

## **EFL Specialist Supervisors and Teachers' Attitudes Towards the Centralized Examinations as an Alternative to Teacher–made Examinations**

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### **Abstract :**

Examinations are the heart of the teaching–learning process. They can be fruitful if there is a corporate responsibility between teachers and students.

This study is a contribution to fostering positive attitudes towards testing through applying centralized examinations, which are a type of external examinations. This can lead to more beneficial influence on both teaching and learning strategies. This type can be used instead of teacher–made examinations at all the grades of the secondary stage as final examinations to get a fair and precise standard of all students at each governorate.

To implement this study, the researcher designed a first version of a questionnaire and exposed it to a jury of (7) specialists in teaching English as a foreign language to decide the suitability and validity of its items. Then, the final version was distributed to (6) EFL specialist supervisors and (62) EFL teachers to elicit their opinions.

In order to ensure a reliable result of the study, the researcher also interviewed the former director of Examining Department in the Directorate General of Education in Diyala to elicit his opinion. Then, the researcher examined a number of samples of teacher–made examinations to point out the weaknesses.

The study has come up with a conclusion that both EFL specialist supervisors and EFL teachers agree that a centralized examination is the optimal path for activating the teaching–learning process.

Finally, the study ends with some recommendations and suggestions.

### مواقف المشرفين الاختصاص للغة الانجليزية ومدرسيها اتجاه الامتحانات المركزية كبديل لامتحانات المدرس

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#### الملخص :

الامتحانات المركزية تجربة عراقية اتبعتها وزارة التربية لست سنوات دراسية ( 1996–1997 \_\_ 2001–2002 ) كإمتحانات نهائية للصفوف غير المنتهية من الدراسات المتوسطة والاعدادية بديلاً عن الامتحانات المدرسية نتيجة ظروف سببها الحصار الاقتصادي آنذاك .

تلك التجربة كانت تقضي بأن تقوم المديرية العامة للتربية في المحافظات بتأليف لجان مركزية تقوم بالإعداد والإشراف على تلك الامتحانات من تهيئة الاسئلة الامتحانية ، تحديد مواقع المراكز الامتحانية التي تضم طلبة المدارس المتقاربة عادةً، تعيين المراقبين ، المصححين والفاحصين للدفاتر الامتحانية ، ومن بعد ذلك اعلان النتائج .

تلك التجربة كانت محط تقييم هذه الدراسة حيث كان مجتمع البحث لها المشرفون الاختصاص للغة الانكليزية العاملون في المديرية العامة لتربية محافظة ديالى ، ومدرسو اللغة الانكليزية العاملون في مركز قضاء بعقوبة الذي يضم قدامى المدرسين ممن عاصروا تلك التجربة وهم أدرى بايجابياتها وسلبياتها وكان مجتمعهم 309 مدرس ومدرسة .

لذلك اخذت العينة الاولى من المشرفين الاختصاص بنسبة 80% لكون المجتمع صغير جداً ، وأخذت العينة الثانية من المدرسين بنسبة 20% ؛ لذا فإن العينة الأولى (6) مشرفين والعينة الثانية (62) مدرساً ومدرسة .

استخدمت في الدراسة الاستبانة التي عُرضت على لجنة تحكيم من سبعة خبراء متخصصين في مجال تدريس اللغة الانكليزية لتقرير مدى مناسبة فقراتها واخذ بأرائهم وملاحظاتهم ومن ثم وزعت على العينتين .

جمعت المعلومات وعوملت احصائياً باستخدام t-test لعينة واحدة ، t-test لعينتين مستقلتين ، الانحراف المعياري والوسط الحسابي وكانت النتيجة ان كلاً من المشرفين الاختصاصيين ومدرسي اللغة الانكليزية يفضلون

الامتحانات المركزية على الامتحانات المدرسية ويقرون برصانتها واهميتها لما لها من فوائد تعود بالنفع العام على مجمل العملية التربوية .  
ومن خلال النتائج التي توصل اليها البحث الحالي ، فإن الباحث يوصي  
اعادة تطبيق التجربة .

