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The Tawjihi English Exam Washback on Tawjihi Students and Teachers
in Hebron, Palestine

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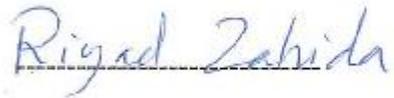
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Dedication

This work is dedicated

To the soul of my dear father who always used to encourage me continue my study,

To my mother who supported me despite her limited resources,

To my wife and children who tolerate my absence,

To my dear father and mother in law for their absolute support,

To my dear school and university teachers for their cooperation,

To my dear school and university colleagues for their help,

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List of Abbreviations

CDC.....	Curriculum Development Center.
ECFLUEE.....	English Component of the Foreign Language University Entrance Exam
EFL.....	English as a Foreign Language
GEPT.....	General English Proficiency Test.
GSCE	General Secondary Certificate Examination.
GSSE.....	General Secondary School Examination.
HSC.....	Higher-Secondary School Certificate.
HSC.....	Higher Secondary Certificate.
IELTS.....	International English Language Testing System.
MOE.....	The Palestinian Ministry of Education.
PLC.....	Palestinian Legislative Council.
PNA.....	Palestinian National Authority.
SET.....	Spoken English Test.
SPSS.....	Statistical Packages for Social Sciences

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Abstract

The Tawjihi Exam is considered to be the school leaving exam, and the university entrance exam. Some people might say that it is the gate for our students towards their future. So, it is extremely crucial for their future careers. Many Palestinian students consider this period their path for university studies, and for better employment opportunities. In this condition, the Tawjihi Exams tend to affect the destiny of our students, our teachers, and the whole society. These exams affect the students' lives as the students are concerned about their future. These exams affect the lives of the Tawjihi teachers' lives as they have to select certain teaching methods and techniques in their teaching process during this crucial year. Nobody can claim that these public exams and their results have no influence on those who are directly affected by them. The purpose of this study is to investigate the effect of the English Tawjihi Exam on the Hebronite Tawjihi students and teachers' psychological state, production, and learning/ teaching methods. The population of this study is all the English Tawjihi teachers and students in Hebron, Palestine. The findings of this study show that this kind of test influences the students and the teachers throughout the three domains of the study. The students' learning methods and the teachers' teaching methods were steered towards the test demands. Therefore, listening and speaking skills were neglected in the classroom activities.

Chapter 1

Introduction

1.1.Introduction

The General Secondary Certificate Exam (GSCE), which is also known as the Tawjihi exam, plays an important role in the Palestinian educational system, and the curriculum is largely geared towards preparation for testing. The importance of this exam is fixed in the minds of our students throughout the school years, and it reaches its climax in the final year –the Tawjihi exam. In the years leading up to this final test, the educational system begins to prepare the students and the teachers through preparing tough and marking system.

To prepare for the Tawjihi, many students take private lessons even during the summer vacation before the final year of school study. This vacation, which is supposed to be a relaxing period for the students, becomes a heavy burden on them, their families, and even for the whole society. One student described his experience: " You keep your face stuck in a book, in fact it makes me feel as in prison." A teacher says: " We see many of our highly motivated students change drastically when faced with the exam"(Nicolai, 2007.p.92). Such effects that exams have, as the student and the teacher mentioned above, are called “washback.” This term is a common one in applied linguistics. Washback, which is a prevailing phenomenon in education, refers to the influence of testing on teaching and learning. It is also known that tests which have important consequences will have washback; and conversely. Here in Palestine, the GSCE is a test that has very important consequences, and so, it will have washback. The

Tawjihi exam is a crucial period for the students and it influences both the micro level (individual students and teachers); and the macro level (society and the educational system). It affects the students and teachers' psychological state, output, and learning/teaching methods.

It is believed that public tests, such as the Tawjihi exam, influence educational processes in various ways. One common way is that teachers will be influenced by their previous knowledge of their students' studying plans and methods towards the test, and so they will adapt their teaching methodology and lesson content to reflect the test's demands. Another way is that students will be influenced by what and how they will be tested, and so they will modify their learning strategies and gear them towards the exam.

The term 'washback' refers to the way a test affects teaching materials and classroom management (Hughes 1989). Today, this term is widely used within the applied linguistics and language testing community (Alderson 2004). Washback is generally noticed as being either negative or positive. Negative washback occurs when the content or format of a test is based on a narrow definition of language ability, and so it constrains the teaching/learning context. Davies et al. (1999: 225) offered the following illustration: 'If, for example, the skill of writing is tested only by multiple-choice items then there is great pressure to practice such items rather than to practice the skill of writing itself'. Positive washback occurs when a testing procedure encourages 'good' teaching practice, and good learning skills. For example, if the test encourages the students to study more, and the teachers to do their best in teaching, a positive washback will occur.

