	2011	%		
1	Knowledge.	26	21.14	45	33.09	39	29.32	43	33.34	41	29.08	194	29.31
2	Comprehension	23	18.70	23	16.91	19	14.29	16	12.40	17	12.05	98	14.80
3	Application.	36	29.27	30	22.06	33	24.81	35	27.13	42	29.79	176	26.59
4	Analysis.	17	13.82	17	12.50	20	15.04	14	10.85	19	13.48	87	13.14
5	Synthesis	21	17.07	21	15.44	22	16.54	21	16.28	22	15.60	107	16.16
6	Evaluation.	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total		123	100%	136	100%	133	100%	129	100%	141	100%	662	100%

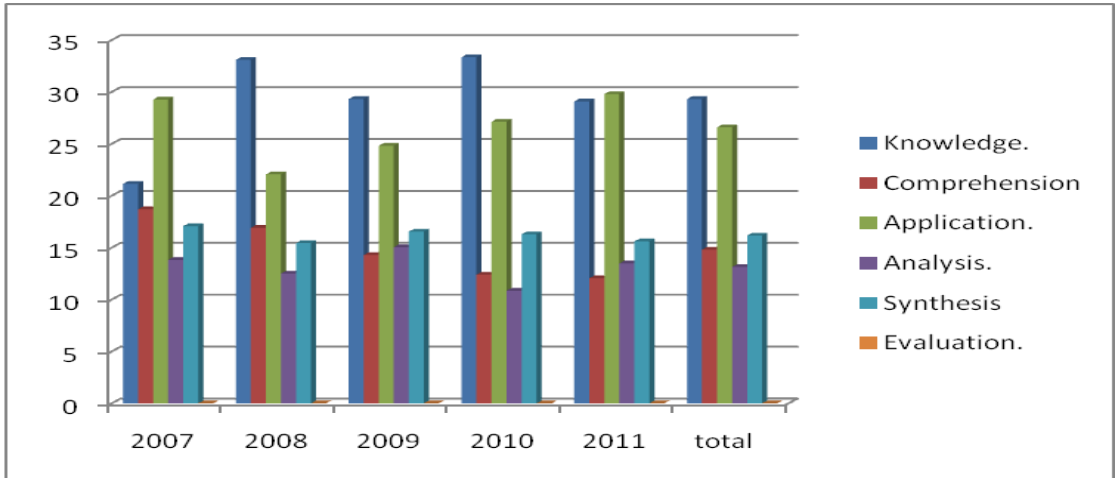


Figure (10): Objectives related to Cognitive Domains in general

Table (25) shows the percentages and frequencies of the six levels of Bloom's taxonomy posed in Twjehi English Language Exam(TELE) papers over the years (2007-2011). It is clear that knowledge level gets the highest percentage of **29.31%**. The second level is Application achieves **26.59%**. Synthesis level takes the third position with a percentage of **16.16%**. The fourth level is comprehension gets **14.80%**. Analysis level gets the lowest percentage of **13.14%**, while the evaluation level gets zero.

It is noted that the percentage of the (LOTS) is 70.7%. while the (HOTS) is 29.3%.

4.4 The answer of the third question:

The third question of this study is *"To what extent does Twjehi English language exam questions in Palestine over the last five years cover the content of the textbook?"*. To answer this question, the researcher calculates the percentage of each skill and aspect which represent the content of the textbook "English for Palestine" grade 12. This calculation process is based on the time allocated to each skill in the teacher's guide. The following table clarifies the time allocated to each skill and aspect and its percentage in the text book (English for Palestine grade 12) :

Table (26)
The time allocated to each skill and aspect in the text book (English For Palestine Grade 12).

Skills	Time(hours)	The percentage
Reading	36.25	47.42%
Writing	12.22	15.99%
Listening	3.95	5.17%
speaking	10.88	14.23%
grammar	5.72	7.48%
vocabulary	7.42	9.71%
total	76.44	100.00%

Then, the researcher calculates percentage of the marks allocated for each skill and aspect in Twjehi English language Exam over the years (2007-2011). The illustration is in the following table:

Table (27)
percentage of the marks allocated for each skill and aspect in Twjehi English language Exam

Skills	Marks	The percentage
Reading	60	40.00%
Writing	20	13.33%
Listening	0	00.00%
Speaking	2	1.33%
Grammar	33	22%
Vocabulary	35	23.33%
Total	150	100.00%

Then, a comparison is held between the two percentages (percentages of distribution of marks in the exam papers related to each skill and relative weigh related to the distribution of each skill and aspect in the text book).

Table(28)

The comparison between the percentage of exam marks and percentage of skills in the textbook according to time allocation

No	skills	Percentage of skills in the textbook according to time allocation	Percentages of marks assigned for each skills in exam papers
1-	reading	47.42	40.00
2-	writing	15.99	13.33
3-	listening	5.17	0.00
4-	speaking	14.23	4.00
5-	grammar	7.48	19.33
6-	vocabulary	9.71	23.33
	total	100.00	100.00

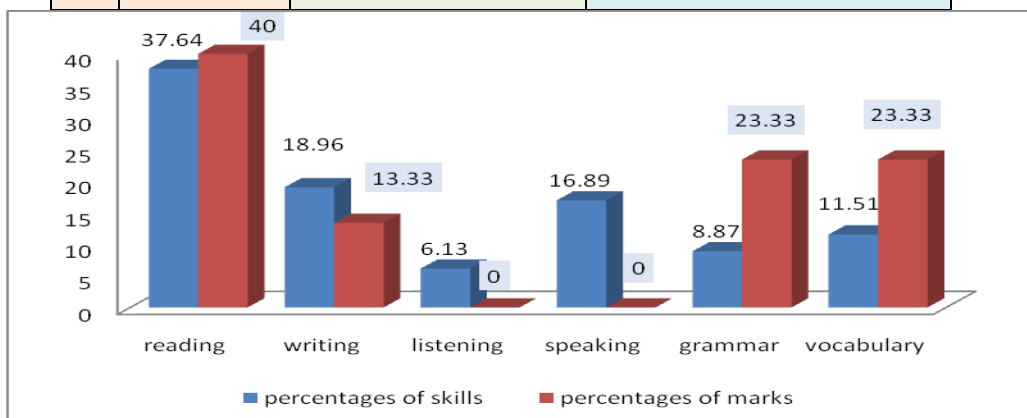


Figure (11): The comparison between the percentages of exam marks and percentage of skills in the textbook according to time allocation.

Another comparison is conducted between the relative weight related to the distribution of each skill and aspect in the text book and the relative weight of the number of the questions related to each skill in the exam papers. They are illustrated in the following tables.

Table (29):

Numbers of Twjehi English Language exam questions and the relative weight of the number of the questions related to each skill in the exam papers.

No	Exam Content	2007	2008	2009	2010	2011	Total	%
1	Reading	48	48	46	39	40	191	33.38
2	Vocabulary	30	44	43	48	49	214	32.33
3	Language (Grammar)	40	40	40	40	50	210	31.72
4	Writing	5	4	4	2	2	17	02.57
5	listening	0	0	0	0	0	0	00.00
6	speaking	0	0	0	2	2	2	00.91
Total		123	136	133	129	141	662	100%

According table(29), it is clear that:

Reading:

The highest number of questions is allocated to reading skill (including literature questions) with the total percentage of %33.38.

Vocabulary :

The number of vocabulary questions score the percentage of %.32.33 of the total exam questions.

Language (Grammar):

The number of grammar questions gets a percentage 31.72 which is considered to be the second score of the total numbers of exams questions.

Writing:

The numbers of writing questions achieve the percentage of %2.57.

Table (33) shows the comparison between the percentage of each skill in the textbook and the percentage of exams questions related to each skill

Table (30)

The comparison between the percentages of skills in the textbook according to time allocation and the percentage of exam question.

No	Content	Percentages of skills in the textbook	Exams questions
1	Reading	47.42	33.38
2	Vocabulary	15.99	32.33
3	Language (Grammar)	5.17	23.33
4	Writing	14.23	02.57
5	Listening	7.48	00.00
6	Speaking	9.71	00.91
	Total	100.00	100%

Table (30) shows imbalanced comparison .

4.5 Answer of the fourth question:

The fourth question of this study is " What are Twjehi English language teachers' perceptions towards Twjehi English language exam over the years(2007-2011)?" To answer this question, the researcher uses a questionnaire.

One Sample K-S test is used to identify if the data follow a normal distribution or not. This test is considered necessary in case of testing hypotheses as most parametric test that stipulate data to be normally distributed. This test is used when the size of the sample is more than 50. Results of One Sample K-S test are shown in the following table.

Table (31)

One Sample K-S test.

Number	Section	items No.	Statistic	P-value
1	The impact of exam upon students' performance)	7	1.060	0.211
2	The relation between the exam questions and content of the textbook	8	1.059	0.212
3	The layout of the exam paper	8	0.634	0.816
	Total	23	0.989	0.282

Table (31) clarifies that the calculated p-value is greater than the significant level which equals 0.05 (p-value. > 0.05), this in turn denotes that data follow normal distribution, so parametric tests should be used.

Results of the questionnaire of teachers' perceptions to:

To measure English language teachers' perceptions towards Twjehi English language exams over the years (2007-2011) and the extent of teachers' acceptance of the exam. The researcher used table (35) Abdelfatah (2008:542) to estimate the teachers' acceptance degree of each questionnaire item.

Table (32)

The level of relative weight, the range it is related to and the degree of acceptance.

Relative weight	Percentage's range	The degree of acceptance
1-1.79	20-35%	Very low
1.80-2.59	36-51%	Low
2.60-3.39	52-67%	Middle
3.91-3.40	68-83%	High
4.20-5.00	84-100%	Very high

1-The impact of exam upon students' performance:

One sample T test is used to examine if the perception of (Twjehi English Language teachers) are in relevance to the impact of exam upon students' performance:

The results are shown in the following table:

Table (33)
The impact of exam upon students' performance.

No	Items	Weighted average	standard deviation	Relative weight	Rank order
1	The exam measures students' creativity.	2.80	1.183	55.98	7
2	The exam motivates students' desire to learn English.	2.96	1.112	59.29	6
3	The exam is difficult compared with students' level.	3.15	1.089	62.96	4
4	The exam matches the students' individual differences .	3.51	1.119	70.18	3
5	The assigned time for the exam is sufficient.	3.82	0.960	76.45	2
6	The exam encourages students to do extensive reading.	2.99	1.222	59.88	5
7	The exam makes students study English just for the exam.	4.04	1.192	80.83	1
	Total	3.33	0.627	66.51	

1. Critical value of t at df "39" and significance level 0.05 equal 2.02

Table (33) clarifies that item (5) " The assigned time for the exam is sufficient." and item (7) " The exam makes students study English just for the exam." have relative weights in sequence as (76.45 and 80.83)which consider to be high according to table (32). They also get high weighted average in sequence as (3.82 and 4.04). The rest of the items get intermediate relative weights that range between (55.98 - 62.96) and intermediate weighted average that range between (3.15 -2.99).

In general, the results of all items of the previous domain show that the relative weight equals (66.51%) which is a intermediate percentage in relevance to the criterion in table (32). This means that the impact of exam upon students' performance is acceptable from Twjehi English language teachers' perceptions.

2. The relation between the exam questions and content of the textbook:

One sample t test is used to test the perception of Twjehi English Language teachers if there is a relation between the exam questions and content of the textbook. The results are shown in table (34).

Table (34)

The relation between the exam questions and content of the textbook.

No.	Items	Weighted average	standard deviation	Relative weight	Rank order
1	The exam matches the content of textbook.	4.15	1.213	82.96	1
2	The exam matches all cognitive skills.	3.64	0.798	72.78	3
3	The exam covers all language skills and aspects.	3.57	1.158	71.48	4
4	The exam addresses language sub skills in details.	2.98	1.061	59.64	7
5	The exam mark distribution suits the rational weight of each skill in the content of the textbook.	3.12	1.005	62.37	5
6	The exam concentrates on memorization.	3.94	1.100	78.82	2
7	The exam addresses High Order Thinking skills (analysis, synthesis, evaluation).	2.93	1.240	58.70	8
8	The exam gives high concentration to written activity.	3.05	1.199	60.95	6
	Total	3.42	0.578	68.46	

Critical value of t at df "168" and significance level 0.05 equal 1.97

Table (34) clarifies that the items (1) " The exam matches the content of textbook.", (2) " The exam matches all cognitive skills", (3) "The exam covers all language skills and aspects" and (6)" The exam concentrates on memorization" get high level as shown in table (32). Their relative weights range between (62.37-82.96) and their weighted average range between (3.12-4.15). The rest of the items in this domain have intermediate percentage relative weight, which rang between (58.70-62.37) and intermediate weighted average that range between (2.93-3.12).

In general, the results for all items of the field show that the relative weight equals 68.46% which is considered to be high according to the table (32). This means that the relation between the exam questions and content of the textbook is acceptable from Twjehi English Language teachers' perception.

3. The layout of the exam paper:

one sample T test is used to test the perceptions of English Language teachers about the layout of the exam papers over the years (2007-2011).

Table(35)

The layout of the exam paper.

No.	Items	Weighted average	standard deviation	Relative weight	Rank order
1	The exam matches the standard criterion for a good exam.	3.56	0.981	71.12	7
2	The exam questions are well organized.	4.09	0.796	81.89	2
3	The exam font size and font type are suitable.	3.65	1.030	73.02	6
4	The exam paper is free from mistakes ;grammatical, spelling and punctuation.	3.37	1.168	67.34	8
5	The exam questions are well numbered.	4.02	0.988	80.47	3
6	The instructions of the exam questions are clear for the students.	4.23	0.906	84.62	1
7	The exam papers are well margined.	3.80	0.908	76.09	4
8	There is enough space among the exam paper.	3.76	0.888	75.27	5
	Total	3.81	0.700	76.23	

Critical value of t at df "168" and significance level 0.05 equal 1.97

Table (35) clarifies that item (6) "The instructions of the exam questions are clear for the students." gets the highest relative weight as (84.62) and the highest relative weight, which is considered to be a very high score according to table (32). The items (2) "The exam questions are well organized.", (3) "The exam font size and font type are suitable.", (5) "The

exam questions are well numbered.", (7) "The exam papers are well margined." and (8) " There is enough space among the exam paper." get high relative weight that range between (71.12- 80.47)and high weighted average which range between (3.56-4.02). Item (4) " The exam paper is free from mistakes ;grammatical, spelling and punctuation." gets low relative weight as (67.34) with low weighted average as (3.37).

In general, the results for all items of the field show that the relative weight equals 76.23% which is consider to be high according to the table (32). This means that layout of Twjehi English language exam papers over the years (2007-2011) is acceptable from Twjehi English Language teachers' perception.

4.6 The answer of the fifth question:

To answer the fifth question "what is the suggests model that can be used for developing Twjehi English Language Exam?", the researcher has designed an exam based on the study results. It has tried to compensate for the deficiency which was discovered through analyzing five exam papers based on English for Palestine between the years (2007-2001).

Principle of the suggested exam:

It is built on the following:

1. It has taken in consideration involving all language skills (listening, speaking, reading and writing) and aspects (vocabulary, grammar, spelling and pronunciation). The researcher believes that it is very important for listening and speaking to be included in the suggested exam, as English for Palestine is taught communicatively. Also it is supposed to be tested communicatively.
2. It has attempt to cover as much as possible of the objectives assigned by ministry of higher education teaching English as a Foreign Language (TEFL).
3. It has relied on the activities introduced in English for Palestine Grade 12.
4. Its distribution of the questions and their marks are relied on the relative weight allocated for each skill in teacher's book of English for Palestine.

Component of the suggested exam:

1. **The first paper:** It consists of the following: See appendix (13).
- a. **Testing Listening skill:**

It tried to focus some of the listening objectives assigned by ministry of higher education. The exam includes listening material and comprehension questions, which covers the following listening objectives: (identify main idea, identify the setting of aural texts, identify the participants and their roles, distinguish between relevant and irrelevant idea, extract key information for note taking and summarizing purposes and draw inferences about speaker's attitude, feelings and emotional state.)

b. Testing reading skills:

It attempts to increase reading objectives assigned by ministry of higher education which were treated in twjehi English language exam between the years(2007-20011) such as. In addition it is tried to increase some objectives related to evaluation level in bloom's taxonomy. e.g.(summarize reading text, answer evaluation questions and judgment questions, identify supporting details, extract and synthesize information from several sources to present it into expository form and Make predictions about reading text)

c. Testing vocabulary:

This part is similar to vocabulary part in the previous exam papers between years(2007-2011). However it has some differences as it is allocated by 15 marks instead of 35 marks. It covers the following objectives: (develop awareness of semantic fields (word mapping), develop awareness of synonyms and antonyms, recognize rhetorical markers and their functions, and deduce meaning of unfamiliar words from context.)

d. Testing speaking skill:

This skill is tested in written form. It focuses on language function (advice, offering and suggestion), fill in the dialogue and pronunciation questions Its mark distribution is 21 marks. These questions cover some speaking objectives:(express personal feelings and emotions (anger, regret, sorrow, happiness, success, or failure), respond to direct questions, instructions, suggestions, offers, visual inputs, give directions and instructions, ask questions about routine matters and engage in conversations effectively using suitable conversation management skills and appropriate communication strategies)

2. The second paper: It consists of the following: See appendix (13).

a. Testing grammar: (language)

This part treats grammatical rules which related to the grammar in student book of English for Palestine. Its mark distribution is 12 marks instead of 35 in the previous years. It tries to treat as much as possible grammatical rules from the text book.

b. Testing literature :

This part attempts to cover various ideas from all literary texts which students study during the school year. The researcher tries to develop this part by adding some questions relevant to evaluation level of bloom's taxonomy. Its mark distribution is 20 marks as it was in the previous exam papers between the years (2007-2011). Literature concentrate on comment on the quotations, true or false exercise and answer question about some events.

d. Testing writing:

This part has 24 marks, which are distributed to 6 questions. This is different from writing in the previous part, which has 20 marks for just one question (letter or essay). It includes punctuation, identifying the irrelevant idea, creating a network (Notes) about a topic, outlining a text, providing a suitable topic and writing one of two topics (formal letter or an essay). It cover the following objectives: (use capitalization and punctuation (period, comma, question mark, quotation marks, colon, apostrophe, parentheses, semi-colon, and exclamation mark) correctly, outline a text, summarize a text by expanding notes and write a short essay (composition) of no less than 150 words,)

4.7 Summary:

Throughout this chapter, three types of statistical treatments were used; tables of frequencies and percentages to answer the first, the second and the third questions. K-S test and one sample t test are used to answer the fourth question. Regarding the results of these questions, it can be concluded that (57) objectives were covered in Twjehi English Language Exam out of (76) objectives assigned by the Palestinian Ministry of Higher Education. Twjehi English Language Exam questions match the cognitive skills in different percentages; the highest existence was in knowledge level and the lowest percentage was in analysis, while the evaluation level was not found at all. Also there are clear differences between the percentage of exam marks and percentage of skills in the textbook according to time allocation. In the light

of these results, the researcher has designed a suggested Twjehi English language exam for English language and the discussion of the results will be provided in the next chapter.

Chapter V

Discussion, conclusions and Recommendation

5.1 Introduction

5.2 Discussion

5.3 Recommendations

5.4 Suggestion for further studies

5.1 Introduction:

After revising educational literature, constructing the study tools and analyzing Twjehi English language exam, this chapter aims at discussing the results of the study, giving interpretation, providing suggestions, and offering recommendations and some suggestions for further research.

5.2 Discussion:

5.2.1 Discussion of The First Question

The statistical analysis of the data collected in relevance to the first question, in chapter (4) *"To what extent do Twjehi English language exam in Palestine over the last five years match the objectives of grade 12 assigned by ministry of higher education?"* The results related to this question revealed the following:

5.2.1.1 Objectives Related to Reading Skill:

The statistical analysis of the data collected in relevance to the first question "To what extent do Twjehi English language exam in Palestine over the last five years match the objectives of grade 12 assigned by ministry of higher education? ". The results related to this question revealed the following:

5.2.1.1.1 Answering factual questions: It got 2.70% and 13 frequencies.

This can be interpreted along the following lines:

Description of the activity: students have to read the text in order to answer some comprehension questions. See the example of English Language Exam. Year (2007) paper one. Reading comprehension. Exercise 2 and 3. In appendix No (1)

Read the following passage carefully then answer the questions that follow:

Questions:

1. Why has the price of oil risen in recent years?

.....

2. In what way is the world following America?

.....

Year (2008): Reading comprehension. Exercise 2 and 3. In appendix No (3)

Passage One:

Read the following passage carefully then answer the questions that follow:

Questions:

1. How long did building the Suez Canal take?

2. Why were underground holes formed?

3. What were the expected side effects of building the Dam?

a. _____

5.2.1.1.2. Answering evaluation questions and judgment

questions: It got a percentage of %07.71.

Description of the activity: Students should judge whether the sentence is true or false.

Example: English Language Exam. Year (2007) paper one. Reading comprehension. Exercise 5. In appendix No (1)

5. Decide whether each of the following is *True* or *False*:

- a. Farming in lake Hula wasn't a successful project. ()
- b. The Suez Canal endangered some important remains in the area. ()

English Language Exam. Year (2010) paper one. Reading comprehension. Exercise 5.

2. Decide whether each of the following is *True* or *False* :

- 1. In ' the Road Not Taken ' , it was better to take the path which is less travelled . (.....)
- 2. Goneril in ' King Lear ' wants Edmund to murder her husband because she wants to marry Gloucester . (.....)
- 3. Cordila's answer in 'King Lear ' was the same as her sisters' . (.....)

5.2.1.1.3 Recognizing pronoun referents: It got %10.62.

Description of the activity:

Students should read the passage and recognize the pronoun and word references.

Example: English Language Exam. Year (2009) paper one. Reading comprehension. Exercise 8. In appendix No (5)

8. What do these pronouns refer to:

a. "them" line (15) _____

b. "this" line (19) _____

English Language Exam. Year (2009) paper one. Reading comprehension passage (2). Exercise 8. In appendix No (5)

5. What does each of the following pronouns refer to?

a. "them" line (2) : _____

b. " It " line (4) : _____

5.2.1.1.4 Generating questions about reading text: It got 18 frequencies and a percentage of 3.75%.

Description of the activity:

Students have to form questions about the given answer using wh question word and helping verbs. It should reflect students' familiarity with to constructing questions structure.