## **1.1 Introduction**

Examination is not an end, but it is a means or vehicle for linguistic improvement. It is the mainstay of teaching–learning process. If it is good, it can certainly support that process, enhance class morale and aid learning, but if it is not, the teaching–learning process will certainly collapse because such an examination does not reflect students' true abilities in language and at the same time causes demotivation to them.

(Madsen 1983: 5)

The aim of examination is to develop students' positive motivation to learning and broaden their linguistic horizons. It is a useful instrument used by teachers to upgrade their students' levels in language.

Testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other (Heaton :1988: 5).

Consequently, examinations should be well–designed, accurately–typed, graded from easy to difficult to minimize or lower students' anxiety, devoid of spelling and linguistic errors, and they should cover all the activities and language components of syllabuses. Such examinations explore students' progress and achievements in language and also contribute to fostering positives attitudes towards learning and teaching.

In examination construction, teachers should be guided by the cornerstones of testing: validity (what an examination measures and how it measures), reliability (the stability of examination scores), practicality (usability), authenticity, transparency and security (Combe etal 2007:107) Then, they should be submitted to review and revising before

reproducing them (Harris 1968:94). Moreover, the critical scrutiny of colleagues which is useful should be sought.

In short, a well-constructed examination requires a lot of efforts and work because language abilities are not easy to measure (Hudges :2003: 2).

Another factor which should be taken into account in a well-constructed examination is the milieu in which examinations take place. It can contribute either positively or negatively to construction, monitoring and scoring them. If a situation is secure, we can see the features of a good examination, but if it is not, the exam security will be put at risk.

Thus, we should grasp the fact that examinations cannot be isolated from social and political implications.

From the fore-mentioned discussion, we can conclude that testing should respond to the actual situation and conditions we live in and we should choose the type of examinations that suits our situation and provide practical solutions to language teaching problems most schools suffer from.

## **1.2 Statement of the problem**

The researcher has noticed that most results of teacher-made examinations are misleading to both school administrations and students' parents . In other words, when students are exposed to teacher-made examinations, their success approximately ranges from 90% to 100% , but their success does not exceed 40% when they are later exposed to external examinations (Ministerial examinations).

Therefore, the researcher made a survey of many samples of teacher-made examinations and also made official visits to many secondary schools as a member of the central committee of English in Diyala Governorate. He found out that many of EFL teachers do not cover the syllabuses which must be covered during the academic years, do not abide to

the distribution of marks set by the Ministry of Education, most examinations do not include unseen passages, and writing compositions, letters or e-mails, linguistic and spelling errors are too numerous to mention and there are excessive uses of multiple choice and true/false items which increase the effect of guessing and cheating and many, if not most, teacher-made examinations are constructed on what teachers concentrate, and avoid what teachers avoid. As a result, school administrations and students' parents may be deluded that students are well, in spite the fact that they learn very little.

### **1.3 Value of the Study**

This study is a pioneering work in this field; therefore, it is expected to be of a great value to the Ministry of Education to benefit from its findings in the field of testing, the mainstay of teaching-learning process.

### **1.4 Aims of the Study**

**This study aims at :**

1. knowing EFL specialist supervisors' attitudes towards centralized examinations.
2. knowing EFL teachers' attitudes towards centralized examinations.
3. knowing the differences between EFL specialist supervisors' and EFL teachers' attitudes towards centralized examinations.

### **1.5 Definitions of Basic Terms**

**1.5.1 "Centralized Examination"** is a type of testing adopted by the Iraqi Ministry of Education as a final examination (at the end of the course) at the first, second, fourth, and fifth grades of the secondary stage instead of teacher-made examinations. This type was applied for six years; from the

academic-year (1996–1997) to the academic year (2001–2002).

According to this type, each governorate had to form a central examining committee for each subject from specialist supervisors and elite teachers to construct examinations which determine if students have achieved the objectives set out in the syllabuses.

Then, the central examining committee nominates the administration committees for the examining centres, and committees of invigilators (proctors) and scorers.