1.2. Background of the Problem

Before going any further in this study, a brief overview of the Palestinian educational system must be mentioned. After 1948 war, the West Bank was joined to Jordan while Gaza was administered by Egypt. So, West Bank schools followed the Jordanian curriculum, while the Egyptian curriculum was adapted in Gaza Strip. After the occupation of 1967, Israel tried unsuccessfully to adopt its curricula in the occupied territories. When it failed in doing so, Israel maintained the existing Jordanian and Egyptian text books by deleting and modifying material that it found objectionable and against its policies.

In 1994, the Palestinian National Authority (PNA) took over the responsibility, and the Palestinian education in the West Bank and Gaza was transferred to it. The Palestinian Ministry of Education (MOE) was set up in late 1994, and it made tremendous efforts in dealing with the bad situation which befell the educational system during the Israeli occupation. Some major problems that characterized the Palestinian education during the Israeli occupation and forced the MOE to put an end to them were the lack of teacher training, the triple shift schools, and the big number of teachers who were dismissed by military Israeli orders due to their political activities. However, the MOE, felt the need to develop a curriculum, relevant to the students needs. The PNA immediately established the “Curriculum Development Center (CDC)” to formulate its own approach, and to develop a curriculum to substitute the duality of curricula used in West Bank and Gaza, and to unify the education system.

The CDC took two important measures into consideration when working on the new curricula. The first one was to restore temporarily the Jordanian and the Egyptian

curricula in their schools. The second measure was to develop series of texts covering National Education for grades one through six to compensate for the non-Palestinian nature of the temporary curriculum. The work was completed in 1996 and the CDC presented a 600-page report which was presented to the Ministry of Education, and received approval from the cabinet and the Palestinian Legislative Council (PLC). After that, the Ministry established a new Curriculum Development Center to design new text books, which were to be introduced two grades at a time, beginning with the 2000/2001 school year. The plan has proceeded on schedule, with the new curriculum and textbooks in effect in grades one, two, six, and seven (Brown, 2001). In 2002, books for Grades 3 and 8 became available to students, in 2003 books for Grades 4 and 9 were available, and in September 1, 2004, books for Grades 5 and 10 were available to students. Work continued till 2006. That year was very important to the Palestinian people since it was the first time in the history of education in Palestine that the Palestinian students had the General Secondary Certificate Exam fully administered by the regulations and specifications of the Palestinian Curriculum (Brown, 2001).

Designing a Palestinian curriculum was very important for the Palestinian people as it was considered the first step to establish the national identity of the Palestinian people. Since learning was considered to be a main factor in achieving the objectives and identity of any society, the Palestinian curriculum was very important for the Palestinian people. Producing the school textbooks as a major component of the curriculum was another significant challenge for the MOE in the newly born authority.

1.3. Statement of the Problem

For most Palestinian students, exam time is particularly stressful. 'Will I be able to answer the questions?' 'Have I done enough revision?'' Am I going to honor my family?' - are indications of exam nerves and anxiety which are probably familiar to all students before the exam time. The teacher also begins wondering about how much his effort, methods, and teaching strategies are helpful to his students. This exam anxiety not only affects the students and teachers, but it also affects their families, society, and the whole educational program. Due to the fact that the Tawjihi is considered to be the only way leading to a better future, this period is a crucial one for those who are directly influenced by it, and it affects the students and teachers' psychological state, product, and learning/teaching methods.

1.4. Significance of the Study

The results of tests are often used as a major factor in determining which student is suitable for a certain field of study. Therefore, tests are a challenging factor in choosing those who will be able to continue their higher education, and those who won't. Morris(1990) reported that because tests were widely used, they influenced teachers and students with regard on what happened in classrooms. The phenomenon that influence what and how teachers use their teaching strategies to teach, and what and how students use so as to learn is described as washback effects (Alderson and Wall, 1993).

As Shohamy (1993) pointed out, public tests had great effects in imposing new curricula by education decision makers who were aware of the authoritative power of the tests. She described the washback effects as the "most powerful devices, capable of

changing and prescribing the behavior of those who are affected by their results--that is, administrators, teachers, and students" (p. 513). If the effects of external tests are beneficial and encourage desired positive changes, this state is regarded as positive washback effects which will improve the quality of education (Andrews, 1994). However, Alderson and Wall (1993) talked about the relationship between tests and their effects, positive or negative. They said that teachers' attitudes could not always be an accurate indicator of how a new curriculum was operated and how much it was successful. They also pointed out that the relationships between teachers' attitudes and behaviors in the classrooms seemed quite complex. Understanding the influence of washback effects on curriculum innovation in a better way would be very important to explain the teachers' attitudes toward curriculum innovation and their actual use of it, which would enhance a desirable result of educational reform (Chen, 2006).