Example: English Language Exam. Year (2007), paper two. Language. Exercise 3. In appendix No (2)

Question Number Three: (5points)
A: Write the missing questions for the given answers. Use the words in brackets.

- A:
B: She is from Canada. (where / come from)
- A:
B: She looks for oil. (what / do)
- A:
B: She goes by air. (how / get / test locations)

English Language Exam. Year (2008) paper two. Language. Exercise 2 In appendix No (4).

Question Number Two: (5 Points)
Write questions for the answers below, use the words in parentheses:

- Question:? (When\start)
Answer: I started school in 1997.
- Question:? (Why\leave)
Answer: I left my office to have my lunch.
- Question:? (Where\be)
Answer: I've been to Paris.
- Question:? (What\do)
Answer: She looks after sick people.
- Question:? (be\engineer)
Answer: Yes, Omar is an engineer.

5.2.1.1.5 Develop awareness of semantic fields (word mapping):

It got a percentage of %41.87.

Description of the activity:

Students should answer questions related to word formation and derivation.

Example: English Language Exam. Year (2009) paper one. vocabulary. Exercise 1. In appendix No (5)

Question Number One (5 Points)

Complete each of the following sentences with a suitable word from the same word family.

- I notice that you have had experience as a website (design)
- The main for joining a university is a good Tawjihi result. (require)
- The big problem with fossil fuels is that they cause a lot of (pollute)
- It was a meeting at which some important decisions were made. (produce)
- This hotel brochure isn't very It doesn't say anything about prices. (inform)

Example: English Language Exam. Year (2010) paper two. vocabulary. Exercise (7) item (b). In appendix No (8)

B: Form suitable word pairs from the words in the boxes.

driving , software , information , sales

manager , programme , license , technology

a. b. c.

Example: English Language Exam. Year (2010) paper one. vocabulary. Exercise 3. In appendix No (7)

2. Match the words in the box to words below to make word pairs : (3 points)

air , chain , license , software , make , administration

a. food b. business c. driving

d. friends e. programs f. pollution

5.2.1.1.6 Develop awareness of synonyms. It got 51 frequencies and a percentage of %10.63.

Description of the activity:

Students practice activities related to vocabulary, synonyms and homophones.

Example: English Language Exam. Year (2008) paper one. vocabulary. Exercise 4. In appendix No (3)

A. Match the words in the box with their synonyms below:

schedule , aims , necessary , problem , amount , decline

1. quantity : 2.essential:.....

3. timetable:..... 4. difficulty:.....

5. decrease:..... 6. goals:.....

English Language Exam. Year (2010) paper one. vocabulary. Exercise4. In appendix

No(7)

Question Number Four: (10 points)

A. 1. Match the words in the box with their *synonyms* below:

(1.5 points)

Note: (There are more words in the box than needed)

power , disaster, particularly , quantity

a. amount : b. catastrophe : c. force :

5.2.1.1.7 Develop awareness of antonyms: It got 33 frequencies and a percentage of %06.88.

Description of the activity:

Students practice activities related to vocabulary, synonyms and homophones.

Example: English Language Exam. Year (2010) paper one. vocabulary. Exercise 2. In appendix No (7)

2. Match the words in the box with their *opposites* below:

(1.5 points)

Note: (There are more words in the box than needed)

urban , disappear , income , refuse

a. expenses b. accept c. rural

Example: English Language Exam. Year (2009) paper one. vocabulary. Exercise (4).item (b). In appendix No (5)

B: Match the words in the box with their opposites below: (Note: There are more words than needed)

easy , supply , future , production , sad

1. : demand 2. : happy
3. : difficult 4. : consumption

5.2.1.1.8 Recognize rhetorical markers and their functions: It got a frequency of 25 and a percentage of %05.21.

Description of the activity:

Students have to choose the suitable connector according to meaning.

Example: English Language Exam. Year (2010) paper one. vocabulary. Exercise (4).item (B). In appendix No (7).

B. Circle the letter of the right answer.

1. We have achieved great success the bad conditions.

a. although b. because c. despite of d. so

English Language Exam. Year (2009) paper one. vocabulary. Exercise (6).item (A). In appendix No (5)

Question Number Six :

(5 Points)

A: Choose the correct connector in brackets to complete the following:

1. Most Latin American immigrants stay in the south and this, you often hear Spanish there. (*despite* \ *because of*)
2. she comes from a poor family, she was able to get a degree in medicine . (*Although* \ *Due to*)
3. repeated assurances that the product is safe, many people have stopped buying it. (*Because* \ *In spite of*)

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5.2.1.1.9 Deduce meaning of unfamiliar words from context:

It got a percentage of %00.21 with a frequency of 1 time.

Description of the activity:

Students have to guess the meaning of a particular word through context.

Example: English Language Exam. Year (2009) paper one. vocabulary.

Exercise (4). In appendix No (5)

4. The word " inferences" line (5) means:

a. articles

b. conclusions

c. graphs

5.2.1.1.10 Infer mood and author's attitude tone: It got a

percentage of %00.63 with a frequency of 3 times.

Description of the activity:

Students should choose the correct answer related to the message the author wanted to convey.

Example: English Language Exam. Year (2008) paper two. literature.

Exercise (2 ,3). In appendix. No(4).

2. The poet of 'Be Strong' suggests that we should

- a. faint b. fold our hands c. play d. stand up bravely

3. The poet in ' War is Never Over ' would agree on the following opinion :

- a. There is nothing which is worth fighting a war.
b. Soldiers never forget the battles they fought.
c. The people who stayed at home suffered more than those who died.
d. Defending freedom costs lives.

Example: English Language Exam. Year (2007) paper one. literature.

Exercise (1).item (c). In appendix No (1)

C. The poem 'Be Strong' suggests that we should:

- a. dream
b. faint
c. speak out
d. play

5.2.1.1.11 Scan for information from text and regalia (ads, menus, schedule, calendar, flight information and tickets, etc.

): It got 39 frequencies and a percentage of %08.13.

Description of the activity:

Students have to find certain information from the text.

Example: English Language Exam. Year (2007) paper one. Reading .

Exercise (9).items(a, b). In appendix No (1)

Read the following passage carefully then answer the questions that follow:

9. Complete:

- a. Oil prices will explode if
- b. 'Wind power' is mentioned as an example of

Example: English Language Exam. Year (2009) paper one. Reading .

Exercise (9).items(a, b). In appendix No (5).

9. Complete:

- a. We need some stress in our life to
- b. Drinking alcohol and taking drugs are

5.2.1.1.12 Analyzing text for setting, theme, characters, etc: It got a frequency of 8 and a percentage of% 01.66.

Description of the activity:

Students should answer questions about some characters in a literary text.

Example: English Language Exam. Year (2007) paper one. Reading .

Exercise (4).items(a, b). In appendix No (1).

4. "While I shall look at him, with envy like a beggar, and hear from him everyday the same sentence."

- a. Who is the speaker?
.....
- b. What does the pronoun 'him' refer to?
.....

Example: English Language Exam. Year (2008) paper one. Reading .

Exercise (4).items(a, b). In appendix No (3).

In general, not all reading objectives were covered equally. More than this, some were absolutely neglected such as "read familiar material with correct pronunciation and intonation (PRO), summarize reading text, make predictions about reading text, identify the main idea of reading text and identify supporting details, distinguish main idea from supporting details, distinguish fact from opinion, interpret information presented in diagrammatic display, relate text to personal experience, opinion, or

evaluation, extract and synthesize information from several sources to present it into expository form and evaluate text for accuracy of information, soundness of argument, etc."

Great deal focus raised to 41.87% was given to item "Develop awareness of semantic fields (word mapping)" treated vocabulary. The lowest item is "Deduce meaning of unfamiliar words from context" got 00.21% which is related to High Order Thinking Skill (HOTS). This assures the fourth question result of this study that found shortage of High Order Thinking Skills in Twjehi English Language (TELE).

5.2.1.2 Objectives related to writing:

5.2.1.2.1 Using language appropriately "grammatically": It got a percentage of %64.20 and a frequency of 113 times.

Description of the activity:

Students answer grammatical question.

Example: English Language Exam. Year (2008) paper two. Reading . Exercise (3).items(1,2). In appendix No (4).

<p>Question Number Three :</p> <p>A: Rewrite the following using the starters between brackets:</p> <ol style="list-style-type: none">1. When did Ali buy the new car? (<i>I'd like to know</i>)2. Does the snake have eyes? (<i>can you tell me</i>)	<p>(5 points)</p>
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Students are asked to change the previous sentences into passive.

<p>Question Number Seven:</p> <p>Rewrite the paragraph. Put in capital letters (3), full stops (4), and apostrophes (3).</p> <p>Just say no dont take on too much because other people want you to think about your self more learn to say no when youre asked to do something that doesnt fit in with your goals</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>(5points)</p>
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Example: English Language Exam. Year (2007) paper two. Language . Exercise (5). In appendix No (2).

Question Number Five: www.alaws2008.com (5points)

Rewrite each sentence with its verb in the passive.

1. Power stations mainly use coal to produce electricity.
.....
2. Scientists are still finding new oil around the world.
.....
3. The Chinese government produced the first official banknotes over 1000 years ago.
.....
4. The bank will give you a free overdraft facility.
.....
5. We can make shorter trips by bicycle.
.....

5.2.1.2.2 Using capitalization and punctuation (period, comma, question mark, quotation marks, colon, apostrophe, parentheses, semi-colon, and exclamation mark) correctly: It got 10 frequencies and a percentage of %05.68.

Description of the activity:

Students should punctuate the previous passage using capital letters, full stops and apostrophes.

Example: English Language Exam. Year (2008) paper two. Reading . Exercise(3).items(1,2). In appendix No (4).

5.2.1.2.3 Write answer to questions on reading material: It got a frequency of 37 times with a percentage of %21.02 .

Description of the activity:

Students have to answer comprehension questions about reading text.

Example: English Language Exam. Year (2007) paper two. Literature . section (B). In appendix No (2).

Section B:

Answer all the following questions

1. Why does the banker decide to kill the prisoner. (*The Bet*)

(10 points)

Example: English Language Exam. Year (2009) paper two. Literature. Section

(B). In appendix No (6).

Section B:

(10 Points)

1. What did the lawyer suffer from in the first year of his confinement? (*The Bet*)
2. Why wasn't Lear afraid of going to prison? (*King Lear*)
3. Why does the Duke of Burgundy refuse to marry Cordelia? (*King Lear*)
4. When may we bring shame and disgrace upon ourselves? (*Be Strong*)
5. Why would the young lawyer choose life imprisonment over death? (*The Bet*)

5.2.1.2.4 Writing formal letters (inquiry, complaint, order), using the proper format: It got a percentage of % 03.98

Description of the activity:

Students have to write a formal letter.

Example: English Language Exam. Year (2007) paper two. Writing. section (B). In appendix No (2).

B: Write about 100 words on One of the following topics.

(10points)

1. You are Nidal. You live in Nablus, Amman Street, PO Box 27. You are concerned with bad environmental problems in your city that is pollution (air and noise pollution). Write a letter to the editor of Al-Quds newspaper whose office is in Jerusalem, Salah Eddien Street. Do the following:

- Describe the problem
- Persuade people that action is necessary
- Make a proposal for action

Useful words: (dangerous, wasteful, unhealthy, toxic, unacceptable, poisonous)

Example: English Language Exam. Year (2010) paper two. Literature . section (B) item (2). In appendix No (8).

2. You are Mohamed Hassan. You live in Jenin, 23 Al-Quds Street. You want to apply for the post of a sales manager advertised in Al-Ayam Newspaper on the 1st of August 2008. Write a job application letter to Miss Nehal A. Orabi, Director of Petrochemical Company, at PO Box 312 Kamallah. (Talk about your experience, languages, qualifications and other skills).

5.2.1.2.5 Write a report on a researched topic: It got %00.57

Description of the activity:

Students should write a report about particular topic.

Example: English Language Exam. Year (2007) paper two. Literature. section (B) item (2). In appendix No (2).

2. Choose the best two of the vehicles and write a report – a paragraph about each and a concluding paragraph. Start like this:

In my view, the two most suitable vehicles are the following.

1. The This

Start the final paragraph like this:

I recommend the because it seems to meet the Department of Education's requirements better than the First of all, Secondly, On the hand, the

Has some disadvantages. First,

5.2.1.2.6 Write a short essay (composition) of no less than 150 words: It got a percentage of %04.55.

model	speed	fuel economy	load capacity	people capacity	Reliability	Price (\$)
Trekker	165	****	2,500 kg	2	*****	21,400
Load All	130	**	3,200 kg	6	***	23,900
Pacer 1	145	***	2,900 kg	3	****	22,600

* = Very bad ***** = very good

Good Luck

Description of the activity:

Students have to write an essay about especial issue.

Example: English Language Exam. Year (2007) paper two. composition. In appendix No (2).

Composition:	الإجابة على الدفتر	(20points)
A: Write about 120 words on <i>One</i> of the following topics. (10points)		
1. Write about your life in the coming years. In paragraph one, say what you think your world-family, friends and community will be like. In paragraph two say what you hope you will do during your life.		
2. Write an essay about the necessity of finding new sources of energy, especially as petroleum is running out. Mention possible alternatives and their advantages or draw backs in comparison with oil. Discuss the importance of economizing in the use of oil to make it last longer.		
<small>خاص لمنهجيات الأوس التطبيقية www.aiaws2006.com</small>		
B: Write about 100 words on <i>One</i> of the following topics. (10points)		
1. You are Nidal. You live in Nablus, Amman Street, PO Box 27. You are concerned with bad environmental problems in your city that is pollution (air and noise pollution). Write a letter to the editor of Al-Quds newspaper whose office is in Jerusalem, Salah Eddien Street. Do the following:		
<ul style="list-style-type: none"> • Describe the problem • Persuade people that action is necessary • Make a proposal for action 		
Useful words: (dangerous, wasteful, unhealthy, toxic, unacceptable, poisonous)		

Example: English Language Exam. Year (2010) paper two. composition. In appendix No (8).

Composition	(20 points)
A: Write about 100 words on <i>One</i> of the following topics: (20 points)	
1. Write a short essay of three paragraphs about "Stress in life"	
Follow the following pattern:	
<i>Paragraph one:</i> Definition of stress.	
<i>Paragraph two:</i> Causes and effects of stress.	
<i>Paragraph three:</i> Dealing with stress.	

Generally speaking, only 40.00% of writing skill objectives were treated out of the total writing objectives assigned by Palestinian Ministry of Higher Education. This means that more than half of the writing objectives were not covered. Additionally, the exam focused on some particular objectives such as "Use language appropriately (grammatically)". This got 64.20%, which consider dealing with grammar more than to deal with writing. The researcher found that Palestinian Ministry of Education does not put objectives for each skill separately. She prefers to classify grammar questions under writing skill objectives and vocabulary questions under reading skill objectives.

In addition to that, it is clear that only six objectives are covered out of the writing objectives assigned by Palestinian Ministry of Higher Education. This is attributed to the following:

Writing is a productive skill, which needs enough knowledge in using language items starting from vocabulary, sentence structure, punctuation and content ideas. This makes teachers avoid teaching this skill either because it is difficult for students to master, or because it takes much time and efforts, or because teachers themselves do not master it as it efficiently. Consequently, the exam designers who are generally the supervisors are aware of what happen at schools, so they avoid focusing on the advanced level of this skill, in order to enable the majority of Twjehi English language students to pass the exam. The researcher thinks that this is an unfair, as the exam wash back reinforce the deficiency of teaching learning process as the most of the school year work is oriented.

5.2.1.3 Objectives related to Speaking

1-Responding to direct questions, instructions, suggestions, offers, visual inputs, etc

Students may participate in a dialogue ask or answer questions. Or use or respond to functional expressions like offer, suggestion, refusal: It got a percentage of % **00.91** and a frequency of 6 times.

It was found that Twjehi English Language exam was in shortage of speaking skills items.

Description of the activity:

Students should write their speech in particular question.

Example: English Language Exam. Year (2009) paper two. Language. In appendix No (6).

B: Write what you should say if you were in these situations. Use the starters provided.

1. Your brother wants to play the piano late at night. He will wake up the people next door.
You had better

2. It is very cold. Your sister who has been ill recently, is walking along the road without a coat.
You should

Example: English Language Exam. Year (2011) paper two. Language. In appendix No (10).

B : Write what you should say if you were in these situations . Use the starters provided

1. You and your friends are discussing where to go .Your suggestion is the park .(What about + ing)r situation.

.....
.....

2. Your brother refuses to stop smoking and you are worried about destroying his health

(Unless you..... , you will.....)

.....
.....

Regarding to speaking skill, only item No (12)"Responds to direct questions; instructions, suggestions, offers, visual inputs, etc." out of (TEFL) objectives assigned by the Palestinian Ministry of Education was tested in Twjehi English Language exam. The mentioned speaking objective was treated in written form only; it was not a real spoken one. This means that (20) objectives were not treated in the mentioned exam.

Listening objectives got zero in Twjehi English language. This means that listening skill was completely neglected in Twjehi English Language.

In general, aural skills (Listening and speaking) need a lot of facilities, specialists and long time. These needs are not available in the Palestinian educational environment. Most of the teachers are not fluent enough in oral skills, which makes them avoid dealing with these skills in classes. This result goes with the study of He and Dai (2006) which investigates the validity of a speaking test. They found that a low degree of interaction among candidates in the speaking test. The researcher thinks that the reason for this is that the speaking test items cannot measure the students' communication ability. This means that this is similar to what happens in the current study in which there is a difficulty in carrying out a speaking test.

5.2.1.4 Conclusion of the first question

Table (36)

Shows the total existence of the Palestinian Higher Education objectives in exam papers.

skill	Total number of each skill's objectives assigned by Ministry of Education	Number of each skill's objectives treated in Twjehi exam.	Percentage of each skill's objectives treated in Twjehi exam.
Listening.	17	0	00.00%
Speaking.	21	1	4.76%
Reading.	23	12	52.17%
Writing.	15	6	40.00%
Total.	76	19	
%		25.00%	

As it is clear from table (36), the (TEFL) objectives assigned by Palestinian Ministry of Higher Education available in the exam papers were only 25%. The highest percentage was achieved by reading items, which is 52.17% out of Twjehi English Language objectives assigned by Palestinian Ministry of Higher Education. This result means that 48% of the mentioned objectives were not treated. This reflects a type of deficiency in the target items. This deficiency reflects on students' level in reading activities.

Even under each skill, not all objectives were covered equally. More than this, some were absolutely neglected such as reading objectives "read familiar material with correct pronunciation and intonation (PRO), summarize reading text, make predictions about reading text and identify the main idea of reading text and identify supporting details, etc.". writing objectives "Write a text dictated at a reasonable speed using correct punctuation, Take notes from an aural or read text, Make notes about a text and Write a personal reaction (evaluation) to a reading selection, etc.". speaking objectives "Articulate stress patterns within words, Produce intonation patterns to express attitudinal meaning, Summarize the main points of a text, Describe a sequence of events based on visual inputs, etc"

It is concluded that the exam question in the years (2007-2011) did not match the objectives of (TEFL) assigned by Palestinian Ministry of

Higher Education. This agrees with Sun's results (2000) which clarifies that some items of the test should be improved to be matching for the course. In other words Twjehi English Language Exam lacked validity, as it did not measure what it should measure, that was clear in the following objectives which got 0%: "Pronunciation, make prediction, identify the main idea, distinguish the main idea, deduce meaning of words, interpret information, synthesize information, evaluate the accuracy of the information, soundless". It is obvious that the upper mentioned neglected items are related to Higher Order Thinking Skills. The researcher believes that teachers and exam designers avoid dealing with the skills, either because they need more time and more effort to be developed. So including them in an exam may cause failure of many students; a result that is not accepted by stakeholders (administrators, teachers, exam designer, parents and students).

Finally, it is concluded that the (TELE) did not test even half of (EFL) objectives of grade (12) assigned by Ministry of Higher Education. This showed invalidity of the mentioned exam, as it did not test what it is supposed to test. This result goes with Elahe Tavakoli and Hossein (Barati 2011), Weiping & Juan (2002), Zhou (2004), Kito (2005) and Ito (2003) who found that the exams they evaluated lacked validity. On the other hand, this disagrees with Muhja (2011), Fledt(2005) who revealed that the target exams validity was acceptable.

Reisjø (2006) concluded that the students had the opportunities to show their skills of EFL. This is against the current study, as one can say that Palestinian students have no chance to use their abilities and skills.

Also the current study agrees with Han, Dai, and Yang (2004) which found that Most of the teachers (77.9%) did not think that having a certificate in English does not necessarily mean that the student has the actual language ability. The researcher of the current study thinks that high marks in the exam do not reflect a real ability in practicing language skills and aspects.

5.2.2 Discussion of The Second Question:

The second question of this study is "To what extent do cognitive domains of TEFL according to Bloom exist in Tawjihi English language exam ?" was answered by the second domain of the content analysis card. This domain consisted of six sub domains that represented Bloom's cognitive skills.

5.2.2.1 Objectives related to knowledge:

5.2.2.1.1 Recalling previous information: It got **60** frequencies and a percentage of % **30.93**.

Description of the activity:

Students should recite information from previous lessons.

Example: English Language Exam. Year (2011) paper two. Speaking. In appendix No (10).

Section A: www.alaws2006.com (10 points)

1. Circle the correct answer.

A. While he has been in prison, the prisoner believes that:

- a. he has gained great wisdom
- b. he has achieved great freedom .
- c. death is better than life imprisonment.
- d. he enjoys life more .

B. King Lear was the king of :

- a. France
- b. Britain
- c. Italy
- d. Germany

Example: English Language Exam. Year (2008) paper one. Vocabulary. Exercise (5) item (B). In appendix No (10).

B. form suitable word pairs from the words in the boxes :

engine, chain, time, application

free, food, job, steam

Example: English Language Exam. Year (2009) paper one. Vocabulary. Exercise (4) section (B). In appendix No (6).

B: Match the words in the box with their opposites below: (Note: There are more words than needed)

easy, supply, future, production, sad

1. _____ : demand 2. _____ : happy

3. _____ : difficult 4. _____ : consumption

5.2.2.1.2 Retelling events: it

Students have to retell the event of a particular literary text .

Example: English Language Exam. Year (2009) paper two. Literature.

Exercise (3). In appendix No (6).