**1.5.2** Both the terms "test" and "examination" are commonly used in the educational system.

Oxford Modern English Dictionary (1992:364 and 1130) defines an examination as a detailed inspection, whereas a test is a minor examination, such as spelling test, dictation test, etc.

Oxford WordPower Dictionary (2006:268) mentions that a test is less formal and usually shorter than an examination. We can also notice that the term "test" is widely used in other fields of life, for example: eye tests, blood tests, breath tests, urine tests, DNA tests, driving tests, cancer screening tests, paternity tests, lie detection tests, test match, etc.

From the above-mentioned discussion, we can conclude that a test is used for testing a certain or specific thing or field and that an examination is wider in coverage than a test.

## **1.6 Types of Examinations**

English language examinations are usually classified according to their source, scoring, design, content or purpose (use).

**According to source, they are classified into:**

**a.** Teacher-made examinations (School Examinations) which are written and administered by a teacher or a group of teachers in the same school.

**b. Public Examinations (Baccalaureate Examinations) or (Ministerial Examinations) .**

They are written by a committee in the Ministry of Education (for all the governorates) and they are scored by committees nominated by the Ministry. They are invigilated by teachers who do not teach the students at their schools.

**c. Centralized examinations.**

This type is like a public examination, but it is not run by the Ministry of Education, but the Directorate General of Education in each governorate.

Type (a) is also called "internal examinations", whereas types (b) and (c) are called "external examinations".

According to design, they are classified into: oral, written and oral–written.

- **According to content**, they can be in a specific aspect or field such as composition, vocabulary, pronunciation or structure.

- **According to scoring**, they are classified into subjective and objective.

**According to purpose (use), they are classified into:**

**a-** Achievement Examinations. They are related to language courses or associated with the process of instruction. This type is subdivided into final achievement examinations and progress achievement examinations.

**b-** Proficiency Examinations. They are designed to measure people's ability in language. They are not based on the contents or objectives of certain language courses.

A proficiency examination looks forward whereas an achievement examination looks back on what should have been learnt.

**c-** Diagnostic Examinations. They are used to identify students' strengths and weaknesses.

**d-** Placement Examinations. They are used to assign students at different levels.

**e-** Communicative Language Examinations. They are used to measure the ability to take part in acts of communication (including reading and listening) and on the best way to do this.

(McNamara :2000: 6–7 and 16) , (Heatin 1988: 172–173) and (Al–Jarah 1991: 4–6)

### **1.7 Historical Background**

From August, 1990 until April, 2003, Iraq was under exceptional circumstances due to the embargo and economic sanctions imposed on this country by the United Nations. The embargo and the economic sanctions caused a lot of hardship for people and harmed all the institutions even those that were civil and axiomatically the educational process was one of those. As a result, new circumstances which had the following features appeared:

- a.** The teachers' salaries were very low. They did not cover the cost of living for five days because they did not keep pace with the economic inflation.
- b.** Lack of stationery and books.
- c.** All the teachers and the majority of learners were forced to work in extra jobs in order to support their families.
- d.** Many learners did not attend classes because they had no pocket money, stationery, clothes or shoes.
- e.** The Ministry of Education could not supply schools with sufficient number of boards, desks, books, chalk, etc.

Therefore, some schools used tables and chairs made locally from the leaves of date–palms and some used the front walls of the classrooms as boards to write on.

- f.** An acute shortage of electricity.

Consequently, the Ministry of Education issued directions to the educationists and school administrations to be lenient with students concerning their clothes, books, copybooks, etc., because of the stressful life they lived.



Due to that hard conditions, some teachers began to give up their jobs or attend their jobs irregularly, others began to give private lectures to their students. The private lectures and the frequent absences of both teachers and students had a bad effect on the educational process. So, new concepts began to appear in our life such as professional and financial corruption, favouritism and nepotism, and teachers' cajolery to their students. Thus, examinations, which are the heart of the educational process, were put at risk.