Numerous studies concerning this term were done in many countries in the world. The researcher thinks that his study is the first one conducted in Palestine, the matter that gives it a special importance since it studies the influence of a crucial exam on those who are deeply affected by it.

1.5. Purpose of the Study

This study aims to investigate the influence of the Tawjihi English exam on the Tawjihi students and teachers' anxiety, product, and teaching/ learning methods in the Hebronite secondary schools. In the previous scholastic year (2008-2009), the percentage of those who passed the Tawjihi exam in Palestine was nearly 60% of the 86864 students who were able to sit for the exams. This means that there was a huge

number of students who will not be able to complete their higher education at universities due to their failure in the exam. Many of them have failed to pass the English exam in particular.

1.6. Rationale

School leaving testes are major factors in influencing the students' future careers. By doing so, they have great impact not only on those who are directly affected by them, but on the whole society. Therefore, a state of emergency is declared in any of our Arab or Palestinian houses when a son or a daughter reaches this crucial year. Many changes occur to the lives of all or most of our students and their families during this period which is called the Tawjihi as this year is considered to be the gate for future-oriented university and student's future as well. Most of our universities depend on the outcome of this school year in accepting or rejecting the new students. Our students know that their performance in this year is the most important element to book a seat at his desired university and to help him in making his dream comes true. For this reason, the house turns to a military area with restricting rules and orders. Food is to be brought to the student's table or his bedroom, and many attempts are followed to make sure that he is fed well, his health is checked, and his room is surrounded with silence and privacy. Thus, the poor student finds himself pushed to long hours of hard work so as to gain a university seat. This deep concern steered the students and the teachers towards the test demands. They modify their academic strategies so as to match what is to be tested in the final exam. In many cases, the students and teachers' attempts to master the tested material push them to concentrate on certain skills and to ignore others. Therefore,

listening and speaking are totally ignored in this year because of a logical reason. That is these skills are not tested.

1.7. Research Questions

This study tries to answer the following research questions:

1. To what extent does the English Tawjihi exam influence the students and the teachers psychologically?
2. To what extent does the English Tawjihi exam influence the students', and the teachers' product (output)?
3. To what extent does the English Tawjihi exam influence the students' methods of studying, and the teachers' methods of teaching (process)?

1.8. Limitations of the study

The study was conducted the city of Hebron in the scholastic year 2009/2010. The population of the study, which is going to be mentioned with more details in the next section, was all the Tawjihi English teachers and students in Hebron. As the number of this population is big, a random sample of six secondary schools was chosen. Shohamy et al (1996), reported that washback can evolve over time. Therefore, the ability to generalize the results of this study is limited to other similar population and conditions. If this study is conducted in another city in Palestine in a different scholastic year, generalizability of results is not certain.

1.9. Definitions of Key Terms

1.9.1. Wash back

Washback is a common term in applied linguistics referring to the influence of testing on teaching and learning, which is a prevailing phenomenon in education. The definitions of washback are nearly as numerous as the people who write about it. The definitions range from simple and straight-forward to very complex. Some take a narrow focus on teachers and learners in classroom settings, while others include reference to tests 'influences on educational systems and even on society in general.

According to Shohamy (1993), four key definitions are very important in understanding the washback concept:

1. Washback effect refers to the impact that tests have on teaching and learning.
2. Measurement driven instruction refers to the notion that tests should drive learning.
3. Curriculum alignment focuses on the connection between testing and the teaching syllabus.
- 4, Systemic validity implies the integration of tests into the educational system and the need to demonstrate that the introduction of a new test can improve learning.

Messick(1996) stated that “It is problematic to claim evidence of test washback if a logical or evidential link cannot be forged between the teaching or learning outcomes and the test properties thought to influence them”(p.247).

1.9.2. Validity

Hughes (1989) says that if a test measures accurately what it is intended to measure, it is valid. Heaton (1988) says also that the validity of a test is the extent to which it measures what it is supposed to measure and nothing else.