3. Complete:

The prisoner deprived himself from getting the two million at the end by _____

4. "If I had the chance to _____"

Example: English Language Exam. Year (2007) paper two. Literature.
Exercise (3) . In appendix No (2).

3. Complete:
a. The prisoner often wrote all night, then

Example: English Language Exam. Year (2007) paper two. Literature.
Section(B). Exercise (5). In appendix No (2).

Section B: الإجابة على الدفتر
Answer all the following questions:
5. How was the agreement finally broken by the prisoner? (The Bet)

5.2.2.1.3 Recognize language form and concepts:

Students have to recognize grammatical forms rules and sentence structure.

Example: English Language Exam. Year (2007) paper two. language.
question (2) . In appendix No (2).

Question Number Two: (5 points)
Complete each of the following spaces with a suitable preposition from the box below.
Note : (There are more prepositions in the box than needed.)
with, at, about, on, in, for
1. Let's agree a different date for the meeting.
2. Schools start classes..... eight o'clock every morning.
3. Decision makers talked important educational issues in the last meeting.
4. The company is looking better qualifications.
5. What would you like to begin your day.....?

Example: English Language Exam. Year (2007) paper two. language.
question (5). In appendix No (2).

Question Number Five: (5 Points)
Fill in the blanks by choosing the suitable prepositions from the box.
Note : (There are more prepositions than needed)
of , for , over , on , at , in
1. I don't go out Monday mornings.
2. Who was responsible all that noise last night?
3. We build websites for business customers all the world.
4. At first we didn't get on very well, but the end we became friends.
5. The mother was proud her beautiful daughter.

5.2.2.1.3 Define concepts:

Students have to define general concepts.

Example: English Language Exam. Year (2008) paper two. vocabulary.
question (3). In appendix No (4).

Question Number Three: (5 Points)

Write each word in the box next to its definition below:

Note: (There are more words in the box than needed)

withdraw, branch, sediments, novel, report, duties

1..... the various tasks that a job requires you to do .

2..... to no longer take part in something .

3..... a long story. Special For Alaws Educational

4..... a shop or an office that represents a large company.

5..... a study of a particular issue.

Example: English Language Exam. Year (2009) paper one. vocabulary. question (3). In appendix No (5).

Question Number Three: (5Points)

Write each word in the box next to its definition below. (Note: There are more words than needed)

concrete, law , savings, interviewee , administration , education,

1..... : person who is asked questions e.g. at a job interview.

2..... : the activity of teaching and learning at school and college.

3..... : the system of rules in society that everyone must accept and follow.

4..... : money that you do not spend now and keep for the future.

5..... : area of an organization's activities that creates and uses systems to get work done.

5.2.2.2 Objective related to comprehension

5.2.2.2.1 Identify referential items.:

Example: English Language Exam. Year (2008) paper one. comprehension. question (7). In appendix No (5).

7. what do these pronouns refer to?

a. "it" line (22)

b. "they" (26)

Example: English Language Exam. Year (2009) paper one. comprehension. question (5). In appendix No (6).

5. What does each of the following pronouns refer to?

a. "them" line (2) :

b. "It" line (4) :

5.2.2.2.2 Find certain information:

Students should search for specific information to answer questions.

Example: English Language Exam. Year (2008) paper one. comprehension. question (4).

4. What are the big projects that the text discusses?

Example: English Language Exam. Year (2009) paper one. comprehension. question (1). In appendix No (5).

1. Answer the following:

a. What does the study of history teach us?

b. Who has not really studied history?

5.2.2.3 Objective related to application:

5.2.2.3.1 Apply previous knowledge new situations:

Students have to use previous knowledge, rules, principles, theories and apply them to carry activities.

Example: English Language Exam. Year (2007) paper two. Language. Question(1). In appendix No (2).

Question Number One:

Circle the correct answer.

1. Look at this letter! I a place at City College, and that's my first choice.
a. have offered b. was offered c. am offering d. have been offered
2. I he is extremely right.
a. think b. am thinking c. was thinking d. thinks
3. He'll join the university if he his exams successfully.
a. passed b. pass c. passes d. would have passed
4. How long will he be there? Do you know
a. How long will he be there? b. how long he will be there?
c. how long will he be there? d. how he will be there?
5. I met my friend Ali while I to school.
a. walking b. were walking c. was walking d. am walking

Example: English Language Exam. Year (2009) paper two. Language. question (4).section(B). In appendix No (5).

B: Complete each of the following sentences with the appropriate modal verb from the box.

Note : (There are more model verbs than needed)

should , mustn't , had to , didn't have to

1. Luckily, I get up too early because the test wasn't until midday.
2. It's a very important meeting, so you be late.
3. I'm sorry I couldn't come yesterday. I work late.

5.2.2.3.2 Use language items properly:

Students should write correctly and properly.

Example: English Language Exam. Year (2009) paper one. Language. question (6).section(A). In appendix No (5).

Question Number Six :

(5 Points)

A: Choose the correct connector in brackets to complete the following:

1. Most Latin American immigrants stay in the south and this, you often hear Spanish there. (*despite* \ *because of*)
2. she comes from a poor family, she was able to get a degree in medicine. (*Although* \ *Due to*)
3. repeated assurances that the product is safe, many people have stopped buying it. (*Because* \ *In spite of*)

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Example: English Language Exam. Year (2008) paper one. vocabulary. question (2). In appendix No (5).

Question Number Two:

Complete the following with the correct form of (do, make, have, get, take)

1. Sara isher homework at the moment.
2. My childrenso much noise yesterday.

5.2.2.4 Objective related to analysis:

5.2.2.4.1 Guess meaning of words in context:

Students find clues in the text to guess meaning of unfamiliar words. It got a percentage of %62.07 and a frequency of 54 times.

Example: English Language Exam. Year (2008) paper one. Comprehension, question (2). In appendix No (3).

5. Find words in the passage that have almost the same meaning as:

- | | | | |
|----------------|-------|-----------------|-------|
| a. important : | | b. expect:..... | |
| c. try: | | c. workers : | |

6. Complete:

Example: English Language Exam. Year (2009) paper one. Comprehension, question (5). In appendix No (5).

5. Find words in the passage that have almost the same meaning as:

- | | | | |
|-----------------|-------|-----------|-------|
| a. great fear : | | b. clear: | |
|-----------------|-------|-----------|-------|

5.2.2.4.2 Read behind the written word:

Students have to Infer message that is understood from the context not printer. It got % 16.09 and a frequency of 14 times.

Example: English Language Exam. Year (2009) paper one. Literature, question (2),

item (1). In appendix No (5).

2. Decide whether each of the following is true or false:

1. The Dove died because of hunger in the cage. ()

Example: English Language Exam. Year (2009) paper one. Literature, question (5), item (a). In appendix No (5).

5. Decide whether each of the following is *True* or *False*:

a. Farming in lake Hula wasn't a successful project. ()

5.2.2.4.3 Relate causes and effects:

Students should Find out relation of cause and effect. It got a frequency of 18 times and a percentage of %16.09.

Example: English Language Exam. Year (2008) paper one. Literature, section (B)question (1,3). In appendix No (3).

Section B:

Answer all the following questions

1. Why does the banker decide to kill the prisoner. (*The Bet*)

3. What does king Lear do as a result of Gordelia's shocking answer ?

Example: English Language Exam. Year (2008) paper one. Literature, section (B)question (2,3). In appendix No (3).

2. Why wasn't Lear afraid of going to prison? (*King Lear*)

3. Why does the Duke of Burgundy refuse to marry Cordelia? (*king Lear*)

5.2.2.4.4 Infer the author's opinion:

Students have to find out the author's message or the moral lesson. It got a frequency of only (1) time and a percentage of %01.15.

Example: English Language Exam. Year (2008) paper one. Literature, section (B)question (2,3). In appendix No (3).

5.2.2.5 Objective related to synthesis:

5.2.2.5.1 Re write or retell the ideas of the text using his own words:

Students should reconstruct some ideas using his own words. It got a frequency of 67 times and a percentage of %62.62.

Example: English Language Exam. Year (2009) paper one. comprehension, question (10) items (a, b). In appendix No (5).

10 Say what these words and phrases mean:

سبلحه الاوس النظيميه

a. "A problem shared is a problem halved". Line(29)

b. "everyday life" line(10)

Example: English Language Exam. Year (2008) paper two. Language , question (3) items (1,2). In appendix No (4).

Question Number Three :

(5 points)

A: Rewrite the following using the starters between brackets:

1. When did Ali buy the new car? (I'd like to know)

2. Does the snake have eyes? (can you tell me)

5.2.2.5.2 Generate questions related to reading texts:

Students make question related to the text. It got a frequency 18 times and a percentage of %16.82.

Example: English Language Exam. Year (2009) paper two. Language , question (2). In appendix No (6).

Question Number Two:

(5 Points)

Write questions for the answers below, use the words in parentheses:

1. Question:? (When\start)

Answer: I started school in 1997.

2. Question:? (Why\leave)

Answer: I left my office to have my lunch.

3. Question:? (Where\be)

Answer: I've been to Paris.

4. Question:? (What \do)

Answer: She looks after sick people.

5. Question:? (be \engineer)

Answer: Yes, Omar is an engineer.

5.2.2.5.3 Combine thoughts to write paragraphs and essays:

Students should write an essay or a paragraph. It got a percentage of %14.95 with a frequency of 16 times.

Example: English Language Exam. Year (2008) paper two. writing, question (2). In appendix No (4).

Example: English Language Exam. Year (2007) paper two. writing, section (a),question (2). In appendix No (2).

A: Write about 120 words on *One* of the following topics.

(10points)

1. Write about your life in the coming years. In paragraph one, say what you think your world-family, friends and community will be like. In paragraph two say what you hope you will do during your life.
2. Write an essay about the necessity of finding new sources of energy, especially as petroleum is running out. Mention possible alternatives and their advantages or draw backs in comparison with oil. Discuss the importance of economizing in the use of oil to make it last longer.

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5.2.2.6 Conclusion of the second question:

The researcher believed that balanced exam should match individual differences. Exam questions could suit students' three levels; low, average and high achievers. This means that each level should be about 33% of the whole exam relative weight. For example, simple and memorization questions for low achievers, more difficult questions (average) for average students and questions related High Order Thinking skill (HOTS) for higher achievers. So it is desired to raise (HOTS) percentage up to 33%. However the results of the current study showed that the percentage of the (HOTS) is 29.3%, while the (LOTS) is 70.7%. This means that Twjehi English language exam doesn't reach the required percentage of high order thinking skills especially evaluation level, which got zero. This result may be interpreted to the fact that examiners knew that questions related (HOTS) need a lot of students effort and time to answer them. At the same time, English language is a difficult to some extent for students and accumulating subject. Consequently, the examiner do not cover questions related to (HOTS) in a big percentage. Another interpretation could be stated here; exam should match the content of the text book, which focuses on knowledge and memorization.

The previous result goes on with the study of Foura and Al-Tahrawi (2004), which found that the exams at both universities were lacking critical thinking questions and with little care of independent thinking Skill and goes with Alkahlout's study (2004) which showed that most tests emphasized the low level of the cognitive domains, especially knowledge level, and neglected higher order thinking skills. The result of the current study also confirms the Palestinian study of Al-Agha (1994) which concluded that the general standards of final science exams were available except for comprehensiveness of covering cognitive skills. That is, more than (95%)

of the questions measure memorizing, which is a low skill and less than (5%) measure the other skills like comprehension and applications.

On the other hand, this study has a different result to some extent from Mekbel's study (2004) which found that the mathematics tests of the third secondary grade did not reach the analytical level of cognitive skills, while the application level was acceptable. However, the current study revealed some existence of analysis and Synthesis level but neglected evaluation level.

5.2.3 Discussion of The Third Question:

The statistical analysis of the data collected in relevance to the third question:

"To what extent is Twjehi English language exam questions in Palestine over the years (2007-2011) match the content of the textbook?"

This question was answered by two comparison; the first one was held between the two relative weights (relative weights of distribution of marks in the exam papers related to each skill and relative weight related to the distribution of each skill and aspect in the text book). The second comparison was held between the relative weight related to the distribution of each skill and aspect in the text book and the relative weight of the number of the questions related to each skill in the exam papers.

5.2.3.1 Conclusion of the third question:

The result shows that:

It is clear from the statistical analysis that there was a gap between the content of the distribution of the language skills and aspects in the textbook and the marks allocated for each skill and aspects. One can note that the relative weight of reading skill in the textbook is 47.42% but reading relative weight of the marks allocated for the exam paper is 40.00%, which is considered to be the lowest gap. The highest gap was between the relative weight of speaking skill in the textbook (14.23%) and the relative weight of its marks in the exam (4%). More than this, listening skill mark got zero point in the exam. This assures the first question result of this study, which found the absence of listening skill in the exam.

The result of the previous comparison shows that the distribution of the skills and aspects on the exam papers are imbalanced with the content of

the textbook, and that some skills and aspects have taken relative weight much higher than that its weight in the text book.

The second comparison showed another gap between the relative weight of skills in the textbook according to time allocation and the relative weight of exam question number. The percentage of exam question number of reading skill was 33.38%, while its percentage in the textbook was 47.42%. Vocabulary percentage in exam question got 15.99%, which was less than its half in the exam 32.33%. Language (Grammar) percentage in the textbook was 5.17% and its percentage in exams questions was 23.33%. This means that Twjehi English Language exams focused on grammar. Listening percentage in the textbook was 7.48% its percentage in Exams questions was 00.00%. This result agrees with the result of the first comparison and the first question of this study that showed lack of listening skill in the exam. The writing percentage in the textbook was 14.23%, its percentage in the exam was 02.57%. Speaking percentage in the textbook was 9.71% while its percentage in the exam was 00.91%. This big gap means that to some extent speaking skill was neglected in the exam as there were just two questions in (TELE)in the years (2009-2010-2011). Also this little existence of speaking was not tested orally, but written one. The second comparison showed that the exam questions' relative weight of each skill did not match the relative weight of each skill in the textbook.

To conclude, the two previous comparisons found that (TELE) did not match the content of the textbook of English for Palestine for grade 12.

5.2.4 Discussion of the Fourth Question:

The statistical analysis of the data collected in relevance to the fourth question, "What is the kind of point of views of Twjehi teachers towards Twjehi English language exam?"

It consisted of three domains; the first domain treated the impact of exam upon students' performance. The second one was about the relation between the exam questions and content of the textbook. The third and final domain was about "the layout of the exam".

5.2.4.1 The analysis of first domain results: "The impact of exam upon students' performance"

Item (7) received the highest score (80%), which is a passive criterion of an exam, as it makes students feel that they are not learning for life or to get the

advantages of learning in their future career. In contrast, their objectives are limited to pass (TELE).

Item (1) "The exam enhances students' creativity." is one of the good exam criteria as it encourages students to be a creative learner of English and to pass the exam. It got the lowest score (55.98%) which means that English Language teachers believe that (TELE) does not participate in enhancing students' creativity. This result is similar to Han, Dai, and Yang's results (2004), which asked about the teachers' attitudes toward the national testing system of the CET at the tertiary level. It was found that over 70% of the teachers did not believe that the test could improve overall English teaching and learning at the tertiary level in China.

Items (6) "The exam encourages students to do extensive reading." and item (2) "The exam motivates students' desire to learn English" got the percentages in sequence (59.88% and 59.29%), which are considered to be low. This means that Twjehi English Language teachers think that Twjehi English Language Exam neither encourages students to do extensive reading, nor motivates students' desire to learn English. This finding does not go on with the result of Han, Dai, and Yang's (2004) which discovered that about 25% of the teachers pointed out that the test encouraged students to guess and to use test-taking strategies, rather than to improve their actual language ability.

In general, the results for all items of the previous domain showed that the weight meant equal 66.51%. This means that the impact of exam upon students' performance is acceptable from the teachers' point of view.

5.2.4.2 The analysis of the second domain results: "The relation between the exam questions and content of the textbook"

Item (1) "the exam covers the content of textbook" got the highest percentage (82.96%). This indicates Twjehi English Language teachers believe that exam match ability of the textbook. While the statistical analysis of data reflected different facts, as it showed that (TELE) did not match the content of the textbook of English for Palestine for grade 12.

The researcher justifies this fact because teachers may lack knowledge and experience in this field, they filled the attitude scale quickly and they did not run statistical analysis as the researcher did.

Item (6) "The exam concentrates on memorization" got a percentage of 78.82%, which is considered to be a high score. This means that teachers believe that most of the skills the exam treated depended on memorization.

Item (2) "The exam matches all cognitive skills" got a percentage of (72.78%). This means that most of Twjehi English Language teachers agree that exam matches all cognitive skills. This result contradicts the statistical analysis of the second question of this study, chapter (4) table (28). It was clear that Twjehi English Language exam did not match all cognitive skills as, it was illustrated in the content analysis card, evaluation level was not treated in the exam. The percentages of the low order thinking skills (Knowledge, Comprehension, and Application) is 70.7% while the high order thinking skill (Analysis, Synthesis, and Evaluation) is 29.3%. This indicates that Twjehi English Language Exam lack balanced treatment of cognitive skills.

In item (7)" *The exam addresses High Order Thinking skills (analysis, synthesis, evaluation)*" got a percentage of (**58.70%**) which is a very low score. This indicates that the teachers do not agree that the exam addresses high order thinking skills (analysis, synthesis, evaluation). The statistical analysis proves this by stating very low percentage of high order thinking skills treated in Twjehi English Language Exam (TELE).

Item (5)" *The exam mark distribution suits the rational weight of each skill in the content of the textbook*" got a percentage of (**62.37%**) which is low score. This shows that teachers do not believe that the distribution of the exam marks suit the rational weight. This item concurs with statistical analysis, which was carried out by the researcher. There were noticeable differences in the percentages of relative weight of skills in the textbook according to time allocation and the percentages of marks, assigned for each skills in exam papers. Table (31) clarified in the previous chapter:

1. The biggest difference was between listening and speaking percentages in the textbook and their percentages in the exam. However, the mentioned skills are not taught at schools in Gaza. The researcher justifies this as the difficulty of examining these oral skills. This result goes on with Li (1999) and it agrees with the study of Chen, Liu, and Huang (2002) which was an experimental study on a semi-direct oral test, or 'Recording Oral into a microphone after being given a prompt from the tape. The researchers concluded that conducting a recording oral test was suitable test to assess

speaking abilities. However, it does not agree with the study of Li and Wang (2000) which finds that oral test is a successful innovation in mass-scale oral testing.

2. There were explicit differences between percentage of Grammar in the textbook (**23.33%**) and its percentage in exam (**8.87%**). The researcher thinks that this gap between the two percentages has to weaken the characteristics of good exam.

3. The differences between the percentage of vocabulary in the textbook (**11.51%**) and its percentage in (TELE) (**32.33%**) is considered to be a big gap.

4. The differences between the percentages of writing and reading in the text book which got the sequenced percentage (**18.96%** and **37.64%**) and their percentages in (TELE) (**13.33%** and **40.00%**). It could be said that the previous differences are reasonable one.

Item (6) "*The exam concentrates on memorization.*" got a percentage of (**78.82%**) which is a high score. This implies that Twjehi English Language teachers think that most of exam questions depend on memorization, which is one of the Low Order Thinking Skills (LOTS). This fact was proved by the researcher's statistical analysis that showed little treatment of (LOTS) in (TELE).

In general, the results for all items of this field showed that the weight mean equal (**68.46%**) which is greater than (**60%**) that means there is a relation between the exam questions and content of the textbook from Twjehi English Language teachers' point of view.

To conclude, the researcher attributes the previous contradiction between the questionnaire results and the content analysis card results, to a serious point that is teachers have not examined the exam content validity, but have judged the exam papers face validity.

5.2.4.3 The analysis of the third domain results:

"The layout of the exam paper"

Item (2) "*The instructions of the exam questions are clear for the students*", which is considered to be positive exam criterion. It got the highest score (**84.62%**). This means that most of the sample of Twjehi English Language teachers agree that students understand the exam questions instructions.

The items of "*The exam questions are well numbered*" and "*The exam questions are well organized.*" considered to have high scores which are in

sequence (**80.47%-81.89%**). This indicates that the majority of the sample agreed that the numbering system is clear and correct, as well as they appreciated the way of organizing the exam question.

Moreover, the **three items** "*The exam papers are well margined*", "*There is enough space among the exam paper*" and "*The exam font size and font type are suitable*" got the percentages in sequence (**76.09%-75.27% and 73.02%**) which considered to be good scores. The only item that got a low percentage was "*The exam paper is free from mistakes* "*grammatical, spelling and punctuation*" , however it was very low as it was more than **60%**.

5.2.5 Conclusion of the Fourth Question

It is clear that all items of the exam layout got good score, which is more than (**70%**). This means that Twjehi English Language exam layout was accepted from teachers' point of view.

Generally speaking, Twjehi English Language teachers accept Twjehi English Language Exams in the years (2007-2011) exam. This result agrees with the attitude study Stetz & Beck (1979) that confirmed teachers' and students' positive attitudes towards standardized achievement tests.

5.3 Recommendation

The researcher gives her recommendations in the light of the results of analyzing Twjehi English Language Exam (TELE):

Supervisors (exam designers) are recommended to: Overcome the mismatch between the criteria of good exam and Twjehi English Language Exam (TELE) construction, especially when setting up the Twjehi English Language Exam. So they should:

- 1- Give more attention to the (TEFL) objectives assigned by Palestinians Ministry of Higher Education.
- 2- Involve the cognitive skills in balanced as to cover High Order Thinking Skills (HOTS).
- 3- Cover all the content of the textbook of English for Palestine and not focusing on certain lessons.
- 4- Since English for Palestine is taught in communicatively approach, so teaching listening and speaking skills properly is an essential part. In this field, the supervisors have to carry out workshops to train teachers how to teach these oral skills.

Palestinian Ministry of Education is recommended to:

- 1- provide schools by I T facilities such as computers, L C Ds and language laboratories to facilitate teaching oral skills.
- 2- The size of students in classes should be reduced to meet the requirements of teaching the four language skills communicatively.

English Language teachers are recommended to give more attention to teaching English Language skills (listening, speaking, reading and writing) and their aspects (grammar, vocabulary, spelling and pronunciation).

English Language teachers are recommended to

- 1-They should make benefit of technological means in training students on electronic exams so that students should improve their learning in listening and speaking.
- 2- They can have intensive courses on teaching oral skills and other skills that students are suffering from weakness in.