The Ministry of Education studied the new situation engendering from that hard conditions and decided to experiment with a new type of examinations which is called "Centralized Examination", (henceforth C.E) instead of "Teacher-Made Examinations" at the Secondary Stage (Intermediate and Preparatory Schools) and applied it from the academic year (1996–1997) to the academic year (2001–2002). In the academic year (2002–2003), this type of examination was stopped because of the American occupation.

According to this type, each governorate had to form committees in all school subjects from specialist supervisors and elite teachers to construct examinations which covered all the syllabuses. The examinations were completely run by the Directorates General of Education in the Governorates. The Directorates General also nominated inviligators and scorers.

The researcher remembers that this type of examinations faced a fierce opposition by both teachers, school administrations and students when it was set, but after the application, it gained popularity.

### **1.8 Is the intended Change necessary?**

The researcher has made a survey of many samples of teacher-made examinations. He has noticed that:

1. The majority of them do not cover all areas of language syllabuses.
  2. Some of the instructions of the questions are incorrect and some of them are not clearly understood by the students.
  3. There are also excessive uses of multiple-choice and true/false items which encourage guessing and cheating and do not reflect students' abilities in language.
  4. Some teachers do not abide by the distribution of the marks set by the Ministry of Education and they distribute the marks as they like.
  5. Some of the teacher-made examinations are illegible since they are badly handwritten.
  6. Many of them are full of linguistic, spelling and punctuation errors.
  7. Many of them contain American spelling which computers follow, and
  8. The contents of the examinations are highly predictable on students' side because their teachers, either consciously or unconsciously, concentrate in their teaching on certain topics or components and neglect or slight others. (Personal communication with some students).
- (See appendices 1,2 and 3, which are samples of teacher-made examinations)

In order to have a clear image of the proposed type of examinations, i.e, centralized examination, the researcher got the opinion of Mr. Ibrahim Rasheed Falih<sup>(1)</sup> (personal communication, July 20,2015), the former director of Examination Department in Directorate General of Education in Diyala Governorate who confirmed that centralized examinations are more accurate and more purposeful than teacher-made examinations. They can exert more beneficial influence on teachers to cover all areas of language syllabuses, and direct their future efforts properly, especially those who are inexperienced or lazy. He also added that this type of examinations is essential at the

present time because secondary schools have spread even in far-off villages and also because private schools have entered the scene.

### **1.9 Population and Samples**

The population of this study comprises both EFL specialist supervisors and EFL teachers in Directorate General of Education in Diyala Governorate. The total number of EFL specialist supervisors is (8) and the total number of EFL teachers at the centre of Baquba city is (309).

The sample of the specialist supervisors, due to the small population, was taken on the average 80% whereas the sample of EFL teachers was taken on the average 20% . Therefore, the sample of the supervisors is (6), and the sample of the EFL teachers is (62).

In order to be confident of the results, the sample of the EFL teachers was intentionally taken from the preparatory and secondary schools at the centre of Baquba. Most of those teachers have long experience in teaching and they dealt with this type of examinations, i.e, centralized examinations during the period (1996–1997\_\_ 2001–2002) .

### **1.10 The Instrument**

In this study, a questionnaire was adopted as an instrument to achieve the intended aims. Consequently, the first version of the questionnaire was designed and exposed to a jury<sup>(2)</sup> of (7) specialists in teaching English as a foreign language to decide the appropriateness and suitability of its items and to pass judgement concerning the face and content validity.

Accordingly, their comments and modifications were incorporated in the final version. (See Appendix: 4)

### 1.11 Data Analysis

The data were collected and statistically dealt by using mean, standard deviation (SD) and t–test of one sample and t–test of two independent samples.

**Table –1–  
 EFL Specialist Supervisors' Attitudes towards C.E.**

Sample	Mean	Theoretical Mean	S.D	Calculated t–value	Tabulated t–value	Level of Significance	Significant
6	91.26	65	8	7.55	1.96	0.05	

Table –1– shows that the majority of EFL specialist supervisors prefer centralized examinations (C.E) to teacher–made ones.

Centralized examinations, as a fair standard for both teachers and students, can be used for measuring teachers' effectiveness and students' achievements in comparison with other teachers and students' in other schools. They provide specialist supervisor of clear and precise images of how much material the students do not know or hasn't mastered yet, and how much material teachers do not cover.