1.9.3. The Tawjihi Exam

Tawjihi is the general secondary examination in Jordan, West Bank and Gaza, and it is a part of education in Jordan and education in Palestine. Nicolai (2007) defines the Tawjihi exam as a final public exam of secondary school and the entrance exam to university. The Tawjihi students in the West Bank and in Gaza sit now for the same Tawjihi exam which is the Palestinian one. They used to sit for two different exams: a Jordanian one in the West Bank, and an Egyptian one in Gaza.

1.9.4. Teaching to the test

Buck and Ritter (2009) talked about few different types of “teaching to the test.” They said that some kinds of “teaching to the test” are wrong, but others simply represent educating students positively.

A. “Teaching to the Test” as Cheating: It occurs when teachers obtain a copy of a test ahead of time, and teach students the specific questions that will be on the test. In this sense, “teaching to the test” is more accurately described as “cheating.”

B. Teaching Test-Taking Skills: It could also imply that the teacher instructs students on basic test-taking skills, such as the importance of reading the instructions carefully, the

need to consider each answer to a multiple choice question rather than seizing on the first answer that seems plausible, and how to use the process of elimination.

C. Narrowing the Curriculum: The meaning of this definition is simply that not every single point in the textbook is explained and studied. The material is narrowed according to the test demands. Tawjihi English teachers are often asked this question:” Are we going to be asked about this in the exam, sir?” If the answer is no, the students themselves will narrow the material and don’t pay more attention to such issues. But if the answer is yes, they will be pushed to a matter hard work and sometimes to memorization. If you check a student’s note book, you will find many remarks that encourage memorization. As an example of this strategy is what the researcher found in his daughter’s notebook. This sentence was written there(in Arabic of course):” If you see *for* in the sentence, this means that you have to use the present perfect tense, which means has or have plus the past participle form of the verb.” The teacher who gave them this rule ignored the fact that we can use *for* in the past perfect, and even in the past simple tense.

1.9.5. High-stakes Tests

When the outcome of a standardized test is used as the only determining factor for making a major decision, it is known as high-stakes testing. Common examples of high-stakes testing are high school exit exams where the test scores determine whether or not a university will accept students. Following this definition, the researcher believes that the Tawjihi exam is a high-stakes test

1.10. Conclusion

In this chapter, the researcher presented the term test washback as the influence that tests have on the activities done in the classroom. He talked about the background of the Palestinian curricula and how were developed when the Palestinian Authority took over the education responsibility. After that he presented the purpose of his study saying that it would try to find answers for his research questions which were about the influence of the Tawjihi English exam on the Hebronite students and teachers' anxiety, output, and learning/teaching methods used in the scholastic year 2009/2010.

As the term 'washback' was the core of this study, the researcher illustrated its definition by citing what other researchers defined it. Concisely, external and public tests, such as the Tawjihi exam, would undoubtedly influence what and how teacher teach prior to the test, and what and how students study before the exam.

Finally, the next chapter, which is about the literature review, will present the most relevant studies pertaining to the topic of the present thesis, washback. It will review such relevant studies, which are mainly based on the influence of testing on those who teach, those who study, and those who are responsible for moderating the syllabus to mach the needs of the society.

1.11. The Remaining Chapters of the Thesis

In addition to the present chapter, this thesis includes another four chapters. Chapter two reviews the literature related to the study. Chapter three describes the methodology and procedures used in conducting the study. In chapter four, the findings of the study

are listed. In chapter five, the findings of the study are analyzed and discussed. Finally, chapter six summarizes the previous chapters, presents some conclusions, and suggests a set of recommendations.

Chapter Two

Literature Review

2.1. Introduction

Tests are assumed to be powerful determiners of what happens in classrooms. It is commonly claimed that tests affect what teachers teach, and what students learn. The various influences of tests are often referred to as washback (or backwash). The effect might be positive or negative. The washback effect appears in any classroom situation. Teachers often have a tendency to “teach for the test” and students are willing to focus only on those subjects and skills that are going to appear on the exam. When we talk about washback, most teachers and learners remember the problems that it creates for teaching and learning (the negative side of washback). They also remember changing and modifying the curriculum as a teaching strategy to match the test needs (the positive side of washback).

Talking about the two kinds of washback (positive and negative), they are defined by many linguists and researchers. According to negative washback, Brown (2002, p78) stated: “Washback becomes negative washback when there is a mismatch...between the content (e.g., the material/ abilities being taught) and the test”. Actually, many teaching strategies are directed towards testing and much time of the classroom activities is spent on materials that were present on the test. The objectives and content of the test do not appeal to students and teachers sometimes. For example, in our situation, some students like and need to learn English communicatively but the test they have is mainly discrete-point. Therefore, instead of learning integrated skills, they have to focus on smaller parts

of language such as grammar. This washback effect of the test on teaching and learning is negative. Indeed, this is true in our condition here in Palestine as teachers and students concentrate on grammar more than the oral skills of the English language.