5.4 Suggestion for further studies:

The researcher offers the following recommendations for further studies:

1. Conducting other studies similar to this study in evaluating exams in other subjects for 12 grade such as; Mathematics, Science for the sack of feedback.
2. Doing other studies that evaluate English exams for other levels, to feedback teaching process.
3. Carrying out an empirical study that implements a suggested model includes the four main skills, in order to investigate its effectiveness on Twjehi students.
4. Carrying out a study that investigates the extent to which relative weight of each skill and aspect in the text book of English for Palestine grade 12 are matching the EFL objectives assigned by Palestinian Ministry of Higher Education in (1999).

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Appendices

Appendix (1)

Palestinian National Authority
Ministry of Education & Higher Education
D. G. Of Assessment, Evaluation & Examinations

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
الإدارة العامة للقياس والتقويم والامتحانات

General Secondary Certificate Examination 2007

English Language

Paper One

Date : 18/ 6 /2007

Humanities & Scientific Streams فرعي العلوم الانسانية والعلمي

Time : 2:30 hours

Total Marks (75)

Comprehension

الإجابة على ورقة الأسئلة

(40 points)

Passage one :

www.qlaws2006.com خاص لمنشآت الارس التعليمية

(30points)

Read the following passage carefully then answer the questions that follow:

Not long ago, a litre of water at an American supermarket was often more expensive than a litre of petrol at the gas station next door. **But not any more.** Americans-along with everyone else-will never again pay just \$20 per barrel, as *they* used to.

The reason for this is supply and demand: supply can hardly keep up with demand. Global consumption is 85M barrels a day- and rising.

America is leading the world in *this*. With only 4% of the Earth's population, its 280M people now consume 25% of the world's oil. **However,** Americans are not alone. Demand is rising everywhere, and it is increasing particularly fast in the countries that are now industrializing- especially China. (Recently, the number of cars on Chinese roads grew from 2M to 3.5M in one year!)

In the old days, nearly all the oil that Americans used was American, but that started to change in 1970. In that year, production began decreasing, and imports started increasing rapidly. New oilfields in Alaska and the Gulf of Mexico have stopped the decline, but only temporarily.

Scientists are still finding new oil around the world, but the search is getting harder. One day, global oil production will start falling, just as *it* did in America in 1970. At that point, however, the world will not be able to turn to other new sources of supply, as Americans did. There will be no other sources.

When will *that point* come? The experts disagree. Some say that global production will peak in around 2040 and than start decreasing. **Others** are much less optimistic. They expect the peak as early as 2016.

The exact year doesn't really matter. The fact is that demand will soon get steadily greater than supply if we continue as we are. And if this happens, oil prices will explode.

Scientists everywhere are developing energy sources to replace oil though. They are doing this first to reduce oil's polluting emissions and the related global warming. They are also working to avoid that disastrous energy gap.

The oil alternatives include hydrogen (H) fuel cells to power our vehicles and 'renewable' energy sources such as windpower. However, these energy sources cannot yet provide the cheap, reliable energy in huge quantities that oil *does*. The new technologies need more development time.

Questions:

1. Why has the price of oil risen in recent years?

2. In what way is the world following America?

3. What are scientists doing that may prevent the energy gap?

4. Why is China's oil consumption increasing rapidly?

→ Cont./2

Vocabulary:

الإجابة عن جميع الأسئلة

(35points)

Question Number One:

(5points)

Write each word in the box next to its definition below:

Note: (There are more words in the box than needed.)

impression, justice, branch, homesick, architect, reserve

- 1-: a part of a tree that grows out of the big, central section.
- 2-: treatment of people that is fair and right.
- 3-: feeling that one immediately gets about a person or thing.
- 4-: something kept for the future.
- 5-: a person who plans new buildings.

Question Number Two:

(5points)

Complete the following with suitable connectors from the box below:

Note: (There are more connectors in the box than needed)

although, because of, and so, as, despite, by contrast

- 1- My friends missed their flight..... being late.
- 2- I couldn't do all the work, I asked for my sister's help.
- 3- the rate of US population growth has fallen, the population is still rising.
- 4- The immigrants continue to arrive all the difficulties of a new life.
- 5- All students passed the exams successfully..... the questions were very easy.

Question Number Three:

(5points)

Circle the correct answer.

- 1- Do you ever any cooking at home?
a. make b. made c. do d. does
- 2- Living in villages is than living in cities.
a. healthier b. healthier c. healthiest d. the healthiest
3. It is advisable to your goals before you start your plan.
a. set b. take c. do d. delete
4. I really athletics when I was about 12.
a. got up b. got out c. got on d. got into
5. The dam has a of 3,830 metres.
a. length b. length c. long d. in length

Question Number Four:

(5points)

Complete each of the following sentences with a suitable word from the same word family.

1. I can't tell the between these two sorts of wood. (different)
2. Recently, there have been severalhurricanes that hit many countries.(destroy)
3. Tell me about the that you work for. (organize)
4. Iraq used to be one of the main oil-.....countries in the region. (produce)
5. We have a list of rules that we should follow carefully. (safe)

→ Cont./4

Question Number Five:

(5points)

Complete each of the following by using a suitable word from the box.

Note: (There are more words in the box than needed.)

toxic, valid, motivate, deputy, vision, emissions

1. The environment is polluted by the factories' of smoke.
2. substances should be kept away from children.
3. Palestinian leaders are men of great
4. Our new teacher certainly knows how to his classes
5. I can't travel because my passport isn't.....

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Question Number Six:

(5points)

Complete each of the following sentences using a suitable phrasal verb from the box below:

bring along, bring back, bring down, bring in, brought up

1. Could you my book when you come again tomorrow?
2. The team will play much better if we a new trainer.
3. Azzam was born and as a child in Jenin.
4. We'll need the completed forms and your passport, and please..... two photos.
5. Earthquakes many old buildings all over the world every year.

Question Number Seven:

(5points)

Rewrite the paragraph. Put in capital letters (3), full stops (4), and apostrophes (3).

Just say no dont take on too much because other people want you to think about your self more learn to say no when youre asked to do something that doesnt fit in with your goals

.....

.....


.....

.....

.....

GOOD LUCK

Appendix (2)

Palestinian National Authority Ministry of Education & Higher Education D. G. Of Assessment, Evaluation & Examinations		السلطة الوطنية الفلسطينية وزارة التربية والتعليم العالي الإدارة العامة للمقياس والتقويم والامتحانات
General Secondary Certificate Examination 2007		
English Language	Paper Two	Date : 19/ 6 /2007
Humanities & Scientific Streams	فرعي العلوم الإنسانية والعملي	Time : 2:30 hours
Total Marks (75)		
Language	الإجابة على ورقة الأسئلة	(35 points)
Section A: (25points) Question Number One: (5points) Circle the correct answer.		خاص لمنهيات الأوس التعليمية www.alaws2006.com
1. Look at this letter! I a place at City College, and that's my first choice. a. have offered b. was offered c. am offering d. have been offered		
2. I he is extremely right. a. think b. am thinking c. was thinking d. thinks		
3. He'll join the university if he his exams successfully. a. passed b. pass c. passes d. would have passed		
4. How long will he be there? Do you know a. How long will he be there? b. how long he will be there? c. how long will he be there? d. how he will be there?		
5. I met my friend Ali while I to school. a. walking b. were walking c. was walking d. am walking		
Question Number Two: (5points) Complete each of the following spaces with a suitable preposition from the box below. Note : (There are more prepositions in the box than needed.)		
with, at, about, on, in, for		
1. Let's agree a different date for the meeting.		
2. Schools start classes..... eight o'clock every morning.		
3. Decision makers talked important educational issues in the last meeting.		
4. The company is looking better qualifications.		
5. What would you like to begin your day.....?		
Question Number Three: (5points) Rewrite each sentence so that it has the same meaning and contains the word in brackets (in positive or negative forms)		
1. It's a good idea to check your writing carefully. (should)		
2. It's necessary for us to revise before the exams. (need)		
3. Don't miss the football match next week. (must)		
4. Is it possible for us to practise basketball after school? (may)		
5. I'd like you to call me tomorrow. (could)		
Question Number Four: (5points) A: Say how things could have happened differently:		
1. I spent most of my money on a really good football, so I didn't have enough to buy some new boots. If		
2. Mahmoud didn't study hard enough, so he didn't get the grade he wanted in the exam. If		
3. I rode down the hill much too fast, so I couldn't avoid crashing at the bottom. If		
خاص لمنهيات الأوس التعليمية www.alaws2006.com		Cont./2

B: Use the sentence parts to write sentences (conditionals type 2).

- I (have) the chance to go / North America /travel across Canada.
If.....
- my brother (work) a bit harder / (be) /best student in / whole school.
If.....

Question Number Five:

خاص لمنتديات الأوس التعليمية
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(5points)

Rewrite each sentence with its verb in the passive.

- Power stations mainly use coal to produce electricity.
.....
- Scientists are still finding new oil around the world.
.....
- The Chinese government produced the first official banknotes over 1000 years ago.
.....
- The bank will give you a free overdraft facility.
.....
- We can make shorter trips by bicycle.
.....

Section B:

(10points)

From this section answer Two questions only. أجب عن سوالين فقط من هذا القسم

Question Number One:

(5points)

A: Use suitable reflexive pronouns to complete each of the following.

- Your hair looks terrible, look at in the mirror.
- The question is not very complicated, but the answer certainly is.
- Ahmad is getting very strange. He talks to all the time!

B: Complete each of the following using a suitable pronoun from the box:

Note: (There are more pronouns in the box than needed.)

خاص لمنتديات الأوس التعليمية
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mine, my, me

- Would you like to help you with your work?
- Have you got your tickets ready? I've got here.

Question Number Two:

(5points)

Complete the sentences. Use the correct forms of the pairs of verbs in brackets.

- A: I the museum in Jerusalem a long time ago, but I'm not sure what year it was. (remember / visit)
B: Did you the museum as I suggested when you were there last month? (remember / visit)
- A: You must things we don't need like DVDs. (stop / buy)
B: You're right, but I'm going to to something we do need at the supermarket on my way home. (stop / buy)
- I'm very sorry. I didn't you. (mean / hit)

Question Number Three:

(5points)

A: Write the missing questions for the given answers. Use the words in brackets.

- A:
B: She is from Canada. (where / come from)
- A:
B: She looks for oil. (what / do)
- A:
B: She goes by air. (how / get / test locations)

B: Complete each of the following sentences with the correct form of the verbs in parenthesis:

- Hello! What you now? (do)
- The bus hasn't arrived yet. We for three hours. (wait)

→ Cont./3

Literature:

الإجابة عن جميع الأسئلة

(20points)

Section A:خاص لمنهجيات الأوس التعليمية
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(10points)

1. Circle the correct answer.

A. While he has been in prison, the prisoner believes that:

- a. he has gained great wisdom
- b. he has achieved great freedom .
- c. death is better than life imprisonment.
- d. he enjoys life more .

B. King Lear was the king of :

- a. France
- b. Britain
- c. Italy
- d. Germany

C. The poem 'Be Strong' suggests that we should:

- a. dream
- b. faint
- c. speak out
- d. play

2. Decide whether each of the following is True or False:

- a. The banker destroys the page the prisoner wrote. (.....)
- b. The dove died because of deep sadness. (.....)

3. Complete:

- a. The prisoner often wrote all night, then

4. "While I shall look at him, with envy like a beggar, and hear from him everyday the same sentence."

- a. Who is the speaker?
.....
- b. What does the pronoun 'him' refer to?
.....
- c. What is the sentence that he will hear everyday?
.....
- d. Why will the speaker look with envy like a beggar?
.....

خاص لمنهجيات الأوس التعليمية
www.alaws2006.com**Section B:**

الإجابة على الدفتر

(10points)

Answer all the following questions:

1. Why does the prisoner refuse wine and tobacco? (The Bet)
2. Why does the poet in doubt he'll ever come back? (The Road Not Taken)
3. Why does Lear ask how much his daughters love him? (king Lear)
4. Where had the dove lived before it was caught by the poet? (I had a dove)
5. How was the agreement finally broken by the prisoner? (The Bet)

→ Cont./4

Composition:

الإجابة على الدفتر

(20points)

A: Write about 120 words on *One* of the following topics. (10points)

1. Write about your life in the coming years. In paragraph one, say what you think your world-family, friends and community will be like. In paragraph two say what you hope you will do during your life.
2. Write an essay about the necessity of finding new sources of energy, especially as petroleum is running out. Mention possible alternatives and their advantages or draw backs in comparison with oil. Discuss the importance of economizing in the use of oil to make it last longer.

خاص لمنشآت الأوس التعليمية
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B: Write about 100 words on *One* of the following topics. (10points)

1. You are Nidal. You live in Nablus, Amman Street, PO Box 27. You are concerned with bad environmental problems in your city that is pollution (air and noise pollution). Write a letter to the editor of Al-Quds newspaper whose office is in Jerusalem, Salah Eddien Street. Do the following:
 - Describe the problem
 - Persuade people that action is necessary
 - Make a proposal for action

Useful words: (dangerous, wasteful, unhealthy, toxic, unacceptable, poisonous)

2. You are Sabah, you live in Ramallah, Al-Irsal Street, building No.100. You want to apply for a post of secretary advertised in Al-Ayyam newspaper. Write a letter to the director of the human resources center, Ms. J. Ashour, Human Resources Manager, at PO Box 7854 Ramallah.

Make use of the following ideas: (positive response, skills and experiences, required duties, basic qualifications, computer skills)

خاص لمنشآت الأوس التعليمية
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GOOD LUCK

Appendix (3)

Palestinian National Authority
Ministry of Education & Higher Education
D.G. of Assessment, Evaluation & Examination

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



السلطة الوطنية الفلسطينية
وزارة التربية والتعليم العالي
الإدارة العامة للقياس والتقويم والامتحانات

English Language
Humanities & Scientific Streams الفرع العلمي والعلوم الإنسانية

General Secondary Certificate Examination 2008
Paper One

Date : 12/6/2008
Time : 2:30 Hours

Total Marks (75)

Comprehension	الإجابة على نفس الورقة	(40 Points)
Passage One:		(30 Points)
Read the following passage carefully then answer the questions that follow:		
<p>Since the nineteenth century, there have been many huge projects that have changed the world to suit human needs better. One of the earlier ones was the 184-kilometre Suez Canal that was built from 1859 to 1869 to connect the Mediterranean and Red Seas. Previously, ships had had to sail thousands of kilometers round Africa to get from Europe to the Far East. <u>Now they have a much shorter, faster route.</u></p> <p>Until quite recently, people did not worry much about possible side effects of major pieces of engineering. If a project was technologically possible and offered economic benefits, that was usually good enough, and <u>if could go ahead.</u> With the Suez Canal, the type of thinking worked very well, and the new sea link was a big success.</p> <p>However, unexpected side effects have sometimes caused disasters. Take the project to turn Lake Hula and its wetlands to the north of Lake Tiberias into 60 sq km of new farmland. Some scientists fought the loss of <u>this unique natural environment</u>, but project supporters won. Between 1951 and 1958, the lake became dry land.</p> <p>Despite high hopes, things rapidly went wrong though. As groundwater levels fell, the peat soil dried, creating large underground holes which often collapsed. Because peat is a fossil fuel, huge underground fires then started and could not be stopped. At the same time, the peat above turned into dead, black dust, and strong local winds created dust storms that damaged crops. Millions of mice in the newly dry environment also attacked the crops. By the 1990s, it was clear the project had failed, and the farmers finally gave up. The area has since been expensively returned mainly to water and wetlands.</p> <p>The Aswan project started in 1960. Unlike Lake Hula, the Aswan project was very successful and has brought Egypt great benefits, but <u>it</u>, too, has had major side effects. The planners had foreseen some, but some they had not. Everyone knew that as Lake Nasser rose behind the Dam, 90,000 Egyptians and Sudanese would have to leave their homes and farms. It was known that archaeological remains would be lost, but expert teams were given enough time to rescue the best. Piece by piece, <u>they</u> succeeded in getting the wonderful temple of Abu Simbel to higher ground.</p> <p>These effects were well understood, but others were unexpected. Several resulted from holding back the 40m tons of rich sediment that floods had previously carried.</p>		
Questions:		
1. How long did building the Suez Canal take?		
.....		
2. Why were underground holes formed?		
.....		
3. What were the expected side effects of building the Dam?		
a.		

- b. _____
4. What are the big projects that the text discusses?
5. Decide whether each of the following is *True* or *False*:
- a. Farming in lake Hula wasn't a successful project. ()
- b. The Suez Canal endangered some important remains in the area. ()
6. Say who or what these words and phrases refer to:
- a. "Now they have a much shorter faster route." *line (4)* _____
- b. "it could go ahead." *line (8)* _____
- c. "the loss of this unique natural environment." *Line (12)* _____

→ Cont./ 2

- | | | |
|--|-----|-----------|
| Humanities & Scientific Streams / 2008 | (2) | paper One |
|--|-----|-----------|
7. what do these pronouns refer to?
- a. "it" line (22) _____
- b. "they" (26) _____
8. Complete :
- a. Many huge projects aim to _____
- b. The Suez Canal joined _____
9. What do the following numbers refer to?
- a. 1960: _____ b. 40m : _____
10. Find words in the passage that have almost the same meaning as:
- a. big : _____ b. quickly: _____ c. began: _____
- d. save: _____ e. destroyed: _____ f. expected: _____

Passage Two:

(10 Points)

Read the following passage carefully then answer the questions that follow:

Exam time is approaching .You might be feeling a little anxious or perhaps even a little excited at the prospect of all the changes to your life .It is important, however, to keep calm and to feel that you are in control .There is a popular view that exams are designed to trick you into showing how little you know .In fact, exams are meant to give you a chance to show what you can do. Very rarely are there any penalty points for making mistakes. The Tawjihi gives you the opportunity to show the adult world what you have learnt during your school career.

To make the best use of this opportunity, it is very important to prepare for the exams properly. In the time preceding the exams, your teachers will give you revision time both at home and at school; it

is vital that you organize the time well. Your teachers will help you as much as they can, but the real responsibility for preparing for the exams is yours and yours alone.

Your first step should be to decide how to spend your revision time. Look back over your past work and find out where your strong points and where your weak points are; you will need to spend more revision time on your weak points. Once you have decided what you need to revise, divide up the available time and draw your own timetable.

When you are ready to start revising, it might seem an enormous task. Do not sit down and endlessly read through your notes - **this** is not an effective learning technique. You must never attempt to memorize something you do not understand, and you must remember extra lessons and translating are not short cuts to understanding and learning. To make your learning effective you have to make it meaningful and you have to make it active. We can make something meaningful by putting it into context. For example, if I need to learn the word "predict" and I remember reading the sentence "The fortune teller predicted a happy and prosperous future", I have a better chance of being able to use the word correctly than remembering it in isolation. Meaning can also be given to something by establishing relationships and links between two or more things. For example, if I know that an English verb usually has a subject and an object, I can understand the following sentence quite easily, "The government houses its employees".

Questions:

1. What opportunities does the Tawjihi offer you?

2. How do you make your learning effective?

3. Decide whether each of the following is True or False:

- a. Exams are designed to show what you don't know. ()
b. You should spend your revision time carefully. ()

4. Give words from the passage that have almost opposite meanings to each of the following:

- a. little : _____ b. weak: _____

→ Cont./ 3

Humanities & Scientific Streams / 2008

(3)

paper One

5. Find words in the passage that have almost the same meaning as:

- a. important : _____ b. expect: _____
c. try: _____ c. workers : _____

6. Complete:

- a You draw up your own time table when _____
b. The demonstrative pronoun "this" Line (16) refers to _____

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Vocabulary:

(55 points)

Question Number One:

(5 Points)

Complete each of the following sentences with a suitable word from the same word family.

1. Saudi Arabia many millions of barrels a day. (*produce*)
2. The new department's first job will be to organize a system of rubbish (*collect*)
3. The European went to America to build a better life. (*emigrate*)
4. My friend is the office of the company. (*manage*)
5. You live a life, without fighting or any violent event. (*peace*)

Question Number Two:

(5 Points)

Complete the following with the correct form of (*do, make, have, get, take*)

1. Sara is her homework at the moment.
2. My children so much noise yesterday.
3. If you feel hot, you can a shower.
4. It is important to me to into a football team.
5. Studying for a test tomorrow priority over emailing friends.

Question Number Three:

(5 Points)

Write each word in the box next to its definition below:

Note: (There are more words in the box than needed)

withdraw, branch, sediments, novel, report, duties

1. the various tasks that a job requires you to do .
2. to no longer take part in something .
3. a long story. Special For Alaws Educational
4. a shop or an office that represents a large company.
5. a study of a particular issue.

Question Number Four:

(5 Points)

A. Match the words in the box with their synonyms below:

schedule, aims, necessary, problem, amount, decline

- | | |
|---------------------|----------------------|
| 1. quantity : | 2. essential: |
| 3. timetable: | 4. difficulty: |
| 5. decrease: | 6. goals: |

B. Match the words in the box with their opposites below:

positive, accept, optimistic, top

- | | |
|-----------------------|------------------|
| 1. pessimistic: | 2. bottom: |
| 3. negative: | 4. refuse: |

→ Cont./ 3

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paper One

Question Number Five:

(5 Points)

A. Choose the correct form from the words in brackets to complete the sentences:

1. Farmers must now spend on fertilizers. (*heavy, heavily*)
2. When my parents give me a present, I feel..... (*happy, happily*)

B. form suitable word pairs from the words in the boxes :

engine, chain, time, application

free, food, job, steam

a..... b..... c..... d.....

Question Number Six:

(5 Points)

A. Choose the correct connector in brackets to complete the following:

1. Demand is rising *Special For Always Educational* products are in work for new oil. (*Despite this, Therefore*)
2. They are generous they are poor. (*although, due to*)

B. Write the fractions and abbreviations in the box below next to the suitable word(s) in the list:

$\frac{9}{10}$, $\frac{1}{4}$, $\frac{1}{3}$, SW , max , km(s)

- a. a third:
- b. nine-tenths:
- c. a quarter:
- d. maximum:
- e. kilometers:
- f. South west:

Question Number Seven:

(5 Points)


Complete the following sentences with the correct phrasal verbs from the box:

get on, put off, bring a long, brought up, get out

1. Could you your documents when you come to the court tomorrow.
2. Our parents us in Palestine.
3. Friends *with* very well in a short time.
4. The meeting was till next week.
5. Why not your book and do some reading?