Consequently, this type of examinations will let EFL teachers benefit from this evaluation to increase their own effectiveness by making adjustments in their teaching and at the same time, it will lead to high morale on students' side and aid learning.

**Table –2–  
 EFL teachers' Attitudes towards C.E.**

Sample	Mean	Theoretical Mean	S.D	Calculated t–value	Tabulated t–value	Level of Significance	Significant
62	8.8	65	9	27.82	1.96	0.05	

Table –2– reveals that the majority of EFL teachers approve of C.E. It is obvious that they tend to adopt this type

of examinations which suits the real–life situations they live in and also to get rid of the social pressures and tensions surrounding the examination situations. They definitely believe that the whole atmosphere encourages them to adopt this type.

**Table –3–**  
**The Differences between EFL specialist supervisors**  
**and EFL teachers towards C.E.**

	Mean	S.D	Calculated t–value	Tabulated t–value	Level of Significance	non–Significant
Supervisor	91.26	8	0.434	2	0.05	
Teachers	88	9				

Table –3– reflects abroad tendency of both EFL specialist supervisors and EFL teachers towards C.E. This is a convincing evidence that centralized examinations have a positive impact on the teaching–learning process and that they can provide practical solutions to both language testing problems and language teaching problems most own schools suffer from.

### **1.12 Conclusions**

- 1.A centralized examination is an optimal path of testing at the present time. It rises the challenge of both teachers and students and stimulate them to make their supreme efforts.
- 2.It is a fair and precise instrument used for measuring students' performance and achievements in comparison with other students' in other schools.

### **1.13 Recommendations**

In order to ensure the full benefit of this type of examinations and arrive at the best solution for the current examination situation, the researcher recommends that each governorate can be divided into several sections in

examinations. For instance, Diyala Governorate has five Directorates of Education in Baquba, Al–Muqdadia, Al–Khalis, Khanaqeen, and Baldrouz. Each one of these directorates can have its central examining committee which is responsible for constructing and running centralized examinations. This will respond to the reality of the current situation.

### **Footnotes**

**1-** He served as a director of Examining Department in the Directorate General of Education in Dayala Governorate for more than 30 years and he was responsible for running the centralized examinations during the period (1996–1997\_\_2001–2002).

**2-** The jury consists of the following members whose names are arranged according to their academic ranks:

**1.** Dr. Sami Al–Mammouri (Prof.) The College of Basic Education. University of Diyala.

**2.** Muslim M. Jassim (Asst. Prof.) The College of Basic Education. University of Diyala.

**3.** Nazar H. Wali (Instructor) The College of Basic Education. University of Diyala.

**4.** Dalia H. Yahia (Instructor) The College of Basic Education. University of Diyala.

**5.** Omar Nasrallah (Instructor) The College of Basic Education. University of Diyala.

**6.** Hamid A. Saltan. EFL teacher at Al–Markaziyah Preparatory School for Boys.

**7.** Anwar F. Darwish. EFL teacher at Al–Markaziyah Preparatory School for Boys.

## Appendix (1)

4<sup>th</sup> preparatory

First Course - Second Attempt

### Unseen passage (5 M)

Q1 / (A) Read the following passage carefully:

A travelling salesman had to walk so much that his feet often hurt. His doctor told him that salt water was the best thing for them, so the salesman decided to go to the sea for his vacation that year. In the morning he went down to the calm sea with a bucket, went over to the lifeguard and asked whether he would be allowed to take a bucket of salt water. The lifeguard seemed very surprised but said: yes, "although you' ll have to pay twenty -five cents for it." The salesman gave the life guard twenty -five cents , filled his bucket, took it to his hotel and put his feet in the water . After lunch, he came down to the beach again . The tide had gone out, so the sea was much lower. The salesman thought, that man has a very good business . He must have sold thousands of buckets since this morning .