Concerning positive washback, Bachman (1990, p.283) stated: “Positive washback would result when the testing procedure reflects the skills and abilities that are taught in the course, as, for instance, with the use of an oral interview for a final examination in a course in conversational language use.” Therefore, when there is a match between the activities used in learning the language and the activities involved in preparing for the test, we say that our test has positive washback. We can use this positive washback to influence the language curriculum.

2.2. Types of Washback

Concepts of washback have changed over time. The views can be classified as follows.

2.2.1. Teaching content and method washback

Tests in the early 1960s were beginning to be seen as having effects on teaching apart from the better known roles of measuring students’ achievements. There is no doubt that in many primary schools the existence of this test has profound effects upon the curriculum and the teaching (Wiseman 1961: 155). Direct practice of tests had been identified as a washback effect, and was viewed as a harmful one. A test was considered to have beneficial washback, when preparation for it did not dominate teaching and learning activities as narrowing the curriculum in the textbooks. When a test reflected the aims and the syllabus of the course, it was likely to have beneficial washback, but

when the test neglected the aims of the syllabus, it was likely to have harmful washback (Hughes, 1989). However, any test could have a washback on teaching and learning if it made teachers and learners do "good or bad" things they would not otherwise do. These might lead to teachers preparing lessons more thoroughly, learners working harder, or "taking the subject being tested more seriously". Alternatively, teachers may teach for the test "with an undesirable narrowing of the curriculum" in order to help their students achieve high scores (Alderson & Wall, 1993).

2.2.2. Pressure washback

Tests through implied pressure help motivate teachers and learners. This might explain why some teachers teach for the test and why students might work harder when exams are approaching (Alderson & Wall, 1993). Tests can also cause anxiety among teachers and learners. Learners may perform abnormally because of the pressure of the test (Pearson, 1988).

2.2.3. Washback effect as a criterion of a test

How can we evaluate a test? There are many ways in evaluating a certain test. In addition to validity, reliability and practicality, washback effect may also be a way for evaluating a test. Swain (1985) said that washback was one of the principles that show good test construction, and potential washback effect should join reliability and validity in the balance against practicality. Furthermore, a test could be considered to be valid when it had a beneficial positive influence on teaching and be invalid when it had a negative influence (Frederiksen & Collins, 1989)

2.2.4. Washback - a factor leading to innovations in education

It is believed that activities in schools are dictated by examinations. Davies(1985) argued that when tests were high-stakes, their impact was maximized. Moreover, changes in education, particularly in teaching, can be facilitated by tests. Swain (1985) claimed that test writers should involve teachers in the development so as to improve teaching-learning strategies. When any test reflects the objectives of the course of a subject, tests can lead teachers and learners in correct directions to meet the goals. However, if tests fail to reflect the course objectives, they are likely to influence teachers in a negative way. This can narrow the curriculum because teachers may only teach what is going to be tested. This is what we call negative washback. A number of washback hypotheses have been proposed by Alderson and Wall (1993) which assumed that a test generally will influence what and how teachers teach and what and how learners learn.

2.3. Literature review

In this section, some relevant studies concerning test washback are presented. There were numerous studies conducted to show the effect of tests on those who were in deep touch with them. Teachers and students were the most influenced parts in the educational system. To talk about this influence that affected students and teachers, the researcher divided this section to two parts: the first part talks about studies conducted in the Arab World while the second part talks about studies conducted in foreign countries.

2.3.1. Studies conducted in the Arab world

Many studies held by famous Arab researchers talked about the influence of tests in the Arab World. Abdel Rehim (2003) examined the impact of Al-Azhar Secondary Certificate final test of English on the teaching and learning of content and process. The findings of his research indicated that this school leaving test had an important impact on the teaching and the learning content and process. The study showed that teachers were willing to go along with demands of the test at the expense of the skills that did not appear on the exam such as listening and speaking. They preferred to teach for the test to satisfy the students. According to the students, they were keen to study only what the test measures, and they were concerned for test-taking strategies. Another finding was that oral skills were ignored and the focus was on reading, writing and practicing grammar.