Good luck

Appendix (4)

Palestinian National Authority Ministry of Education & Higher Education D.G. of Assessment, Evaluation & Examination	بسم الله الرحمن الرحيم  General Secondary Certificate Examination 2008 Paper Two	السلطة الوطنية الفلسطينية وزارة التربية والتعليم العالي الإدارة العامة للقياس والتقويم والامتحانات
English Language Humanities & Scientific Streams	الفرع العلمي والعلوم الإنسانية	Date: 14/6/2008 Time: 2:30 Hours
Total Marks (75)		
Language :		(35 points)
الإجابة على ورقة الأسئلة		
Section A :		(25 points)
Question Number One :		(5 points)
Circle the letter of the correct answer:		
1. Asia and Africa still rapid rises in population. a. is showed b. is showing c. has showed d. are showing		
2. My father in America since 2000. a. has lived b. lived c. is living d. lives		
3. Hanan's car down while she was driving to Nablus. a. broken b. breaks c. broke d. is broken		
4. If we heard the news, we at home. a. would've stayed b. would stay c. stayed d. will stay		
5. Rania you an e-mail tomorrow. a. will send b. sent c. has sent d. send		
Question Number Two :		(5 points)
Write questions for the answers below, use the words between parentheses:		
1. Question :(Where / do) Answer: I work in Dubai.		
2. Question :(How/get/airport) Answer: Ahmad goes by train .		
3. Question:(be / Jordan) Answer: No, I'm from Palestine.		
4. Question: (When / did) Answer: The school started in September.		
5. Question: (How long / did) Answer: He stayed two weeks in France.		
Question Number Three :		(5 points)
A: Rewrite the following using the starters between brackets:		
1. When did Ali buy the new car? (I'd like to know)		
2. Does the snake have eyes? (can you tell me)		

B: Complete the following sentences with the appropriate modal verb from the box :

shouldn't , mustn't , could , must

1. To stop the leaking of connections, you turn all taps off properly .
2. You eat so much sugar because it's not healthy.
3. The head teacher come late to school .

Question Number Four :

(5 points)

A: Say how things could have happened differently:

1. The driver didn't see the road sign, so he made an accident.
If
2. I was standing on the edge. I fell down.
If

→ Cont./2

Humanities & Scientific Streams

Paper Two

2008

Page (2)

B: Complete the following sentences with the suitable verb form between brackets:

1. The children enjoyed the holiday in the countryside . (*to spend / spending*)
2. My father promised me a computer. (*buying / to buy*)
3. She hopes her family very soon. (*to join / joining*)

Question Number Five :

(5 points)

Fill in the blanks by choosing the suitable preposition from the box:

Note: (There are more prepositions than needed)

in , about , at , by , with , of

1. Classes in Palestine begin eight o'clock
2. You need a degree English to get this job.
3. The meeting is all the important duties of the company workers.
4. How many years experience do I need?
5. I agree whatever he says.

Section B :

(10points)

From this section , answer two questions only أجب عن سوالين فقط من هذا القسم

Question Number One :

(5 points)

Use the correct reflexive pronoun to complete the following sentences :

1. You need a haircut . Look at in the mirror.
2. The president visited our school .
3. Nobody helped them . They did the job by
4. Rana fell off the bike and hurt
5. The question is problematic.

Question Number Two :

(5 points)

A: Choose the suitable verb from the box to complete the sentences below :

Note: (There are more verbs than needed)

suggested , believed , preferred , managed .

1. Sami to convince us to go for a walk .
2. I to watch T.V. last night.
3. They were very bored. So I having a party.

B: Rewrite each sentence with its verb in the passive:

1. These days, young people use the internet very often.
.....
2. Many years ago, postmen delivered letters.
.....

Question Number Three :

(5 points)

A: Use who or which to join the following pairs of sentences:

1. Cairo is a city. It is located on the Nile.
.....
2. I don't know the answer. You asked me about it.
.....
3. The thief was arrested. He stole the money.
.....

B: Write what you would say if you were in these situations. Use the starters provided:

1. A ' friend' lost his passport and he couldn't travel abroad.
What about?
2. Fared is a heavy smoker. He suffers from ill health.
You had better

→ Cont./3

Humanities & Scientific Streams	Paper Two	2008	Page (3)
Literature :	الإجابة على ورقة الأسئلة		(20 points)
Section A :			
I. Circle the correct answer:			
1. The banker read the prisoners message			
a. and promises to be a better person .			
b. but he decides to ignore it .			
c. and comes to despise himself .			
d. and lets the prisoner go .			
2. The noet of 'Be Strong' suggests that we should			

- a. faint b. fold our hands c. play d. stand up bravely
3. The poet in ' *War is Never Over* ' would agree on the following opinion :
- There is nothing which is worth fighting a war.
 - Soldiers never forget the battles they fought.
 - The people who stayed at home suffered more than those who died.
 - Defending freedom costs lives.

2. Decide whether each of the following is True or False :

- In ' the Road Not Taken ' , it was better to take the path which is less travelled . (.....)
- Goneril in ' King Lear ' wants Edmund to murder her husband because she wants to marry Gloucester . (.....)
- Cordila's answer in 'King Lear ' was the same as her sisters' . (.....)

3. Complete :

By the terms of the agreement, the only relations the prisoner could have with the outer world were by made purposely for that reason .

4. " Come let's away to prison ! We two will sing like birds in the cage."

- who is the speaker ?
- who is addressed ?
- what makes the speaker happy to go to prison ?

Section B:

Answer all the following questions

(10 points)

- Why does the banker decide to kill the prisoner. (*The Bet*)
.....
- " I took the one less travelled by , and that has made all the difference " (*The Road Not Taken*) what kind of difference has his choice made ?
.....
- What does king Lear do as a result of Cordelia's shocking answer ?
.....
- In the poem ' *war is never over* ' , what treaties the poet mean?
.....
- What is the prize for fighting on in the poem ' Be Strong ' ?
.....

Composition : الإجابة على الدفتر (20 points)

A: Write on one of the following topics. (10 points)

1. A description of Jerusalem for a visitors' guidebook (120) words .
Paragraph One: Use positive adjective such as beautiful, famous, interesting, wonderful to describe.
Paragraph Two: Give a brief history of Jerusalem. How old is it? What was it called? ...
Paragraph Three: Give useful tourist information. When to visit it ... How to go round it. What to buy and take home.
2. You are jihad; you live in Hebron, Al-Quds Street, building No 99. You are interested in environmental problem (rubbish collection , broken water pipes , plastic wastes ..) You decided to write a letter of two paragraphs to the Editor of the **Star Newspaper**, Ramalla , Al-Manara Street . Arrange your letter in the following way:
Paragraph One: Information about the environmental problem or example of the problem.
Paragraph Two: dangerous, poisonous, toxic, unhealthy ..., wastes.

B : Write about (100) words on One of the following topics . (10 points)

1. Write a short essay of three paragraphs about “ Organizing my life “ Follow the following pattern :
Paragraph One: The importance of being organized Reasons to be organized.
Paragraph Two: Things you do very well Things you don't do very well.
Paragraph Three: Things you can do to improve what is not done well. End with hope that life will improve .
2. Choose the best two of the vehicles and write a report – a paragraph about each and a concluding paragraph. Start like this:
 In my view, the two most suitable vehicles are the following.
 1. The This
 Start the final paragraph like this:
 I recommend thebecause it seems to meet the Department of Education's requirements better than the First of all, Secondly, On the hand, the
 Has some disadvantages. First,

Vehicle information

Model	speed	fuel economy	load capacity	people capacity	Reliability	Price (\$)
Trekker	165	****	2,500 kg	2	*****	21,400
Load All	130	**	3,200 kg	6	***	23,900
Pacer 1	145	***	2,900 kg	3	****	22,600

*= Very bad ***** = very good

Good Luck

8. What do these pronouns refer to:

a. "them" line (15) _____

b. "this" line (19) _____

9. Complete:

a. We need some stress in our life to _____

b. Drinking alcohol and taking drugs are _____

10 Say what these words and phrases mean:

شبكة الاوس التعليمية

a. "A problem shared is a problem halved". Line(29) _____

b. "everyday life" line(10) _____

Passage Two:

(10 Points)

Read the following passage carefully then answer the questions that follow:

The study of history provides many benefits. First, we learn from the past. We may repeat mistakes, but, at least, we have the opportunity to avoid **them**. Second, history teaches us what questions to ask about the present. Contrary to some people's view, the study of history is not the memorization of names, dates, and places. It is the thoughtful examination of the forces that have shaped the courses of human life. We can examine events from the past and then draw **inferences** about current events. History teaches us about likely outcomes.

Another benefit of the study of history is the broad range of human experience which is covered. War and peace are certainly covered as national and international affairs. However, matters of culture (art, literature, and music) are also included in historical study. Human nature is an important part of history: emotions like passion, greed, and insecurity have influenced the shaping of world affairs. Anyone who thinks that the study of history is boring has not really studied history.

Questions:

1. Answer the following:

a. What does the study of history teach us?

b. Who has not really studied history?

2. Give words from the passage that have almost the same meaning as:

a. locations: _____

b. formed: _____

c. chance: _____

3. Give words from the passage that have opposite meaning to each of the following:

a. interesting: _____

b. thoughtless: _____

c. narrow: _____

4. The word "inferences" line (5) means:

a. articles

b. conclusions

c. graphs

5. What does each of the following pronouns refer to?

a. "them" line (2): _____

b. "It" line (4): _____

6. Decide whether each of the following statements is True or False:

a. All people think that the study of history is not the memorization of names, dates and places. ()

b. Teaching history supports applying historical events to modern society. ()

شبكة الاوس التعليمية

→ Cont./3

Vocabulary :**(35 Points)****Question Number One****(5 Points)**

Complete each of the following sentences with a suitable word from the same word family.

1. I notice that you have had experience as a website (design)
2. The main for joining a university is a good Tawjihi result. (require)
3. The big problem with fossil fuels is that they cause a lot of (pollute)
4. It was a meeting at which some important decisions were made. (produce)
5. This hotel brochure isn't very It doesn't say anything about prices. (inform)

Question Number Two:**(5 Points)**

Complete the following with the correct form of (do, make, have, get, take)

1. Ann is on with her work at school very well.
2. He good progress in his French lessons recently.
3. Do you time to finish all of these tasks?
4. Will you any step towards solving the problem?
5. I some revision before my exams.

Question Number Three:**(5 Points)**

Write each word in the box next to its definition below. (Note: There are more words than needed)

concrete, law, savings, interviewee, administration, education,

1. : person who is asked questions e.g. at a job interview.
2. : the activity of teaching and learning at school and college.
3. : the system of rules in society that everyone must accept and follow.
4. : money that you do not spend now and keep for the future.
5. : area of an organization's activities that creates and uses systems to get work done.

Question Number Four:**شبكة الاوس التعليمية****(5 Points)**

A: Match the words in the box with their synonyms below: (Note: There are more words than needed)

actually, keep to, rubbish, sort, particularly, expenses, built

- | | |
|-------------------------|---------------------|
| 1. especially | 2. stick to |
| 3. money going out | 4. in fact |
| 5. waste | 6. constructed |

B: Match the words in the box with their opposites below: (Note: There are more words than needed)

easy, supply, future, production, sad

- | | |
|---------------------|-----------------------|
| 1. : demand | 2. : happy |
| 3. : difficult | 4. : consumption |

شبكة الاوس التعليمية → Cont./4

Question Number Five:

(5 Points)

A: Complete the following sentences with the correct phrasal verbs from the box.

(Note : There are more phrasal verbs than needed)

sort out	,	get out	,	brought down	,	look up
----------	---	---------	---	--------------	---	---------

1. If you don't know a word , it in the dictionary .
2. The old building was dangerous ,so they it with several explosions that they carefully planned.
3. Everything is badly organised here. We need you to come and things

B: Fill in each blank with the correct form of the adjective in parenthesis:

1. English is the subject I learn at school. (good)
2. Huda is than she was a year ago. (thin)

Question Number Six :

(5 Points)

A: Choose the correct connector in brackets to complete the following:

1. Most Latin American immigrants stay in the south and this, you often hear Spanish there. (despite \ because of)
2. she comes from a poor family, she was able to get a degree in medicine. (Although \ Due to)
3. repeated assurances that the product is safe, many people have stopped buying it. (Because \ In spite of)

شبكة الاوس التعليمية

B: Change the underlined words into fractions and abbreviations.

1. Roughly ninety-nine percent of us do mathematics
2. About two-thirds of us come to school on foot

C: Form compound adjective + noun from the underlined words in the following:

1. a family that is Arab and also American
2. a city that is one of the world's most famous

Question Number Seven:

(5 Points)

A: Choose the correct form from the words in brackets to complete the sentences.

1. The floods had been unreliable. (actual \ actually)
2. I was to help him finish his project. (proudly \ proud).

B: Form suitable word pairs from the words in the boxes.

driving ,	software ,	information ,	sales
-----------	------------	---------------	-------

شبكة الاوس التعليمية

manager ,	programme ,	license ,	technology
-----------	-------------	-----------	------------

- a. b. c. d.

Good Luck

Appendix (6)

بسم الله الرحمن الرحيم

Palestinian National Authority
Ministry of Education & Higher Education
D.G. Assessment, Evaluation & Examinations

General Secondary Certificate Examination
2009

English Language

Humanities & Scientific Streams

الفرع : العلمي والعلوم الإنسانية


 وزارة التربية والتعليم العالي
 الإدارة العامة للقياس والتقويم والامتحانات
 Date : 13/6/2009
 Time : 2:30 Hours

Total Marks (75)	الإجابة على نفس الورقة	Paper Two
Language:	شبكة الاوس التعليمية	(35 Points)
Section A:		(25 Points)
Question Number One:		(5 Points)
Circle the correct answer:		
1. The Chrysler Building _____ the year before the Empire State went up.		
a. appear b. has appeared c. had appeared d. was appeared		
2. The accident happened while the men _____ the steel.		
a. were lifting b. are lifting c. is lifting d. am lifting		
3. The next tour _____ at 3.45.		
a. start b. started c. starting d. starts		
4. I _____ for the bus since eight o'clock in the morning.		
a. was waiting b. have been waiting c. I'm waiting d. have waiting		
5. My sister _____ from the university next summer.		
a. graduate b. have graduated c. will graduate d. has graduated		
Question Number Two: (5 Points)		
Write questions for the answers below, use the words in parentheses:		
1. Question: _____? (When\start)		
Answer: I started school in 1997.		
2. Question: _____? (Why\leave)		
Answer: I left my office to have my lunch.		
3. Question: _____? (Where\be)		
Answer: I've been to Paris.		
4. Question: _____? (What \do)		
Answer: She looks after sick people.		
5. Question: _____? (be \engineer)		
Answer: Yes, Omar is an engineer.		
Question Number Three: (5 Points)		
A: Say how things could have happened differently:		
1. She didn't take the medicine so she didn't get better.		
If _____		
2. We forget to take the ball with us so we couldn't play football on the beach.		
If _____		
B: Complete the following sentences with the suitable verb form between brackets.		
1. Would you mind _____ the door? (to close \ closing)		
2. Please, remember _____ the letter. (posting \ to post)		
3. I'm trying _____ 146.58×14.46 in my head but it's quiet difficult. (to work out \ working out)		
Question Number Four: (5 Points)		
A: Rewrite the following using the starters between brackets.		
1. What do we do when somebody else has the books we need? (Could you tell me)		

2. Do students have to pay to borrow books? (I wonder)		

شبكة الاوس التعليمية → Cont./2

B: Complete each of the following sentences with the appropriate modal verb from the box.

Note : (There are more model verbs than needed)

should , mustn't , had to , didn't have to

- Luckily, I _____ get up too early because the test wasn't until midday.
- It's a very important meeting, so you _____ be late.
- I'm sorry I couldn't come yesterday. I _____ work late.

Question Number Five:

(5 Points)

Fill in the blanks by choosing the suitable prepositions from the box.

Note : (There are more prepositions than needed)

of , for , over , on , at , in

- I don't go out _____ Monday mornings.
- Who was responsible _____ all that noise last night?
- We build websites for business customers all _____ the world.
- At first we didn't get on very well, but _____ the end we became friends.
- The mother was proud _____ her beautiful daughter.

Section B:

(10 Points)

From this section, answer two questions only. اجب عن سوالين فقط من هذا القسم

Question Number One:

(5 Points)

A: Choose the suitable verb from the box to complete the sentences below:

Note: (There are more verbs than needed)

decided , finished , enjoyed , offered

- I've been thinking for a long time, and now I've _____ to buy the bike.
- She _____ her assistance to help me finish my tasks.
- I really _____ seeing all my old friends again.

B: Rewrite each sentence with its verb in the passive:

- Scientists everywhere are developing energy sources to replace oil.

- The council constructed a new dump for public use.

شبكة الاوس التعليمية

Question Number Two:

(5 Points)

Use the correct reflexive pronouns to complete the following sentences.

- This machine works by _____.
- The boy fell down the stairs and hurt _____.
- Let's paint the room _____.
- I don't need any help. I can fix it _____.
- The old woman lives by _____ since the death of her husband.

Question Number Three:

(5 Points)

A: Use who or which to join the following pairs of sentences:

- I climbed up the stairs. They were newly painted.
- Nadia looked angry. She has been listening to our conversation.
- The new stadium will be opened next month. It holds 90,000 people.

B: Write what you should say if you were in these situations. Use the starters provided.

- Your brother wants to play the piano late at night. He will wake up the people next door.
You had better _____
- It is very cold. Your sister who has been ill recently, is walking along the road without a coat.
You should _____

Literature:**(20 Points)****Section A:****(10 Points)****1. Circle the correct answer:**

- A Nam Veteran (in *War is never over*) is:
 - a soldier who had bad memories and nightmares.
 - a soldier who fought against US Army.
 - a soldier who fought for US against communists in Vietnam.
 - a soldier who fought in World War II.
- Edgar hid from his father's men by:
 - pretending to be a mad homeless person.
 - staying in Regan's castle.
 - living among Lear's knights.
 - staying in the castle.
- The banker decides to kill the prisoner because:
 - it is very quiet and there is no one around.
 - he doesn't want to lose the bet.
 - the man is asleep.
 - the guard is absent.

شبكة الاوس التعليمية

2. Decide whether each of the following is true or false:

- The Dove died because of hunger in the cage. ()
- Lear regretted giving away everything to his two daughters because his daughters were weak. ()
- The majority of the guests disapprove of the death penalty. ()

3. Complete:

The prisoner deprived himself from getting the two million at the end by _____

4. "If I had the pluck to carry out my intention, suspicion would fall first upon the watchman"

- Who is the speaker? _____
- What was his intention? _____
- Why should the suspicion fall upon the watchman? _____

Section B:**(10 Points)**

- What did the lawyer suffer from in the first year of his confinement? (*The Bet*) _____
- Why wasn't Lear afraid of going to prison? (*King Lear*) _____
- Why does the Duke of Burgundy refuse to marry Cordelia? (*King Lear*) _____
- When may we bring shame and disgrace upon ourselves? (*Be Strong*) _____
- Why would the young lawyer choose life imprisonment over death? (*The Bet*) _____

شبكة الاوس التعليمية

→ Cont./4

Humanities & Scientific Streams/2009	(4)	Paper Two
Composition:	شبكة الاوس التعليمية	(20 Points)
<p>A: Write about <u>120</u> words on <u>One</u> of the following topics: (10 points)</p> <p>1. Write an essay of three paragraphs about "Overpopulation". Follow the following pattern: Paragraph one: causes of this problem (<i>health care, age average, education, economy</i>). Paragraph two: effects of overpopulation (<i>food and energy supplies, job opportunities, land</i>). Paragraph three: ways to control this problem (<i>children per family, raising health and social awareness</i>).</p> <p>2. Write an essay of three paragraphs about "The importance of recycling". Follow the following pattern: Paragraph one: old ways of getting rid of waste. Paragraph two: economical benefits of recycling. Paragraph three: environmental benefits of recycling.</p>		
<p>B: Write about <u>100</u> words on <u>One</u> of the following topics: (10 points)</p> <p>1. Write a letter to the Industry Company Manager, Mr. Omar, PO Box 331, Nablus, applying for the post of a civil engineer, advertised in Al-Haya Daily Newspaper. Your name is Waleed Hussam and you live at 30 Al-Jalaa Street, Al-Remal, Gaza. (Talk about your experience, languages, qualifications and other skills)</p> <p>2. You are Sami. You live in Ramallah, Al-Ersal Street, building number 9, PO Box 55. You are concerned with bad environmental problems in your city that is air pollution. Write a letter to the editor of Al-Ayam Newspaper whose office in Jerusalem, Al-Riadh Street.</p> <p>Do the following:</p> <ul style="list-style-type: none"> • Describe the problem • Mention the causes (<i>cars/means of transport/factories/insecticides</i>) and results (<i>plants, people, animals</i>) • Suggest solutions 		

Good Luck

شبكة الاوس التعليمية

Appendix (7)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Palestinian National Authority

السلطة الوطنية الفلسطينية

Ministry of
Education and Higher Education
General Secondary Certificate

وزارة التربية و التعليم العالي

Paper One Total Marks (75)

English Language

اللغة الإنجليزية – الورقة الأولى

Date: 2010

Total Marks (75)

Paper One

Time: 2.30

Comprehension (40 points)

Read the following passage carefully, then answer the questions that follow :

So here you are at the start of University Welcome to a whole new world !

At first, it can be quite scary. That's why some of us who are graduating this year decided to offer a few tips before leaving.

By the time you read this, we'll be taking our own scary first steps out in the big wide world. We'll be gone, but we hope these ideas we're leaving will help you.

First, remember this: you may feel nervous, but you're not the only one. You can bet that most other first-years feel the same. If they don't all look that way, it's because some people are better at hiding their feelings than others.

The first semester is a great time to make new friends, and people you meet now may become friends for life. That's because you'll go through a lot together, good and bad .They'll be part of your support group, and you'll be part of theirs.

So if you're feeling shy or homesick or depressed, don't just hide away. Be ready to smile and talk. Meet people through clubs sports or the students' union. That way, you'll soon meet people who share your interests.

While you're doing this, though, don't forget your old friends or your family. They won't understand everything you're doing now, but

they should remain an important part of your support group. Contact your parents to tell them you're fine (even if you don't actually feel so fine) Remember: they're concerned about you and they themselves are also having to get used to life without you.