Now: answer the following questions: (choose five only)

1. Why did the salesman's feet hurt?
2. Why did the salesman go to the sea for his vacation?
3. What did he ask the lifeguard?
4. Was the sea much lower in the afternoon? (True or False) *It should be a statement*
5. Did the lifeguard sell thousands of buckets since this morning?
6. Give a suitable title to the passage.

### Reading comprehension (5 M)

Q1/(B) Answer or complete the following sentences using the information from your textbook:

- 1-What did the Normans bring with them to Britain?
- 2-One of Canada's most famous natural features is -----.
- 3-What are the official languages of Canada?
- 4- ----- is an organization that helps the poorest children go to school.
- 5- Is Arabic one of official languages of UN?

### Grammar and Functions (5 M)

Q2/(A) Re-write the following sentences follow the instructions between brackets.

- 1- Sales of computers ----- (rise). (Put the verb in the present continuous)
- 2- Education is important (because / or) can help you get a good job. (choose the correct word).
- 3- I----- (see) Sarah in the town yesterday but she (not/see me) she ----- (look) the other way.  
(Put the verbs into the correct form<sup>s</sup>/past continuous or past simple)
- 4- That . was the most boring /bored film I've ever seen. Nothing happened from beginning to end. ((Circle the correct word in the sentence))
- 5- Where is the café? (Where can tell you me is? cafe' the) ((Reorder the words in bracket to make indirect question)).  
*an*

## Appendix (1)

**Q2/ (B) Match the beginnings and endings of the sentences: (5.M)**

1-He was angry because he had	a. been cooking.
2-The house smelled good because her mother had	b. to eat.
3-The program is difficult	c. waited all day
4-her father told her to hang up the phone because she had	d. to do.
5-These apples aren't good.	e. been talking for an hour.

**Vocabulary (5.M)**

**Q3 / (A): fill in the blanks with words chosen from the box.**

Snores, calculators , borrow , interpreter, password, click.

- 1- My sister is an -----and she speaks French and Arabic very well.
- 2- Don't tell anybody what -----is. Only you should use it.
- 3- Can we use -----in this exam or do we have to do the maths in our heads?
- 4- I can't sleep in the same room as my brother because he -----.
- 5- Do you want to----- my umbrella? It's raining.

**B/ Match the words from the list (A) with the words or phrases in list(B). (5.M)**

List (A)	List(B)
Desire	A large area of slowly moving ice
Wedding	Used by the government or any legal authority.
Communication	marriage.
Glacier	The exchange of information or ideas between people.
Official	Wish.

**Literature Focus. (10.M) (Do 1 only)**

**Q4/ Answer the following questions:**

1. What makes poetry so special in both old and modern poems?
- 2."Literature adds to reality, it does not simply describe it" by C.S. Lewis.  
Do you agree with this sentence or disagree? Why?
3. Define the following figures of speech, and then match them with the examples below:  
1-Metaphor      2-Personification

Examples:

- a. The flowers danced in the wind.
  - b. My spirit is a bird .
4. Like all forms of literature, poetry is a mixture of three things, what are they?

**Writing (10.M)**

**Q5/ Write a composition about something that happened to you at school or on the way to school.**



Appendix (2)

Note: Answer all questions  
 5th class

English Examination  
 September 2015

Q1/A - Read the following passage carefully. Do 5, 10 M  
 Hatim Tayi was a very generous person. He was rich and he gave every-  
 thing he had to the poor. For five years, there was no rain and people had no  
 food to eat. Hatim helped the hungry people of his city as much as he could,  
 he even had to kill his last and dearest horse to feed them. He didn't eat the meat  
 of his horse, because he loved it a lot. Although he remained hungry, he was  
 happy because he had given his last meal to those who really need it.

1. who was a very generous person?
2. why did the people have no food?
3. what did Hatim do to give them food?
4. was he pleased or dis pleased?
5. why did not he eat the meat of his horse?
6. How many years was there no rain?

B - Answer the following questions from the reading passages.

1. which venue used to be an amphitheatre? (Do 5) 10 M
2. who used the internet at first?
3. which one is less pollution gas or oil and why?
4. which animal's horns are used in medicine?
5. who is Habeba? What does she do in Bakka cartoon?
6. which animal is eaten by some people?