In Saudi Arabia, Alghamdi(2006) conducted a study using a questionnaire. It was originally written in English in consultation with his colleagues who were native speakers of English at King Saud University. Then it was translated into Arabic and was reviewed by his colleague from the Arabic Language Department at the same university. The reason for using the Arabic language was to ensure the absence of misinterpretation as it had been written in English. The questionnaire used a 5-point scale. His paper showed how the introduction of a new test had brought about desirable changes in teaching methods and learning strategies in a Saudi military academy. Students were asked for their opinions of the new test while teachers, with the experience of both old and new dispensations, were asked about the nature of the changes that the new test caused. In his conclusion, Alghamdi(2006) noticed that the new test had desirable effects on the performance of the students, and on the teachers methods of learning.

Al-Jamal and Ghady (2008) examined the nature and scope of the impact of the English General Secondary Certificate Examination (GSCE) on English second secondary language teachers in Al-Karak district located in Jordan. Their study aimed to investigate how English language teachers in Al-Karak district who teach second secondary students perceived the impact of the GSCE on their selection of teaching methods. Their population was all English language teachers teaching the second secondary class in Al-Karak District in the scholastic year 2006/2007. They used a survey questionnaire which consisted of (37) Likert type items in order to collect the required data. Findings of the study indicated that the GSCE has affected English language teachers' method selection with a slight statistical difference in favor of the GSCE washback effect. Another indication was that English language teachers in Jordan used the grammar-translation method in teaching English. The results also showed that two types of washback existed in secondary schools in Al-Karak namely: positive and negative washback.

El-Ebyary(2008) reported some of the initial findings of an empirical study of washback in Egypt. He argued that washback had complex nature. In explaining the complexity of washback, he argued that two major washback processes were responsible for this complexity: inter washback and intra washback. Inter washback was a process initiated by one or more participants (e.g. teachers) which might had an effect on the attitudes and behavior of other participants involved in the assessment situation (e.g. students). Intra washback was a parallel process which involved an individual translating and acting upon the read, or misread, messages and the result would be a change in attitude of that individual. To conclude with, he said that washback effects were not

necessarily an absolute negative or positive, but it could have a positive effect on certain areas, negative on others and yet zero washback on other areas.

In a recent study, Haddadin et. al. (2008) conducted a study that aimed at examining the teachers' and students' perceptions of the effect of public examinations on English instruction at the secondary stage in Jordan. Teachers of English and secondary students were randomly chosen from Amman second Educational Directorate. In collecting their data, they used interviews and questionnaires. The findings of their study showed a high percentage for the effect of the test on instruction and learning. Both teachers and students were affected by the content and the format of the test. Most of the teaching and learning methods were geared towards the test with a clear abandonment of the listening and speaking skills.

2.3.2. Studies conducted in foreign countries

Studies concerning washback in the foreign countries were as numerous as those who talked about it. Relevant studies were cited in this section. Huberman (1988) found that a teacher's psychological state could make the teacher more or less willing to improve his methods. Some experienced teachers, who had strong personalities, had a greater sense of efficacy that led them to take action and persist in the effort required to bring about successful implementation.

Alderson and Wall (1993, pp. 120-21) suggested the following hypotheses to understand the term washback, ranging from the most general to the more specific ones:

(1) A test will influence teaching.

- (2) *A test will influence learning.*
- (3) *A test will influence what teachers teach.*
- (4) *A test will influence how teachers teach.*
- (5) *A test will influence what learners learn.*
- (6) *A test will influence how learners learn.*
- (7) *A test will influence the rate and sequence of teaching.*
- (8) *A test will influence the rate and sequence of learning.*
- (9) *A test will influence the degree and depth of teaching.*
- (10) *A test will influence the degree and depth of learning.*
- (11) *A test will influence attitudes to the content, method, etc of teaching and learning.*
- (12) *Tests that have important consequences will have washback and conversely.*
- (13) *Tests that do not have important consequences will have no washback.*
- (14) *Tests will have washback on all learners and teachers.*
- (15) *Tests will have washback effects for some learners and some teachers, but not for others.*

Alderson and Wall (1993) believed that the washback hypotheses they put forward can be even more complex. So, they suggested a number of steps when studying the term washback. They said that the researcher needed to clarify the definition and the scope of the term, and specify the nature and predicted effects of the test. Moreover, the researcher had to take into account the context in which the test was used and to consider the research findings in the areas of performance and motivation, as well as, that of educational innovation and change.

A landmark study in the investigation of washback is no doubt Alderson and Wall's (1993) in Sri Lanka which ended up with the following summary statements (p. 67):

"1. A considerable number of teachers do not understand the philosophy/approach of the textbook. Many have not received adequate training and do not find that the Teacher's Guides give enough guidance.