As you settle in, you'll find life is far less organised for you now. Yes, you'll have lectures, but you'll also have many hours with nothing scheduled. Some people grab the chance to be lazy with both hands, but don't let yourself get like that. If you want to do well, you have to use that free time well. In fact, it isn't really 'free' at all. You need lots of it to get all your work done properly.

We're certainly not saying you should work all the time. If you did, you'd soon burn out. Besides, a good social life is an essential part of the university experience. The important thing is balance really, and to get the balance right you need to do your work efficiently.

It's a good idea to write weekly and daily to do' lists, setting your top priorities. Then you won't suddenly face nasty surprises such as a 1,000-word essay you have to write by tomorrow morning!

Get into regular working habits. For example, always write out lecture notes quickly, while the lecture is still fresh in your mind. Don't write mountains of notes. Instead, note the main points and any references for further reading.

All this reading will probably include journals and materials from the Internet as well as books. Here, the library becomes very important. You may be given a tour of this (and other university facilities). If not, give yourself a tour. Find out where the books and journals you'll need are kept. Check the computer and photocopy facilities.

Question Number One: (18 points)

A. Answer the following questions: (10 points)

1. Why is it not easy to see whether other new students are nervous?

because some people are better at hiding their feelings than others.

2. What pieces of advice are given for the shy and depressed students?

don't just hide away. Be ready to smile and talk. Meet people through clubs sports or the students' union

3. Why is it not advised to work all the time?

you'd soon burn out

4. How often should you write “to do “lists?

weekly and daily

تابع ورقة أولى 2010

B. Decide whether each of the following is True or False. (8 points)

1. Writing mountains of notes is a bad working habit. (*T*)
2. New students are graduating students will meet each other the first day. (*F*)
3. Graduating students will carry their own scary first steps out the wide world. (*T*)
4. Library references include journals, materials from the internet and books. (*T*)

Question Number Two: (22 points)

A. Complete the following: (6 points)

1. Your support group includes two parts:
a. *Family* b. *old friends*
2. If you want to do well, it is important *to use free time well.*

B. What do the underlined words and expressions refer to? (6 points)

1. ... other first – years feel the same. Line (6) *nervous*
2. and you will be part of theirs. Line (10) *support group*
3. They line (16) *parents*
4. If you did. Line (22) *work all the time.*

C. Give words from the text that have almost the same meanings as: (4 points)

1. fearful : *scary* 3. memory : *remember*
2. in addition to : *besides* 4. sad because of being away from home: *homesick.*

D. Find words in the text that have opposite meaning to each of the following. (4 points)

1. happy: *depressed* 3. busy : *free*
2. unnecessary: *essential* 4. worse: *better*

E. In the sentence “if not, give yourself a tour.”“ not” refers to (2 points)

- a. reading journal b. writing notes *c. given a tour* d. using internet
-
-

Vocabulary : (35 points)

Question Number three: (15 points)

A: Complete each of the following by using a suitable word from the box . (5 points)

(Note: There are more words than needed)

depression - unexpected – structure – wasters – reaction - wars

1. For about 3,500 years the Egypt’s Great Pyramid remained the highest *structure* in the world.
2. The twentieth century saw the worst *wars* in history.
3. Some *unexpected* side effects have sometimes caused great disaster.
4. Emotional effects can include nervousness, *depression* and anger over all small things.
5. Watching films and chatting on the internet all night are examples of time *wasters* .

تابع ورقة أولى 2010

B: Write each word in the box next to its definition below. (5 points)

(Note: There are more words in the box than needed)

Immigration – director - famous - peaceful – bank- communication

1. peaceful quiet, without fighting or any violent events.
2. famous someone who is known to a lot of people.
3. director top manager's job in a company or other organization.
4. immigration activity of entering another country to live there permanently.
5. bank a large collection or store of something.

C: 1. Choose the correct form from words in brackets to complete the sentences: (2 points)

- a. Farmers must now spend on fertilizers. (heavy / heavily)
- b. I was..... Not to finish the project. (annoyed / annoying)
- c. Every institution must have Rules. (safe / safety)
- d. We couldn't move inside the bus after the crash, and the passengers were completely.....
(helpless/ helpful).

2-Match the words in the box to words below to make word pairs: (3 points)

air - chain – license -software – make - administration

- | | | |
|------------------------|-----------------------------------|---------------------------|
| a. food <u>chain</u> | b. business <u>administration</u> | c. driving <u>license</u> |
| d. <u>make</u> friends | e. <u>software</u> programs | f. <u>air</u> pollution |

Question Number Four: (10 points)

A. 1. Match the words in the box with their synonyms below. (1.5 points)
(Note: There are more words in the box than needed)

Power – disaster - particularly - quantity

- a. amount : quantity
- b. catastrophe : disaster
- c. force : power

2. Match the words in the box with their opposites below. (1.5 points)

(Note: There are more words in the box than needed)

Urban – disappear – income - refuse

a. expenses : income b. accept: refuse c. rural : urban

B. Circle the right answer. (2 points)

1. We have achieved great success..... the bad conditions.

a. although b. because c. despite of d. so

2. Ruba has got mark in physics, that is why she seems angry.

a. good b. the worst c. worse d. the best

3. More expensive furniture means more financial problems. The underlined word is :

a. countable b. intransitive c. collective d. uncountable

4. Some people say that Spanish should become an official language – like English,, others disagree.

a. because of b. however c. despite d. moreover

تابع ورقة أولى 2010

C. Complete the sentences with words from the same word family. (5 points)

1. Without Arab oil, the world's industrial economies would stop producing. (industry)

2. Instead of spending money on waste disposal we may use the money to build new schools.(dispose)

3. There are different ways for an applicant to write a good curriculum vitae. (apply)

4. I was hoping to get a lot of useful information from the report. (inform)

5. At the supermarket you often have more than one choice . (choose)

Question Number Five : (4 points)

A: Form compound adjective + noun from the underlined words in the following. (3 points)

1. a walk that is hour long.

An hour – Long walk .

2. a community that is Chinese and also American

A Chinese – American community .

3. a bridge that is built from north to the south of the mouth of SF Bay

A north – south bridge .

A. **Complete the table: BE= British English / AE= American English) (1 points)**

Word in BE	Same meaning in AE
Adviser	<u>counselor</u>
<u>Flat</u>	apartment

Question Number Six: (6 points)

A. Complete the following sentences with the correct phrasal verbs from the box:

(Note: There are more phrasal verbs than needed)

find out - put off - got into - take on - write down

1. This is important to remember, so write it down , please.

2. I 'm going on the internet to find out more about Palestine.

3. We have to have the meeting today. We can't put it off any longer.

4. I really got into photography when I was about twelve.

B. Complete the following sentences with (make , do , have, take):

1. I do some cooking at the week end from time to time.
2. It's a difficult problem . Can I make a suggestion?
3. It might take Sameera two hours to finish her homework.
Today, big cities have many more people.

Good Luck

Appendix (8)

بسم الله الرحمن الرحيم

Palestinian National Authority

السلطة الوطنية الفلسطينية

Ministry of

وزارة التربية و التعليم العالي

Education and Higher Education

General Secondary Certificate Exam 2010

Paper Two Total Marks (75)

English Language

اللغة الإنجليزية – الورقة الأولى

Date:19-6 2010

Paper Two

Time: 2.30

Language (35 points)

Question number One : (15 points)

A. Circle the correct answer :

(3 points)

1. Don't go out ! It is still
a. raining b. is raining c. rained d. was raining
2. Water more quickly in the sunshine .
a. evaporate b. evaporates c. evaporated d. is evaporated
3. It is dark because the sunyet.
a. hasn't risen b. has risen c. have risen d. haven't risen

B. Write questions for the answers below :Use the words in brackets :

(2 points)

1. Question :

.....?(Why /
leave)

Answer : I left quickly to see the injuries .

2. 2. Question :

.....?(Do /
abroad)

Answer : Yes , he works in Saudi Arabia .

C. Say how things could happen differently :

(2 points)

1. I didn't find her address , so I didn't send her an invitation .
If
2. Our team won the match , so they moved up in the league .
If

D. Complete the following sentences with (a , an , the . or zero) article : (3 points)

1. I need a visa application form to go toUSA .
2. The War of Independence againstBritain began at a small town near Boston in 1775.
3. Gaza Strip hasarea of about 360 sq km2 .

E. Complete the following sentences with the suitable verb from those in brackets : (5 points)

1. I have decideda bank account and keep the money there.
(to open / opening)
2. Could you stopthe football match on channel two? (to watch / watching)
3. If you take that job in London, it will meanfor two hours everyday.(to travel / travelling)
4. I will never forgetthe Alps for the first time . (to see / seeing)
5. Rami avoidedin the street . (to play / playing)

Question number two : (10 points)

A. Rewrite each sentences so that it has the same meaning and contains the word in brackets (in positive or negative form) : (3 points)

1. It's necessary for them to eat balanced meals . (need)
.....
2. It isn't necessary for him to use L.C.D. in this course . (have to)
.....
3. I would like you to type this essay for me . (Could?)
.....

B. Rewrite the following using the starters between brackets :(2 points)

1. Do teachers prepare beautiful teaching aids ? (Could you tell me?)

.....
2. When did she write this nice poem ? (I wonder)
.....

تابع : ورقة ثانية 2010

C. Fill in the blanks by choosing the suitable prepositions from the box : (5 points)

Note : (There are more prepositions than needed)

- in , through , from , at , about , for

1. There will be a needboth English and Arabic- spoken and written .
2. There has been a fallpetroleum prices recently.
3. The train camethe tunnel .
4. She's rather worriedelder son's future .
5. All the players shook handsthe end of the football match .

From this section , answer two questions only : (A , B , C) أجب عن (A , B , C)

سؤالين فقط من هذا القسم

Question number Three : (10 points)

A :

1. Rewrite each sentence with its verb in the passive : (3 points)

- a. Students should plan a sensible revision timetable .
.....
- b. People use the internet for banking .
.....
- c. People first exchanged goods many thousands of years ago .
.....

2. Use the correct reflexive pronouns to complete the following sentences :

(2 points)

- a. I'll tell you the answer this time , but in future you must learn to think for
- b. I liked the book , but not the title .

B :

1. Use who or which to join the following pairs of sentence : (3 points)

- a. The boy will have a reward . He answers correctly first.
.....
- b. These are all the notes .They contain important information about the accident .
.....
.....
- c. Our team won the games . They were held in Cairo .
.....
.....

2. 1. Rewrite the following sentence using the words in brackets : (2 points)

- a. The River Nile is almost 6,700 kilometers long . (..length)
.....
- b. The Atlantic Ocean has a width of approximately 5,000 kilometers . (....wide.....)
.....

C :

1. Write what you should say if you were in these situations :Use the starters provided: (2 points)

- a. Your sister is having problems with her homework .You think it would be a good idea for her to ask her teacher to explain everything again . (*You had better*)
.....
.....
- b. Your brother has started smoking , and you want him to stop because it destroys his health.
(*Unless you.....you'll.....*)
.....

2.Complete the following sentences with the appropriate modal verb from the box :

Note : (There are more words than needed) (3 points)

Don't have to , have to , shouldn't , was able to

- a. I almost missed the bus , but Ijump on the bus just as it was leaving .
- b. It's a holiday tomorrow , so Iget up early .
- c. Do you reallygo ? / yes , I'm sorry . It's getting late.

تابع : ورقة ثانية 2010

Literature : (20 points)

Question number Four : (10 points)

A. Circle the correct answer : (3 points)

1. " Tomorrow comes the song " " *the song* " means :
 - a. negative effects
 - b. sad future
 - c. bad results
 - d. rewards
2. Gloucester was punished by Cornwall because he
 - a. followed Cornwall's orders
 - b. took Lear's side
 - c. was against Lear
 - d. preferred to stay in the castle
3. War is never over because ...
 - a. soldiers never forget the battles they fought.
 - b. treaties usually stop wars
 - c. we win the victory
 - d. defending freedom costs lives

B. Decide whether each of the following is True or False : (3 points)

1. The poet weaved the silken thread himself . ()
2. When you lose all your winnings , you should be upset. ()
3. The prisoner refused wine as it excites the desires which are man's friends. ()
4. If the battle goes hard , we should fight on . ()

C. Complete the following with the advice the poet gives in the poem " If " : (1 point)

If things you have created are broken

.....

D. " O Madam , my old heart is broken " (2 point)

1. Who said this ?
2. To whom ?
3. Why is the speaker's heart broken ?

Question number Five : (10 points)

1. Why do the majority of the guests disapprove of death penalty ?
(*The Bet*)
.....
2. How does Edmund turn his father against his half brother Edgar ?
(*King Lear*)
.....
3. How is Cordelia's answer different from the answers her sisters give ? (*King Lear*)
.....
4. How do people who stay at home suffer more than those who died ? (*War is never over*)
.....
5. Where did the banker keep the message ? Why ?
(*The Bet*)
.....

Composition : (20 points)

Question number six :

Write a bout 120 words on one of the following topics . اكتب في أحد الموضوعين التاليين

1. Write a short essay of three paragraphs about " *My favorite place* " .

Follow the following pattern and make use of the given ideas :

Paragraph one : Introduce the place and say where it is .

Paragraph Two : describe the place , use positive adjectives and phrases

(interesting , fascinating , unusual ,good the best , pleasant ,enjoyable , relaxing, friendly ,quiet ,exciting ,lively , beautiful , famous , wonderful)

Paragraph Three : Why you like it ,how it is different from other places .

2. **Write a letter to the Ford Company manager , Mr. Munir ,PO Box 551 ,Tulkarm, applying for the post of mechanic engineer , advertised in Al-Quds Daily Newspaper . Your name is Khalid Ali and you live at 40 Al-Wehda Street , Al-Remal , Gaza.**
(Talk about your experience , languages, qualifications and other skills)

Appendix (9)

بسم الله الرحمن الرحيم

Palestinian National Authority

السلطة الوطنية الفلسطينية

Ministry of

وزارة التربية و التعليم العالي

Education and Higher Education

General Secondary Certificate 2011

Paper One Total Marks (75)

English Language

اللغة الإنجليزية – الورقة الأولى

Date: 2011

Total Marks (75)

Paper One

Time: 2.30

Comprehension (40 points)

Read the following passage carefully, then answer the questions that follow :

In 1930, Abdul Hammeed Shoman set up the Arab Bank in Jerusalem with some help from friends and family members. Explaining **the name**, he said, ‘When I made up my mind to start this bank, I chose not to give it my name, nor the name of my home village of Beit Hanina, nor the name of my homeland of Palestine, but instead the name of the Arab nation. And so I called it the Arab Bank.’

The Bank expanded steadily in Palestine and also in Jordan, Syria, Lebanon, Egypt and Iraq. Its growth was - and still is - guided by Shoman’s business skills, honest behavior and great determination. These qualities helped it survive the 1948 disaster. The Jaffa and Haifa branches were lost, and £4m of the Bank’s £6m had to be paid to customers who were now refugees.

Soon after **the war**, it was decided to move the head office to Amman. Shoman continued his work **there** but always longed to return to Jerusalem.

He now focused the bank on ‘the great breakthrough’, as he called his project to expand the Arab Bank across the whole Arab World. In 1949 alone, six new branches opened and, by 1961, there were 43.

Over half were lost in the 1960s because various governments took **them** over, but the Bank survived again. Moreover, it started growing beyond the Arab World. During the 1960s and 70s, new branches were set up in Switzerland, Nigeria, Germany and Britain. The Bank also expanded its

focus, from trade and smaller construction investments to much larger projects, particularly in the oil industry.

Today, the work and ideas of Abdul Hameed Shoman live on in an organization with over 400 branches and offices on six continents. It has become a great Arab and global financial organization.

When Shoman's son, Abdul Majeed, took over, he extended his father's vision in 1978 by starting the Abdul Hameed Shoman Foundation. With links to many Arab World institutions, it offers financial help and annual prizes for important new work in Arab science and arts. It provides yet another powerful engine for Arab progress. Only one dream remains to be achieved : an early return to Jerusalem .

Question Number One: (18 points)

A : Answer the following questions: (10 points)

1.What qualities helped the Arab Bank survive the 1948 disaster ?

a.....b.....c.....
.....

2. How did the Arab Bank change its focus during the 1960s and 70s ?

.....
.....

3. Where had the Arab Bank been before the 1984 disaster ?

.....
.....

4. How does Abdul Hameed Shoman Foundation support scientists and artists ?

.....

B. Decide whether each of the following is True or False : (8 points)

1. Forty three branches of the Arab Bank were opened in1961 ()

2. Today the Arab bank is a great financial organization in only six countries . ()

3. Not all of Abdul Hameed Shoman's dreams were achieved . ()

4. Family members and friends offered Shoman some help in setting up the Arab Bank . ()

تابع ورقة أولى 2011 (صفحة 2)

Question Number Two : (22 points)

A. Complete the following: (6 points)

1. Abdul Hameed Shoman didn't think of his
.....or.....
.....norwhen he
named the bank .

2. Customers who were now refugees were paidpounds
after the 1948 disaster .

B: What do the underlined pronouns refer to ? (6 points)

1.the name... , (line 2) :
- 2there ... , (line 10) :
3.them ... , (line 13) :
4.the war... , (line 9) :

C: Give words from the text that have almost the same meanings as : (5 points)

1. decide..... 2. in place of..... 3. wanted
very much.....
4. different..... 5. yearly
.....

D: Find words in the text that have opposite meaning to each of the following. (5 points)

1. enemies 2. finish 3. generally..... 4.
local5. late.....

Vocabulary : (35 points)

Question Number Three : (10 points)

A : Choose five suitable words from the box to complete the following sentences : (5 points)

- homesick – distribution – artificial – appointments – tip - reactions

1. Arab countries must find ways of achieving a fairof wealth .
2. The following is a usefulon how to save your time .
3. As I read my mother's letter , I began to feel more and more
4. I love to watch parents' happywhen their children get married .
5. Without the old life-giving floods , farmers now have to buyfarm chemicals to feed their land .

B : Write each word in the box next to its definition below : (5 points)

- side effects – justice – physical – concrete – peak

1. : connected with the body .
2. : reach the highest point .
3. : a very hard building material .
4. : things (usually bad) that happen in addition to main result (usually good) .
5. : treatment of people that is fair and right .

تابع ورقة أولى 2011 (صفحة 3)

Question Number Four : (10 points)

A : Choose the correct form of the words in brackets to complete the sentences : (2 points)

1. Tourist resorts are often developed in areas of great natural (beauty , beautiful)
2. Students have to study the test data with great (care , carefully)
3. If this computer doesn't work , you are given theof a refund . (choose , choice)
4. The policewoman found agirl in the damaged house (frighten , frightened)

B : Match the words in the box to the words below to make word pairs : (3 points)

- vitae - money - rural

- a. areas
- b. curriculum.....
- c. pocket.....

C : Match the words in the box with their synonyms below :(2 points)

- location - planet - toxic - keep safe

- a. poisonous
- b. protect
- b. place
- d. world

D : Choose words from the box that have the opposite meaning of the underlined words to complete the sentences below : (3 points)

Note : (There are more words than needed)

- follow - vocational - future - permanent

1. Oil is only a temporary answer to our energy needs . In the future , we must findsource of cheap , safe , clean energy .
2. You know the way , so you can lead and we will you .
3. After this college , we have academic courses such as physics and chemistry , and we also offer classes for people such as builders who needskills .

Question Number Five : (10 points)

A : Circle the letter of the correct answer : (2 points)

1. One of the following fractions stand for a quarter .
 - a. 1/2
 - b. 1/4
 - c. 3/4
 - d. 1/8
2. Children often makewhen they are encouraged and praised by their teachers .
 - a. progress
 - b. homework
 - c. projects
 - d. revision
3. All of the following are British English words except one :
 - a. principal
 - b. marks
 - c. rubbish
 - d. advisor

4. My father isthan he was a year ago .
 a. thin b. thinnest c. more thin d.
 thinner

تابع ورقة أولى 2011 (صفحة 4)

B : Choose three suitable connectors from the box to complete the following sentences : (3 points)

- for example - although - because - despite

1. Maria doesn't get high salaryher excellent qualifications .
2. He is suffering from a stomachache.....he drank unhealthy water .
3. Lubna never learned Spanishshe lived in Spain for three years .

C : Complete each of the following with a suitable word from the same word family : (3 points)

1. This old man doesn't even have theto get out of bed . (energetic)
2. Would you please tell us about the name of thewhich you work for.
 Pal Sat, isn't it ?
 (organize)
3. Ordinary people are looking for ways to repairequipment . (fault)
4. A number of patients have beentreated with the new medicine . (succeed)
5. We are discussing thefor employing more staff . (necessary)
6. I think it is important tolocal business in Palestine .
 (support)

D: Form compound adjectives + noun from the underlined words in the following : (2 points)

1. ...an earthquake that lasted 15 seconds .

2. ...a meal that is Palestinian and Jordanian .

Question Number Six : (5 points)

A : Complete the following sentences with the correct phrasal verbs from the box : (2.5 points)

- got out - put off - cheer up - bring in - sort out

1. Everything is badly organized here . We need you to come andthings..... .
2. Muna finally a few words of thanks .
3. The meeting must be held today .We cannotit.....any longer .
4. We need toan expert to deal with this serious problem .
5. Salwa is very upset . Let's go and try toher..... .

B : Complete the following sentences with the correct phrasal verbs from the box : (2.5 points)

...ment - ...ation - ...ous - ...ance - ...ity

1. accept :
2. manage :
3. prepare :
4. sincere :
5. danger :

Good Luck

Appendix (10)

بسم الله الرحمن الرحيم

Palestinian National Authority

السلطة الوطنية الفلسطينية

Ministry of

وزارة التربية و التعليم العالي

Education and Higher Education

General Secondary Certificate Exam 2011

Paper Two : Total Marks (75)

English Language

اللغة الإنجليزية – الورقة الثانية

Date:19-6 2011

Paper Two

Time: 2.30

Language : (35 points)

Question Number One : (5 points)

Circle the letter of the correct answer :

1. The machine starts working if youthis button .
a. press b. presses c. to press d. pressed
2. Listen to those people , What languagethey.....?
a. is speaking b. are speaking c. was speaking d. am speaking
3. She only understood the film because shethe book
a. reads b. will read c. have read d. had read
4. While Ithe email , the computer suddenly went off .
a. had written b. was writing c. writing d. am writing
5. SuzanJapanese yet , but she can communicate .
a. hasn't mastered b. has mastered c. masters d. will master

Question Number Two : (5 points)

A : Write questions for the given answers using the words in brackets :

1. Question :? (be , single)
Answer : No , I am married .
2. Question :?(How hard , work)
Answer : She often does fourteen hours a day .
3. Question :?(When , start)
Answer : I started school in 1998 .