Q2/A - Do as required. Do 5 10 M

1. Make coffee for your friend. offers, use, shall I
2. If you help your friend, he \_\_\_\_\_ you, too. "Zero Conditional"
3. What was the work like? "Use, so"
4. He went to Dubai. Present Perfect Simple
5. is, hotel, a, it, white, big. "Arrange the words"
6. Fuad \_\_\_\_\_ very tired today. looks / looks like

## Appendix (2)

B - Match the words to make compound nouns Do 5 5M

List A: ① laptop ② mobile ③ camera ④ text ⑤ pocket ⑥ birthday

List B: computer, message, crowd, money, phone, phoke

Q3 / A - Mark the sentences <sup>by</sup> putting T or F. Do 5 5M

1. The river Nile runs near the town of Aswan

2. The Aswan Dam is 30 years old

3. There used to be more water in the Nile in the summer

4. Hydroelectric power does not create pollution

5. The dam is coming near to the end of its life

B - Complete the sentences with words below. Do 5 5M

(metal, battery, pollution, hunting, illegal, water)

1. \_\_\_\_\_ means killing animal for sport

2. If something is against the law, it is \_\_\_\_\_

3. All cars cause \_\_\_\_\_

4. My watch has stopped, it needs a new \_\_\_\_\_

5. Please don't throw your mobiles in the \_\_\_\_\_

6. Silver, Gold and Tin are all types of \_\_\_\_\_

Q4 Literature Do 5 10M

Define the following words below

1. Drama 2 Director 3 Actors 4 Theatre 5 Audience

6. Tragedia drama 7 Comedia drama

Q5 Composition Do 15M

Do Answer <sup>either</sup> A or B

A - write a composition about a trip you went on recently in your summer holiday, describe some of the places that you visited. 150 word

B - what are the effects of cars pollution on the environ of cities and the health of people. 150 word

### Appendix (3)

5th Note: Answer All questions

First course – Examination

January 2016

**Q1/ Read the following passage and then answer only (5) of the questions below :**

In London a thief broke into the house of an old man and his wife . They were sleeping when they heard a noise.The old man got up and went to see what it was.He entered the living room and found a thief.But they weren't worried.The old lady decided to deal with him as a guest and she made a cup of tea and some sandwiches for the thief.While he was eating,the old lady showed the thief their family photos.The old man secretly called the police.After a short time,the police came and they were surprised to find the thief sitting with the old lady and looking at the family photos.The police waited until the thief finished,then they arrested him. ( 5M )

- 1.Who broke into the house of the old man and his wife?
- 2.Were the old man and his wife worried ?
- 3.What <sup>were</sup> the lady and the thief <sup>\*</sup> are looking at?
- 4.What did the lady make for the thief ?
- 5.Who called <sup>the police</sup> the old man secretly ?
- 6.What happened to the thief at last ?

**Q2/Reading passages** Do 5.( 10 M)

Answer the following questions

- 1.What play is being performed in Babylon Festival on Monday 5<sup>th</sup> May ?
- 2.What is the internet ?
- 3.What kind of food does panda eat ? How many kg per day ?
- 4.What is the Advantage of Aswan Dam ?
- 5.How are mobile phones to day ?
- 6.what is disadvantage <sup>the</sup> of petrol engine?

### Appendix (3)

#### Q3/Grammar

##### A-Do as required

Do 5 ( 10 M )

- 1.It is Ramadan <sup>brother</sup> (Question Tag)
- 2.Ask your father to wash his care. ( \*Suggestion;use would you like to)
- 3.What was the party like ? (Use;so) <sup>no //</sup>
- 4.If my friend helps me,I \_\_\_\_\_ him (First Conditional)
- 5.You haven't knowen me . Perhaps you forgot me.  
You \_\_\_\_\_ have \_\_\_\_\_ me. ( Deduction)
- 6.She gets up early. ( Put,Usually) <sup>Insert</sup>

##### B-Vocabulary

Do 5 ( 5M)

Match the words to make compound nouns.