2. Many teachers are unable, or feel unable, to implement the recommended methodology. They either lack the skills or feel that factors in their teaching situation prevent them from teaching the way they understood they should.

3. Many teachers are not aware of the nature of the exam- what is really being tested. They may never have received the official exam support documents or attended training sessions that would explain the skills students need to succeed at various exam tasks.

4. All teachers seem willing to go along with the demands of the exam (if only they knew what they were).

5. Many teachers are unable, or feel unable, to prepare their students for everything that might appear on the exam."

Another researcher was Hughes (1993) who suggested a model for washback in which participants, process, and products were considered actual components of washback. His subjects were language learners and teachers, administrators, material developers, and publishers. According to this researcher, learning and teaching processes included materials development, syllabus design, changes in teaching methods or content, learning and/or test-taking strategies, etc.

In her report, Wall (1996) revisiting the Sri Lankan impact study, stated that the examination had had considerable impact on the content of English lessons and on the way teachers designed their classroom activities, but it had little impact on the methodology they used in the classroom or on the way they marked their pupils' test performance.

According to Bachman and Palmer (1996), tests washback influenced the individuals, the learner and the teacher at the micro level, by engaging them to pursue superficial goals, that is, high scores rather than learning the language, whereas at the macro level, it is further deteriorating the educational system.

Chapman and Snyder Jr. (2000) also questioned the extent to which high-stakes testing influenced teachers' classroom methodology. Citing a general education study from Uganda by Snyder et al. (1997), which found that changes made to a national examination did not have the desired effect of encouraging teachers to alter their instructional practices, they suggest that 'it is not the examination itself that influences teachers' behavior, but teachers' beliefs about those changes' (Chapman and Snyder. 2000: 462).

Andrews et al. (2002) found out in their study that the influence of a test could be immediate or delayed. According to these researchers, washback seemed to be associated primarily with 'high-stakes' tests. Their paper dealt with the influences of MA Entrance Examination as a high-stakes test on aspects mentioned in Alderson & Wall's washback hypotheses. They found that this exam influenced teacher's methodology, attitudes and content.

Hawkey (2004) conducted a study which its main focus was to ensure that the test is valid, effective and ethical. The instruments used in the study were subjected to a range of validating measures including: descriptive analyses (mean, standard deviation, skew, frequency). The population who participated in his study was (572) IELTS candidates from all world regions. Findings from the study indicated that, (90%) of the teachers participating in the study agreed that IELTS influenced the content of their lessons, and (63%) of those teachers agreed that the exam influenced their methodology. The study concluded that IELTS washback affected the preparation courses in terms of both content and methodology.

Manjarres (2005) conducted a study that aimed at describing the washback effect of the English national examination held at public schools in Colombia. The central question of the study was whether the English Test had any washback effect on teaching English, and whether the exam tested students' grammatical and linguistic competence. The researcher analyzed the tests which students took in 2003 and 2004. After that he compared them with the classroom practices recorded from the observations and interviews. The findings of the study showed that there was a positive relationship between the exam and the teachers. English language teachers modified their strategies in order to meet students' expectations. The study also showed that teachers were not able to practice the oral skills at class as listening and speaking skills were not tested in the exam.

In his study, Ying (2005) investigated the washback effects of the Spoken English Test (SET). His findings showed that teachers sometimes used different strategies when

teaching, and that they look at the exam as a crucial element that would influence their students' future. However, SET teachers concentrated on communicative competence, and neglected grammar and translation as the SET exam was set to measure students speaking skills. The findings of the study showed that this test affected teachers, in terms of, changing their teaching methods when teaching for a high-stakes exam.

Another study that focused on an EFL exam held in Greece was that of Tsagari (2007). The aim of the study was to examine the washback effect of a high-stakes exam on the teaching and learning process that took place in intermediate level classes leading to that level. The researcher interviewed 15 native and non-native EFL teachers who used to teach this exam. The findings, after analyzing data, showed that the exam influenced the materials teachers use when teaching, but it did not affect teachers teaching methods. According to the students' part, the analysis of the data showed that students' attitudes and feelings as well as their motivational orientations towards learning the language were affected by the exam.

Jilany(2009) in her paper evaluated the Higher-Secondary School Certificate (HSC) exam in Pakistan that had been in place in its present form for more than thirty years. The researcher argued that the exam had a negative washback effect. She then presented a detailed survey of washback literature, provided a description of the context and the test, and analyzed the current testing situation in Pakistan. In her conclusion, she stated that the tests were not the only culprit causing the deterioration of educational system. The analysis presented in her study did not point out that tests had a negative washback effect.