B. Say how things could happen differently :

1. The building collapsed because the designers didn't use enough materials .

If

2. Samir got low grades in Tawjihi , so he didn't study medicine .

If

Question Number Three : (5 points)

A : Complete each of the following spaces with a suitable preposition from the box below :

- from - for - on - between - at

1. Betlehem liesHebron and Jerusalem .
2. I like walking round the townnight . It's always peaceful .
3. I have to be away on businessmy new employer .
4. Our teacher's birthday isNovember 15 , 1975 .
5. The weather didn't improve . It wentbad to worse .

B : Complete the following sentences with (a , an , the , or x " Zero article ") :

1. What about going toEngland in summer .
2. Palestine hasarea of about 27,000 sq km .
3. Where isCD which I lent you last week .
4. This car does 150 mileshour .
5. Japan experiencedvery severe earthquake a few months ago .

تابع : ورقة ثانية 2011 (صفحة 2)

Question Number Four : (5 points)

A : Complete each of the following sentences with the correct form of the verb in brackets :

1. Does your mother mindwith us to Reema's wedding party ? (going , to go)
2. Don't forgetthe letter I gave you . (to post , posting)
3. We can't afforda vacation this summer . (to take , taking)

B :choose two suitable verbs from the box to complete the sentences below :

- enjoys - make - mean

1. I am sorry , I didn'tto hurt you .
2. My brother reallytravelling abroad .

Question Number Five : (5 points)

A : Rewrite each sentence with its verb in the Passive :

1. Fossil fuels are causing global warming .
.....
2. The government raised all interest rates yesterday .
.....
3. You should organize your time to get high marks .
.....

B : Rewrite the following sentences using the starters between brackets :

1. How much of your time does the internet waste ?
.....
..... ? (May I ask)
2. Are you happy with your name ?
.....
.....? (Can you tell me)

From this section , answer *two* questions only : أجب عن سؤالين فقط من

هذا القسم

Question Number One : (5 points)

A : Rewrite each sentence so that it has the same meaning and contains the word in brackets

(in positive or negative form)

1. Don't miss the football match next week . (must)
.....
2. I'd like you to visit me next Friday . (could)
.....
3. Is it possible for me to smoke here ? (may)
.....

B : Use the correct reflexive pronouns to complete the following sentences :

1. The filmwas not good but I liked the music .
2. We should blamefor the results of the elections .
3. I was afraid to walk through the forest by
4. Boys , would you please help

Question Number Two : (5 points)

A : Use *who* or *which* to join the following pairs of sentences :

1. Hebron football team won the final match . It was held in Jenin three years ago .
.....
2. Palestine Bank has special offers for students .It wants to attract young people as new customers.
.....
3. W finally decided to talk to Doctor Suha. She got her certificate from Harvard University .
.....

تابع : ورقة ثانية 2011 (صفحة 3)

B : Rewrite the following sentences using the words in brackets :

1. The Atlantic Ocean has a depth of roughly three kilometers . (deep)
.....
.....
2. Mount Everest is nearly 9000 meters high . (height)
.....

Question Number Three : (5 points)

A : Complete each of the following sentences with the appropriate modal verb from the box :

- be able to - were able - may - had to - has to - must have
--

1. Samianot come to the party tonight . She isn't feeling well .

2. My fathernot.....work late every night these days .
3. We looked very careful and weto see a figure in the distance .
4. Will manlive on the moon one day ?
5. Wewait for long as the bus was late .
6. This driverhad a very tiring day .He looks exhausted .

B : Write what you should say if you were in these situations . Use the starters provided :

1. You and your friends are discussing where to go .Your suggestion is the park .(What about + ing)

.....

2. Your brother refuses to stop smoking and you are worried about destroying his health .

(Unless you..... , you will.....)

.....

Literature :
(20 points)

Question Number One : (10 points)

A: Circle the correct answer :

1. The prisoner was not allowed to

.....

- a. receive letters
- b. drink wine
- c. play the piano
- d. read books

2. In the poem " If " , the words " the common touch " mean

.....

- a. make a trap for fools
- b. deal equally with Triumph and Disaster

- c. communicate well and naturally with ordinary people .
- d. make your dream your master

3. King Lear went out in the storm because

- a. he couldn't bear his daughters' cruel treatment .
- b. Edmund injured himself with a sword .
- c. his daughters treated him well .
- d. the Duke of Burgandy refused to marry Cordelia .

B: Decide whether each of the following is True or False :

- 1. The lawyer lost all his money in gambling on the Stock Exchange .()
- 2. Life is a struggle which we should face . ()
- 3. Soldiers never forget the battles they fought . ()
- 4. Kent disguised himself as a knight to stay with Lear . ()

تابع : ورقة ثانية 2011 (صفحة 4)

C: Complete :

In the end only Kent , Edgar and Albany
were.....the dead .

D : Quotation :

" To deprive myself of the right to the money , I shall go out from
"here" five hours before the time fixed and so break the compact "

a. Who's the speaker ?

.....
.....

b. What does the word " here " refer to ?

.....

c. How does the speaker want to break the compact ?

.....
.....
.....

Question Number Two : (10 points)

Answer the following questions :

1. Why did Gloucester ask Edgar to take him to Dover ? (King Lear)

.....
2. How did the banker plan to kill the prisoner ? (*The Bet*)

.....
3. What two things made the thread so good for the dove according to the poet ? (*The Dove*)

.....
4. What should you do when all men doubt you ? (*If*)

.....
5. Why were Goneril and Regan jealous of each other ? (*King Lear*)

.....
Composition : _____ (**20 points**)

Write at least 80 words on *one* of the following : أكتب في أحد

الموضوعين التاليين

1. Discuss the idea of preventing (not allowing) smoking in public places and official buildings.

Paragraph one : Describe the problem of smoking.

Paragraph Two : Talk about its effects on health , economy and environment.

Paragraph Three : Possible solutions (laws / non-smoking areas / raising awareness) .

2. You are Nihad . You live in Gaza , Palestine Street , building No 9 . You are worried about

a dangerous problem in your city that is increasing road accidents

. Write a letter to the editor

of Al-Quds Newspaper whose office is in Jerusalem , Salah Eldin Street .

Do the following :

. Describe the problem

. Mention the causes (increasing number of cars , bad conditions of streets and roads , careless drivers) and results (loss of lives , injuries , economy)

. Suggest solutions

Good Luck

Appendix (11)

The Islamic University – Gaza
Deanery of Graduate Studies
Curricula & English Teaching
Methods Department
College of Education



Evaluating Twjehi English Language Exam in Palestine over the Last Five Years .

Presented by /Tahreer El-Araj

**A proposal submitted in Partial Fulfillment of the
Requirement for the Master Degree of Education**

2011



The Islamic University of Gaza
Faculty of Education
Department of English Teaching Methods
MA Program

An Invitation To Judge a Checklist

Dear /

The researcher Tahreer El-aaraj is carrying out an M. ED thesis entitled

Evaluating Twjehi English Language Exam in Palestine over the last five years .

The researcher is suggesting the following checklist as a criterion to evaluate Twjehi English Language exams in Palestine over the last five years . It is worth mentioning that the items of the checklist are based on literature related to the target evaluation , especially Bloom's taxonomy and educational objectives of Teaching English As Foreign Language " TEFL" which are assigned by the Palestinian Ministry of Higher Education . Additionally , the checklist covers the four language skills and aspects that were taught through the whole school year .

I will be so grateful if you provide me with your comments related to the effectiveness of the criteria used in this checklist .

Your modifications , additions , or omissions will be taken into consideration .

The researcher
Tahreer El-aaraj

Comments :

.....
.....
.....
.....
.....
.....

Referee's name :

.....

Signature :

.....

The educational objectives of TEFL assigned by the Palestinian Ministry of Higher Education

No	Objectives	Exam papers				
		2007	2008	2009	2010	2011
A	Listening					
1	Extract information to accomplish a physical task					
2	Identify main idea.					
3	Distinguish main idea from supporting details.					
4	Identify the topic of aural texts.					
5	Identify the setting of aural texts.					
6	Identify the participants and their roles					
7	Respond to referential questions based on aural texts					
8	Respond to inferential questions based on aural texts					
9	Distinguish between relevant and irrelevant idea.					
10	Distinguish between implicit and explicit information in aural text.					
11	Distinguish fact from opinion					
12	Extract key information for note taking and summarizing purposes					

13	Draw inferences about speaker's attitude, feelings and emotional state					
14	Recognize discourse markers..					
15	Recognize cohesive devices.					
16	Identify core vocabulary.					
17	Predict following discourse					
B	Speaking :-					
1	Articulate sounds in isolated form and in connected speech					
2	Articulate stress patterns within words					
3	Manipulate variation in stress in connected speech					
4	Produce intonation patterns to express attitudinal meaning					
5	Produce basic intonation patterns					
6	Summarize the main points of a text.					
7	Describe a sequence of events based on visual inputs					
8	Narrate a story based on personal experience					
9	Make a rehearsed or unrehearsed oral presentation about a topic of interest or of general currency					
10	Express personal feelings and emotions (anger, regret, sorrow, happiness, success, or failure)					
11	Respond to direct questions, instructions, suggestions, offers, visual inputs, etc					
12	Make an oral presentation about an unfamiliar topic					

13	Paraphrase in own words an aural or a written text					
14	Respond to factual, referential and inferential questions					
15	Respond to complex, conditional, or hypothetical questions					
16	Give directions and instructions					
17	Ask questions about routine matters					
18	Talk about inferred attitudes, feelings based on an aural text or a visual stimulus					
19	Make predictions about a piece of discourse					
20	Engage in conversations effectively using suitable conversation management skills and appropriate communication strategies					
21	Transfer information in diagrammatic display into speech					
C	Reading					
1	Answer factual questions					
3	Answer evaluation questions and judgment questions					
4	Read familiar material with correct pronunciation and intonation(PRO)					
5	Recognize pronoun referents					
6	Generate questions about reading text					
7	Summarize reading text					
8	Make predictions about reading text					
9	Develop awareness of semantic fields (word mapping)					

10	Develop awareness of synonyms and antonyms					
11	Identify the main idea of reading text					
12	Identify supporting details					
13	Distinguish main idea from supporting details					
14	Recognize rhetorical markers and their functions					
15	Deduce meaning of unfamiliar words from context					
16	Distinguish fact from opinion					
17	Infer mood and author's attitude tone					
18	Scan for information from text and realia (ads, menus, schedule, calendar, flight information and tickets, etc.)					
19	Interpret information presented in diagrammatic display					
20	Relate text to personal experience, opinion, or evaluation					
21	Analyze text for setting, theme, characters, etc					
22	Extract and synthesize information from several sources to present it into expository form					
23	Evaluate text for accuracy of information, soundness of argument, etc					
D	Writing					
1	Use language appropriately "grammatically".					
2	Use capitalization and punctuation (period, comma, question mark, quotation marks, colon, apostrophe, parentheses, semi-colon, and exclamation mark) correctly					

3	Write a text dictated at a reasonable speed using correct punctuation.					
4	Write answer to questions on reading material					
5	Outline a text					
6	Take notes from an aural or read text					
7	Make notes about a text					
8	Summarize a text by expanding notes					
9	Write personal and formal letters (inquiry, complaint, order), using the proper format					
10	Write a report on a researched topic					
11	Write a short essay (composition) of no less than 150 words					
12	Organize written information using different rhetorical functions (classification, comparison, contrast, etc.)					
13	Write a personal reaction (evaluation) to a reading selection					
14	Match audience and purpose writing					
15	Revise, edit, and rewrite student's own written work					

Cognitive domains of TEFL According To Bloom and Anderson

No	Cognitive Domain The exam questions ask the students to do the following activities	Exam papers				
		2007	2008	2009	2010	2011
Firs	Knowledge					

1	Recall previous information					
2	State information.					
3	Retell events.					
4	Recognize language form and concepts.					
5	Define concepts.					
Sec	Comprehension					
1	Report certain information					
2	Identify items.					
3	Explain ideas and material					
4	To find certain information					
5	Describe places, events,					
6	Express thoughts, ideas and situations					
7	Translate language items					
Thi	Application					
1	Apply previous knowledge new situations					
2	Use language items properly					
3	Solve problems using previous knowledge.					
Fourth	Analysis					

1	Differentiate facts from opinions.					
2	Categorize information in text.					
3	Compare items.					
4	Guess meaning of words in context.					
5	Read behind the written word.					
6	Relate causes and effects.					
7	Identify the main parts of text.					
8	Find clues and evidences in texts					
9	Elicit rules and principles					
10	Infer the author's					
11	Distinguish main ideas from the supporting ones.					
Fifth	Synthesis					
	1	Reorder events in text				
	2	Summarize texts				
	3	Write or retell the ideas of the text using his own words				
	4	Suggest solutions				
	5	Introduce clues to persuade.				
	6	Generate questions related to reading texts				

7	Combine thoughts to write paragraphs and essays					
Sixt	Evaluation					
	1 Express his / her opinions towards situations					
	2 Conclude themes of texts.					
	3 Recognize subjectivity and objectivity .					
	4 Make choices based on reasoned argument .					

Appendix (12)



**The Islamic University of Gaza
Faculty of Education
Department of English Teaching Methods
MA Program**

An Invitation To Judge Teacher's attitude scale .

Dear /

Kindly , I invite you to check the appropriateness of items of through which the researcher can find the teachers' attitude towards Twjehi English Language exam over the last five years .

Adding or deleting any points will be taken into consideration .Your effort is appreciated .

**The researcher
Tahreer El-aaraj**

Comments :

.....
.....
.....
.....
.....
.....

Referee's name :

.....

Signature :

.....

Teachers' Attitude Scale towards Tawjihi Exam

The following table shows you statements that may indicate your perception towards Twjehi English Language Exam .Tick the most appropriate response :

:

A. Strongly agree B. Agree C. Neutral D. Disagree E. Strongly disagree.

1) The impact of exam upon students' performance.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	You think that					
1	The exam enhances students' creativity.					
2	The exam motivates students' desire to learn English.					
3	The exam is difficult compared with students' level.					
4	The exam matches the students' individual differences .					
5	The assigned time for the exam is sufficient.					
6	The exam encourages students to do extensive reading.					
7	The exam makes students study English just for the exam.					

2) The relation between the exam questions and content of the textbook.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	You think that					
1	The exam matches the content of textbook.					
2	The exam matches all cognitive skills.					
3	The exam covers all language skills and aspects.					
4	The exam addresses language sub skills in details.					
5	The exam mark distribution suits the rational weight of each skill in the content of the textbook.					
6	The exam concentrates on memorization.					
7	The exam addresses High Order Thinking skills (analysis, synthesis, evaluation).					
8	The exam gives high concentration to written activity.					

3) The layout of the exam paper.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	You think that					
1	The exam matches the standard criterion for a good exam.					
2	The exam questions are well organized.					
3	The exam font size and font type are suitable.					
4	The exam paper is free from mistakes ;grammatical, spelling and punctuation.					
5	The exam questions are well numbered.					
6	The instructions of the exam questions are clear for the students.					
7	The exam papers are well margined.					
8	There is enough space among the exam paper.					

Appendix (13)

A suggested Twjehi English language exam

بسم الله الرحمن الرحيم

Palestinian National Authority

السلطة الوطنية الفلسطينية

Ministry of

وزارة التربية و التعليم العالي

Education and Higher Education

General Secondary Certificate Exam 2013

Paper One: Total Marks (73)

English Language

اللغة الإنجليزية – الورقة الاولى

Date:19-6 2013

Paper One

Time: 2.30

Comprehension

Passage one: (40 points)

Read the following passage then answer the questions below :

Normal life never stays normal for long simply because it is full of change. stress is our reaction to change – all change, whether we see it positively or negatively.

Most people think stress is a negative reaction leading to feelings like anxiety. However, it can also be a positive reaction that helps us deal well with change.

Stress reactions depend not only on the situation, but also on attitudes to it. The same situation – a driving test, say – can affect two people very differently. One person is confident, so he experiences a positive stress reaction – active concentration – and this leads to success. The other lacks confidence. Negative stress reactions – fear and worry –take over. These emotions easily turn to panic, and failure becomes more likely.

We get stressed for different reasons and in different ways, but it is part of everyday life. In fact, we need some stress in our lives. It can make us feel more alive and energetic. Without it, life would be very boring. Problems only develop when there is too much negative stress. Any change in normal life may cause stress ,but some ‘stressors’ are bigger than others.

Signs of stress may be emotional, mental or physical reactions, or strange behaviour –

or a mixture of them all. All the following are signs of severe stress. Emotional effects can include nervousness, depression and anger over small things. Mentally, many people lose concentration and others worry endlessly about small things. Some people sleep badly and suffer bad dreams.

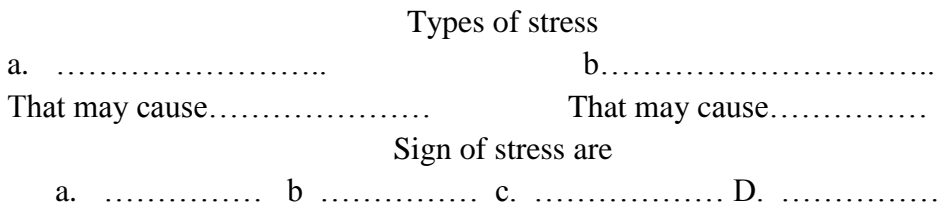
Anxiety attacks are a common physical reaction. This is when one's hands get sweaty, the heart starts beating too fast and one may begin to shake.

As for strange behaviour, some people start crying for no apparent reason. Others begin to eat too much or too little, or drink alcohol or take drugs. Some of these forms of behavior are dangerously self-destructive.

Fortunately, much can be done to reduce or even get rid of negative stress. First, though, people must accept that they are stressed and understand the causes and effects. Having done that, action becomes possible.

Several simple things can help. One should eat well-balanced meals and also get regular exercise – walking, swimming or cycling for example. Discussing problems with a student counselor, friend or family member can also help greatly: 'a problem shared is a problem halved'.

A): Summarize the text through filling the following diagram: (8 points)



B): Answer these questions: (10 points)

1. What are the factors that affect our stress reactions? Give examples from your own life.(4 points)
2. How can you reduce negative stress? (3 points)
3. What are the effects of strange behaviors? (1 point)
4. According to your previous knowledge, can negative stress vanish? How? (2 points)

C): Give the synonyms of the following words:(4 points)

- a. trust..... b. gloominess.....

c. lively..... d. worried.....

D): Give the antonyms of the following words:(4 points)

a. following..... b. effect.....
c. success..... d. ambiguous.....

E): Say what the following refer to:(3 points)

1. Line (5) "it":.....
2. Line (16)"the other"
3. Line (67-68) "Having done that".....

F): Say what the following words mean:(4 points)

1. Line (11) "attitude"
2. Line (70) "well-balanced meals"
3. Line (97) "stressors"

G) Decide whether the following sentences are true [T] or false [F]:(3 points)

1. All stressors affect us in the same way and degree.
()
2. Anxiety attack is not a common response of physical stress signs.
()
3. Nothing can be done to reduce stress unless we accept that we stressed out. ()

H) Complete the following sentences: (5points)

1. In the case of exam preparation, you can reduce stress effects via.....like.....
2. confident people experiencestress but people who lack confidence experiencestress.
3. The main idea of the previous passage is.....
a. stress affect people negatively. b. stress affect people positively c. all people fall under various types of stress.

Passage two: (10 points)

Read the following questions and answer the question:

What will the world be like in 2025? Nobody can be sure, but present trends are worrying. By 2025, there will be over eight million humans. And we will be making heavy demand on the Earth's resources of food, water, fossil fuels and other raw materials.

Some will be getting rarer. Most importantly, we will have used well over half the world's oil reserves. Production will be declining, and this once-cheap energy source will be very expensive.

That might be good news. Less oil consumption could lead to fewer carbon emissions, and this might weaken the greenhouse effect, which many scientists say, is already here. If, by 2025, we have managed partly to replace oil with renewable energy sources such as wind and power from sun, we could be moving slowly towards a cleaner, greener world.

However, this benefit may be lost due partly to the fast-expanding economies of China, India and other newly industrializing countries. Their expansion is being powered largely by an even more polluting fuel than oil: Coal. Unless the disastrous emissions are controlled, global environmental problems will increase.

1. After reading the passage. what title do you suggest for the text?
(2points)

2. How does increasing population affect oil?
(2 points)

3. Read the text and complete the following brief notes:

a. Big demand on resources, which include:
(2 points)

- 1.....
- 2.....
- 3.....
- 4.....

b. Possible result of less use of oil:

(1 point)

.....

4.Looking in the future, does the writer seem (a)optimistic (b)pessimistic or (c)mixture of both? Explain.(3 points)

Listening: (8 points)

A): listen to this extract and answer these questions:

- 1. who are the speakers? What are they talking about?
- 2. where are these three speakers?
- 3. why are they talking to each other?

B): listen . Mark tag questions that rise () and fall at the end. Say which sound more and less certain-the risers or fallers:

1. By the end of it, you had a great time, didn't you?
2. I imagine there are quite big differences, aren't there?
3. That's true, isn't it?

C):listen to the extract and complete the notes in the table:

	Speaker 1	Speaker 1
Nationality		
Job		
Satisfied with Dubai		

C):listen to the extract again and suggest a title.

Vocabulary : (15 points)

A : Write the word next to its definition: (3 points)

Architect – impression – artificial – reserve –justice

- 1- : treatment of people that is fair and right.
- 2- : feeling that one immediately gets about a person or thing.
- 3- : something kept for the future.

B : Choose the suitable connectors between brackets then rewrite the following sentences : (2points)

- 1- He drank unhealthy water. He is suffering from a stomachache (although/ because).
.....
.....

- 2- She doesn't get high salary. Her excellent qualification. (although/despite).
.....
.....

C:Circle the correct answer: (3points)

1. Do you ever any cooking at home ?

- a. make b. made c. do d. does

2. The team play much better if we bring a new trainer.

- a. down b. up c. in d. back

3. Farmers must now spend on fertilizers.

- a. heavy b. heavily c. heavier heaviest

D: Complete each of the following sentences with a suitable word from the same word family: (3points)

1-I notice that you have had experience as a website
(design)

2-The mainfor joining a university is a good Tawjihi result. (require)

3-The big problem with fossil fuels is that they cause a lot of
..... (pollute)

E: write the synonyms of the underline words next to each sentence: (2 points)

1- Is there anything you find particularly hard to do.