List-A-hair,microwave,washing,digital,computer,remote .

List-B-control,camera,oven,dryer,machine,mouse

#### Q4/ Literature

**A-Define** the following words : Do 5 (10 M)

- 1.drama,2. director,3. actors, 4.theatre,5. audience,6.play,
- 7.comedian drama.

**B-Glossary** <sup>There is no instruction for the questions.</sup> Do 5 ( 5M)

- 1.play wright,2.former,3.brutality,4.perilous,5.territory,
- 6.corpse,7.deal.

#### Q5/ Composition

( 10 M)

**Answer** <sup>either</sup> **A or B**

**A-**Write a letter to a friend who doesn't know Rashid.Tell him about Rashid <sup>is</sup> rescuing the child at the beach . (100 words)

**B-**Imagine you are staying at a lake view holiday camp,Write a post card to a friend saying what <sup>telling me</sup> have you been doing (100 words)

"Good Luck"

## Appendix (4) Questionnaire to EFL Specialist Supervisors and Teachers

**Centralization Exams aim at : ( Tick (✓) the appropriate box )**

- 1- obliging EFL teachers in all schools to cover the syllabuses .  
 completely agree  agree  completely disagree  disagree
- 2- reducing the dependence on hand – outs and private lectures given by their teacher.  
 completely agree  agree  completely disagree  disagree
- 3- giving a precise and fair standard of all students in all schools in the Governorate .  
 completely agree  agree  completely disagree  disagree
- 4- selecting competent teachers for constructing the exams .  
 completely agree  agree  completely disagree  disagree
- 5- making the exams devoid of grammatical and spelling errors .  
 completely agree  agree  completely disagree  disagree
- 6- preventing favouritism and nepotism .  
 completely agree  agree  completely disagree  disagree
- 7- ensuring integrity .  
 completely agree  agree  completely disagree  disagree
- 8- equitable marking and checking up of the exam papers by special committees , which are nominated by General Directorate of Education , are more objective than school committees .  
 completely agree  agree  completely disagree  disagree
- 9- Avoiding the social pressures on teachers .  
 completely agree  agree  completely disagree  disagree
- 10- reducing prediction of some questions used by some teachers .  
 completely agree  agree  completely disagree  disagree
- 11- Avoid neglecting any component of English syllabus .  
 completely agree  agree  completely disagree  disagree
- 12- using a variety of techniques of good exams .  
 completely agree  agree  completely disagree  disagree
- 13- Activating both teachers and students in their work .  
 completely agree  agree  completely disagree  disagree
- 14- giving a clear image of teaching process and pointing out the weaknesses and strengths in teaching .  
 completely agree  agree  completely disagree  disagree
- 15- giving backing to the teaching learning process and getting students involved in teaching learning process .  
 completely agree  agree  completely disagree  disagree

- 16-** helping the educational authorities follow up the teaching process .  
 completely agree  agree  completely disagree  disagree
- 17-** helping teachers assess their work .  
 completely agree  agree  completely disagree  disagree
- 18-** increasing challenging for teachers , students and school administrations .  
 completely agree  agree  completely disagree  disagree
- 19-** ensuring fairness to all students .  
 completely agree  agree  completely disagree  disagree
- 20-** ensuring fairness in assessing teachers .  
 completely agree  agree  completely disagree  disagree
- 21-** familiarizing the students with a wide range of techniques , formats and instructions that they will encounter in the ministerial exams .  
 completely agree  agree  completely disagree  disagree
- 22-** helping the students encounter the ministerial exams confidently .  
 completely agree  agree  completely disagree  disagree
- 23-** giving a good picture to specialist supervisors about the quality of teaching .  
 completely agree  agree  completely disagree  disagree
- 24-** giving a good picture about how well students at one school performed in comparison to another .  
 completely agree  agree  completely disagree  disagree
- 25-** agitating students for studying their lessons and being punctual for classes .  
 completely agree  agree  completely disagree  disagree
- 26-** creating competitions among schools , teachers and students for achieving more success in their work .  
 completely agree  agree  completely disagree  disagree

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