.....

2- The disaster of the hurricane increased as it approached the city.

.....

3- Do you manage to keep to your revision plan?

.....

4- I have a schedule that tells me what I need to do every day.

.....

F : Write the synonyms of the underline words next to each sentence: (2 points)

1- Oil demand is increasing nowadays.

2-Most people agree that there is a real energy problem.

3-English exam was very easy.

4-You know the way so you can lead us.

بسم الله الرحمن الرحيم

Palestinian National Authority

السلطة الوطنية الفلسطينية

Ministry of

وزارة التربية و التعليم العالي

Education and Higher Education

General Secondary Certificate Exam 2013

Paper Two : Total Marks (77)

English Language

اللغة الإنجليزية – الورقة الثانية

Date:19-6 2013

Paper Two

Time: 2.30

Speaking: (21 points)

A): Complete the following min-dialogue as required: (4 points)

1- A:

.....?

(Suggestion)

B: It's a good idea to start revision for final exams this month.

2-A :Could you tell me the way to the police station please?

B:.....

(Give direction)

3-A: I feel I am not well these days.

B:.....

(Advice)

4-A:How do you feel if your mother gives you a present – exactly what you wanted for long time?

B:.....

(Express your feeling)

B): Complete the missing parts in the following dialogue: (13 points)

Ali wants to check his account and value to do some banking activities.

Officer: Hello,for you?

Ali: Well,.....check that some money has come in, please? Here's some the....., 6350596.

Officer: Yes, I can, I'll print a for you.

Ali:..... That would be useful.

Officer: Just a moment.

Ali: goodhas come in. Now, I'd like to moveto my son

Officer: Right,?

Ali : It's 2993566.

Officer:do you want to move?

Ali: 1850 \$, please.

Officer:.....that's gone through . could you sign in this sheet, please?

Ali:..... Thank you.

C): complete the following words with the correct (transcription) sound as in models: (4 points)

a. cash / / cheque / /

1. shopping / / 2. Charge / / 3. Sheet / / 4. Branch / /

b. This / / thing / /

1. This / / 2. Think / / 3. Thought / / 4. Then / /

D): put the stress on its suitable place:

1- insult (V) 2- insult (n) 3-present (n) 4- present (v)

Language : (12 points)

A):Circle the letter of the correct answer : (5 points)

1. she does not go out..... Monday morning.

a. at b. on c. in d. from

2. Listen to those people , What languagethey.....?

a. is speaking b. are speaking c. was speaking d. am speaking

3. the train came..... the tunnel.

a. from b. through c. at d. in

4. While Ithe email , the computer suddenly went off .
a. had written b. was writing c. writing d. am writing
5. would you mind..... the door?
a. to close b. close c. closing d. closed
6. I need a visa application form to go toUSA .
a. a b. an c. the d. zero article
7. My father isthan he was a year ago .
a. thin b. thinnest c. more thin d. thinner
8. If I tired, I usually..... a rest
a. had b. had been c. have d. had had
9. Where is CD which I lent you last week.
a. a b. an c. the d. zero article
10. We can't afford a vacation this summer.
A. take b. to take c. taking d. took

B):Rewrite each sentences required in brackets: (7 points)

- 1.I started school in 1998. (make question begin with When)
.....?
2. The government raised all interest rates yesterday. (change into passive)
.....
- 3.The building collapsed because the designers didn't use enough materials .
If
4. Don't miss the football match next week . (must)
.....
5. How much of your time does the interview take? (may I ask you?)
.....
.....
6. Hebron football team won the final match. It was held in Jenin three years ago. (join the sentences with suitable relative pronoun)
.....
....
7. The government raised all interest rates yesterday. (begin with all interest rates....)
.....

Literature: (20 points)

A):Read the following quotations and answer the questions: (5 points)

1-" On my part it was the caprice of a pampered man, and on his part simple greed for money"

- a- Who said this ? To whom?
- b- What did they both try to prove?

2-"How I wish I could hold him in my arms again"

- a-Who is the speaker ? who is he talking to?
- b-When did the speaker said these words?
- c- To whom does " him" refer?

B):Decide whether True or False: (5 points)

- 1. The prisoner believes that the banker has lost his mind. ()
- 2. " I had a dove" is a poem about a love story ()
- 3. Gloucester decides to jump off the cliff because he cannot bear the pain of blinding any more. ()
- 4. We should blame other people for the bad days. ()
- 5. You should control your heart and feelings to serve only other people ()

C):Answer the following questions : (10 points)

- 1-Who do you think is morally better ,the banker or the prisoner ?why?
- 2-What should you do with the unforgiving minutes? Prove your answer from our Islam principles.
- 3- How did the poet deal with the bird?
- 4- What do war memories bring back to our minds? Connect your answer to our life here in Gaza.
- 5- As a reader, what do you think is the vise of King Lear?

Writing: (24 points)

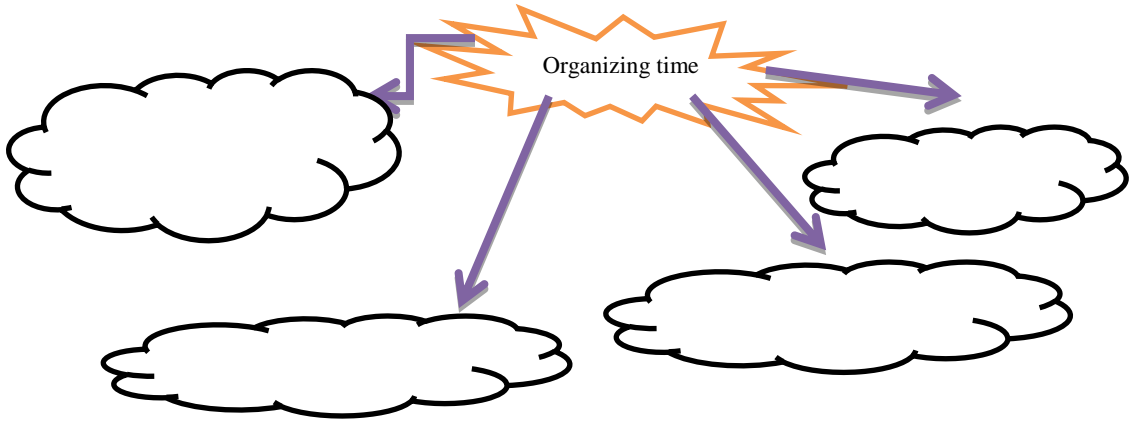
A):Rewrite the following paragraph. Put in capital letters (9) full stops (3) commas (2): (4 points)

however shoman was never happy just with business and its reward he always wanted to do something important for his people and he stayed in close contact with palestine and the arab world he also financially supported a news paper for arab americans

B):Read the following passage below and identify the irrelevant idea (2 points)

Oil has many disadvantages as well as some disadvantages. As for advantages, it is easier to transport, it still pollutes both when it is produced and when it is used, more powerful and many useful products come from it, including petrol.

C): Create a network around the word "organizing time" (2 points)



D): Provide a suitable topic sentence to the following paragraph(2 points)

Pollution

..... . The first sort is air pollution that is caused by emissions sent out of factories, cars and fire. This type of pollution is very harmful because it causes global warming. The second one is ground pollution that is mainly resulted from the garbage and waste people throw in streets, which damages the nature and makes it lose its beauty

E) Outline to the following topic sentences: (4 points)

- 1- Internet is a source of education.
 - a.
 - b.
- 2- Effects of globalization.
 - a.
 - b.

F): Write about on one of the following topics:(10 points)

1-Write an essay about the necessity of finding new sources of energy, specially as petroleum is running out. Mention possible alternatives and their advantages or drawbacks in comparison with oil. Discuss the importance of economizing in the use of oil to make it last longer.

2- You are Ahmed. You live in Nablus, Amman Street, PO Box 27. You are concerned with bad

environmental problems in your city, that is pollution (air and noise pollution). Write a letter

to the editor of Al-Quds Newspaper whose office is in Jerusalem, Salah Eddien Street.

Do the following :

- Describe the problem
- Persuade people that action is necessary
- Make a proposal for action

Useful words : (dangerous , wasteful , unhealthy , toxic , unacceptable , poisonous)

Appendix(14)

Listening Transcript:

Question A):

[S=car salesperson, P=peter's wife, A=Ann]

S: Good morning, sir, madam, and welcome to Manchester Car. How can I help you?

P: We are thinking about new car, and we'd like to look at a few.

S: yes, of course what sort of thing are you thinking of? A sport car or a people carrier? or a family car?

A: We've got three small children, so a sport car isn't possible any more.

P: And certainly we don't need anything as big or as expensive as a people carrier.

A: We are looking for something smaller. A family car.

S: And would you like a traditional four- door saloon car? Or would you prefer a five- door hatchback?

P: We 're thinking of a hatchback, actually.

S: Fine, well, I think you should see several models. For smaller family car, there's Yaris Verso. Then there's the bigger Corolla. And you must see the wonderful prius, as well.

P: Fine. Let's do that.

S: Certainly. Please come this way.

Question B):

1. By the end of it, you had a great time, didn't you?
2. I imagine there are quite big differences, aren't there?(99ex 3)
3. That's true, isn't it?

Question B):

S1=Speaker 1, S2=speaker 2.

S1: I'm Emirati, from here in Dubai I'm an engineer. The main thing I want to say about Dubai today ? well, it's this we are looking ahead and we know the oil will run out quit soon, so we're building an economy that runs without the oil industry. In fact we are already succeeded really. You can already say we're now independent of oil.

S1: I'm from Palestine, and my home town is Nablus. But I've lived here for five years now. I'm a teacher at a girls' college, you see. My big comment about Dubai is that there are so many nationalities – a hundred and sixty, I've been told. So it's very very international.

Appendix (15)

The illustration of (TEFL) objectives assigned by Palestinian of Higher Ministry of Education.

No	Objectives	Illustration
A- Listening		
1	Extract information to accomplish a physical task	Students listen to certain instructions in order to carry out physical activities like clapping, running and jumping.
2	Identify main idea.	Students should listen to a certain extract and answer general questions to get the gist or the main idea of listening material.
4	Identify the topic of aural texts.	Students should listen to particular listening material and suggest a title.
5	Identify the setting of aural texts.	Students should listen to a specific extract and answer questions about it such as when and where.
6	Identify the participants and their roles	Students should listen and answer questions as who are the speakers and what are their roles.
7	Respond to referential questions based on aural texts	Students should listen to an extract and guess what some pronouns refer to.
8	Respond to inferential questions based on aural texts	Students should listen to a chosen extract and recognize what the message the author wants to convey.
9	Distinguish between relevant and irrelevant idea.	Students should listen to any listening material and analyze it differentiating between the relevant and irrelevant ideas. For example: being talking about the siege of Gaza, the student should not include ideas about the political situation of Tunisia.
10	Distinguish between implicit and explicit information in aural text.	Students should listen carefully to the extract and try to guess the meanings of unfamiliar words to get the message from the text
11	Distinguish fact from opinion	Students should discriminate or find aspects of similarities or differences between certain items in

		the listening material.
12	Extract key information for note taking and summarizing purposes	Students have to draw out the most important points in the listening extract.
13	Draw inferences about speaker's attitude, feelings and emotional state	Students should find out speakers' attitudes.
14	Recognize discourse markers.	Students should recognize conjunctions and transition expressions.
15	Identify core vocabulary.	Students should discover the key words in the listening materials which are basic in meaning and understanding
17	Predict following discourse	Students should listen to a certain extract and think what will happen after that.
B- Speaking :-		
18	Articulate sounds in isolated form and in connected speech	Students should produce some sounds such as ;(p, or t) separately or in connected speech.
19	Articulate stress patterns within words	Differentiate the position of stress in words. Record (v.) record (noun)
20	Manipulate variation in stress in connected speech	Students should recognize stress position in sentences, which words in a sentence should be stressed or not. Example: My father is a doctor. Only content words are stressed
21	Produce intonation patterns to express attitudinal meaning	Students should produce the same sentence in different intonation each expresses different attitude or feeling.
22	Produce basic intonation patterns	
23	Summarize the main points of a text.	As a speaking activity , students should read or listen to a text and summarize it rating should be taken either for fluency and accuracy
24	Describe a sequence of events based on visual inputs	Students watch video or a series of pictures and describe the events. Pauses, intonation and stress should be taken in consideration.
25	Narrate a story based on personal experience	Students tell a story of their experience or report for certain events they have gone through.

26	Make a rehearsed or unrehearsed oral presentation about a topic of interest or of general currency	To practice speaking, students rehears the material like songs or poems or have roles in plays.
27	Express personal feelings and emotions (anger, regret, sorrow, happiness, success, or failure)	Students may describe certain feelings they have already experienced or they are given a situation to express attitude towards.
28	Respond to direct questions, instructions, suggestions, offers, visual inputs, etc	Students may participate in a dialogue, ask or answer questions, use or respond to functional expressions like offer, suggestion and refusal.
29	Make an oral presentation about an unfamiliar topic	Students may talk about a matter which is known or unknown for others.
30	Paraphrase in own words an aural or a written text	Students use their own words to reconstruct a written or a spoken material orally.
32	Respond to factual, referential and inferential questions	Students use facts to answer questions, recognize to some pronouns reference and answer some deductive questions.
33	Respond to complex, conditional, or hypothetical questions	A teacher may ask what you do if you found million dollar and students should respond.
	Give directions and instructions	Students may act as teachers, doctors, traffic men and give instructions.
17	Ask questions about routine matters	Students lead dialogue in pair work asking and answering questions about their routines.
18	Talk about inferred attitudes, feelings based on an aural text or a visual stimulus	Already Done
19	Make predictions about a piece of discourse	Students talk about their expectations toward certain matters.
20	Engage in conversations effectively using suitable conversation management skills and appropriate communication strategies	Students lead conversation with each other taking in consideration eye contact focusing on important points
21	Transfer information in diagrammatic display into speech	Students examines diagrams and introduce the explanation.
C- Reading		

1	Answer factual questions	Students practice low cognitive skills as they have to pick direct information from the text
3	Answer evaluation questions and judgment questions	Student practice high order thinking skills as to evaluate situation or characters, bad or good and discover fairness, bias, fail or truth.
4	Read familiar material with correct pronunciation and intonation(PRO)	Students practice loud reading correct pronunciation, intonation and rhymes are rating criteria for the reading.
5	Recognize pronoun referents	Students find the relation between nouns and the pronoun they refer to (analysis skills).
6	Generate questions about reading text	Students practice both analysis and synthesis skills as they analyze the text to produce quotations in relevance to the important points.
7	Summarize reading text	Students synthesize a concise summary of the text.
8	Make predictions about reading text	Students utilize their schemata, their imagination and expectation to predict information related to the text.
9	Develop awareness of semantic fields (word mapping)	Students practice activities related to vocabulary formation, derivation, synonyms, antonyms and homophones.
10	Develop awareness of synonyms and antonyms	Students practice activities related to vocabulary, synonyms, antonyms and homophones.
11	Identify the main idea of reading text	Students read the text and suggest a title or state the topic the text involves.
12	Identify supporting details	Students find out the topic sentence of each paragraph of the text and the supporting sentence which explain them.
13	Distinguish main idea from supporting details	Students may make or draw a graph that classify each main idea and its supporting sentence in a separate form.
14	Recognize rhetorical markers and their functions	Practice using rhetorical makers and decide their appropriateness in building the coherent text and communicating the meaning.
15	Deduce meaning of unfamiliar words from context	Students find clues in the text to facilitate guessing the meaning of unfamiliar words

16	Distinguish fact from opinion	Students find out whether the author expresses a personal opinion or a fact.
17	Infer mood and author's attitude tone	Students explore the message the author wants to convey.
18	Scan for information from text and regalia (ads, menus, schedule, calendar, flight information and tickets, etc.)	Students read authentic material to pick specific information, ideas, numbers, products, places, days.
19	Interpret information presented in diagrammatic display	Students analyze diagrams to find out the content information.
20	Relate text to personal experience, opinion, or evaluation	Students utilize their previous experience to interact with the text, to reflect and to express their own opinions.
21	Analyze text for setting, theme, characters, etc	Students should answer quotations related to the setting (time and place), the theme or the message the text aims to convey and to describe the characters.
22	Extract and synthesize information from several sources to present it into expository form	Students should collect information from different sources such as printed materials, pictures, maps and diagrams and synthesis them in a new organized coherent form from which others can learn specific information.
23	Evaluate text for accuracy of information, soundness of argument, etc	Students should discuss texts to examine the level of accuracy. They may find references to compare information accuracy with.
D- Writing		
24	Use language appropriately (grammatically).	Students should produce grammatically accurate and sound sentence free from grammatical mistakes
25	Use capitalization and punctuation (period, comma, question mark, quotation marks, colon, apostrophe, parentheses, semi-colon, exclamation mark and abbreviations) correctly.	Students should practice punctuating written materials.

26	Write a text dictated at a reasonable speed using correct punctuation.	Students should write dedicated pieces of writing then they have to punctuate them properly.
27	Write answer to questions on reading material	Students answer comprehension quotation in written form.
28	Outline a text	They state the main ideas of text.
29	Take notes from an aural or read text	Students should write notes based on a reading text or on an oral material.
30	Make notes about a text	Students should read a text and write some notes about the text.
31	Summarize a text by expanding notes	Students should omit redundant information or unnecessary pieces to concise the text in its important components.
32	Write personal and formal letters (inquiry, complaint, order),using the proper format	Students should write function pieces of writing such as letters, complaints, application using the correct criteria for them
34	Write a report on a researched topic	Students should write a research paper using the steps and characteristics of paper writing including the introduction, the body, documentation, punctuation and writing mechanics.
35	Write a short essay (composition) of no less than 150 words	Students should produce an essay according to the rules of writing introductory paragraph with a clear thesis, supporting paragraphs with clear topic sentences and supporting sentences in addition to conclusion.
36	Organize written information using different rhetorical functions (classification, comparison, contrast, etc.)	Students should write different types of essays such as comparison, contrast and classification using the paper rhetorical makers.
37	Write a personal reaction (evaluation) to a reading selection	Students practice high order thinking skill (evaluation) as they should reflect or judge a reading material for fairness bias and accuracy.
38	Match audience and purpose writing	Students vary the tone of their writing according to the level of the audience and the nature of the subject.
39	Revise, edit, and rewrite student's own written work	Students should go through the steps writing process, outlining, drafting revising, editing and rewriting.

Appendix (16)

The illustration of objectives related to Bloom's cognitive domain.

	Cognitive domains	Illustration
Knowledge:		
1-	Recall previous information	Students should recite information like poems and songs.
2-	State information.	Students should listen and mention information previously learnt
3-	Retell events.	Students should retell events of a story or an accident.
4-	Recognize language form and concepts.	Students should recognize grammatical forms, rules and sentence structure.
5-	Define concepts.	Students should find certain information.
Comprehension:		
1-	Report certain information.	Describe certain events in a report .
2-	Identify referential items.	Students should specify certain items such as dates and numbers.
3-	Explain ideas and material.	Students should illustrate certain materials
4-	To find certain information.	Students should search for specific information to answer questions.
5-	Describe places, events	Students should use their own language.
6-	Express thoughts, ideas and situations	Students should express thoughts and ideas and describe or report situation
7-	Translate language items.	Students should producing meaningful translation material
Application		

1-	Apply previous knowledge new situations	Students should apply previous knowledge, rules, principles, theories to carry activities.
2-	Use language items properly.	Students should speak, read or write correctly and properly.
3-	Solve problems using previous knowledge.	Students should utilize information from the schemata.

Analysis

1-	Differentiate facts from opinions.	Students may list the direct facts in the text and the personal opinions.
2-	Categorize information in text.	Students should classify information in the text in separate categories.
3-	Compare items.	Students should find similarities and differences.
4-	Guess meaning of words in context.	Students should find clues in the text to guess the meaning of unfamiliar words.
5-	read behind the written word	Students should infer ideas or message that is understood from the context not printer.
6-	relate causes and effects	Students should find out relation of cause and effect.
7-	Identify the main parts of text.	Students should analyze the text into its main component.
8-	Find clues and evidences in texts.	Students should find clues in the text on which they can take decision.
9-	Elicit rules and principles.	Students should find permanent relation between ideas like heat and vapor.
10-	Infer the author's.	Students should elicits the author's message or the moral lesson.
11-	Distinguish main ideas from the supporting ones	Students may take notes separating main ideas from the supporting ones.

Synthesis

1-	Reorder events in a text:	Students should rearrange jumble sentences according to time line or according meaning.
2-	Summarize texts.	Students should omit redundancy irrelevant or weak item and keep the most important main and supporting ideas.

3-	Write or retell the ideas of the text using his own words.	Students should paraphrase the material or reconstruct if using their own words.
4-	Suggest solutions.	Students should predict solution or add part to the texts.
5-	Introduce clues to persuade.	Students should define their opinion introducing persuasive supportive ideas.
6-	Generate questions related to reading texts.	Students should generate question related to the text.
7-	Combine thoughts to write paragraphs and essays.	Students should write pieces of free composition.

Evaluation:

1-	Express his / her opinions towards situations.	Students should announce his opinion.
2-	Conclude themes of texts.	Students should explore bias or fairness in the text.
3-	Recognize subjectivity and objectivity.	Students should explore the morals or the message of the text.
4-	Make choices based on reasoned argument.	Students should take decision based on logical analysis of the text.

Appendix (17)

The list of juries

1. Dr. Waleed Amer	Ph in Linguistics	Islamic university.
2. Mrs. Zulfa Badr El-Deen	M.A. in TEFL	Gaza University.
3. Mr. Mohammed Attia	PhD. in TEFL	Al-Aqsa University.
4. `Dr. Bassam Ayta	PhD in Education	AlQuds Open University
5. Dr. Awd Qeshta	PhD in TEFL	Islamic university
6. Dr. Kamal Murtaga	PhD in TEFL	Islamic university.
7. Mrs Yosra AL Kaholout	M A in TEFL	Supervisor at Governmental school
8. Mrs Khadra Abu Jahjoh	B A in English	Supervisor at Governmental school
9. Mrs Iatedal Abu Seda	B A in English	Supervisor at Governmental school.
10. Samh Yousf	M.A. in TEFL	A teacher of English language