In his study in Taiwan, Chin(2009) stated that the purpose of his study was to investigate the washback effects of the General English Proficiency Test (GEPT) on English teaching in two applied foreign language departments in Taiwan. One had prescribed its GEPT requirement to its day-division students whereas the other had not. The GEPT did not induce a high level of washback on teaching in either department. Only courses which were linked to the departmental GEPT policy and whose objectives were to prepare students for the test were significantly affected. Results suggested that micro-level contextual factors (for example, the objectives of the course) and teacher factors had a greater impact on teachers' instruction.

Yildirim (2010) investigated the effects of English Component of the Foreign Language University Entrance Exam (ECFLUEE) on Turkey's future EFL teachers' language proficiency, and on their performance in their first year classes at the university. This exam is taken by tens of thousands of high school seniors each year in Turkey. It is a very high-stakes exam as it determines the future of most of its takers. ECFLUEE is the only English exam used for student admissions to EFL teacher training programs in Turkish universities. Participants of the study were seventy pre-service English teachers and six instructors in the EFL teacher education department of a public university in Turkey. The findings of this study indicated that the exam has some negative effects on students' language proficiency and on their performance in their first year classes at university.

Maniruzzaman and Hoque (2010) investigated the washback effects on the syllabus and curriculum at the Higher Secondary Certificate (HSC) level in Bangladesh. In their study, they tried to examine the relationship between the curriculum and the

textbooks, and the relationship between the curriculum and the HSC public examination. Their population was higher secondary students and teachers. The instrument used in collecting data was through using questionnaires. The findings of the study indicated that the public examination had an influence on teachers' instruction. They narrowed down the curriculum, and put attention to those skills that are most relevant to testing. According to the teachers, they often have a tendency to teach to the test, and to ignore subjects and activities that are not directly related to passing the exam. The students are willing to focus only on tested subjects and skills, and they do not cover the syllabus of the HSC due to test pressure. They ended their findings by saying that tests caused anxiety both to teachers and students and distorted their performance.

According to the studies dealing with the psychological effects that tests had on teachers and students, the researcher cited three studies. To begin with, a study by Aida (1994) examined how language anxiety was related to Japanese language learning. The findings of this study suggested that the factors that affected Japanese language learning were test anxiety, speech anxiety, fear of failing, and negative attitudes toward the class. Another study was conducted by Petridou and Williams (2007). They analyzed the effect of test anxiety on students' school achievement, and found that higher-scoring students and second-language learners were significantly more often influenced. Thus, test anxiety was a factor that affects foreign / second language learning.

Aydın et al (2006) conducted a study aiming to detect the test anxiety level among Turkish students as EFL learners as well as to investigate its reasons, effects and results on foreign language learning. It was found that test anxiety caused physical and psychological problems; negatively affects motivation, concentration and achievement.

Moreover, it increased errors in learning process, and prevented students from reflecting their actual performance in their test results and from studying efficiently. Another finding was that test anxiety reduced the students' interest in language learning.

2.4. Conclusion

Many researchers discussed the influence of tests on the learning process, and defined this term with numerous definitions. Such definitions refer only to washback in terms of the influence that tests might have upon the language in the classroom and the participant roles (teachers and learners). Andrews (2004: 37), in an article that explores the relationship between washback and curricular innovation, looks beyond the classroom, and uses the term to describe the effects of tests on teaching and learning, the educational system, and the various stakeholders in the education processes.

In this chapter, the researcher reviewed the two main types of washback which are the positive and negative effects that tests have on teachers' way of teaching, and students' way of learning. After that, he cited the most relevant studies concerning the effect on tests on those who are connected with the process of teaching and learning.

Finally, the following chapter is going to deal with the methodology of this study. The researcher will talk about the subjects, the two forms of the questionnaire, and how the data was collected.

Chapter 3

Methodology

3.1. Introduction

The purpose of this study is to examine and understand the effect of the Tawjihi English exam on Tawjihi teachers and students in Hebron, Palestine. It also tries to find out answers to some questions concerning this crucial exam which affects those who are directly affected by it. Moreover, it tries to map the field and to obtain an in-depth understanding of the washback process integrated with a language assessment component. The methodology, therefore, was quantitative measures reflecting a simple one-shot survey design. The research questions provided the framework necessary to uncover the characteristics of teachers' and student's behaviors and methods that relate to washback.

In this chapter, the methodology used in collecting the necessary data for this study is explained. Therefore, the instruments used, and the population examined are mentioned thoroughly.

3.2. Population

The population of this study was all the Tawjihi English language teachers and students at all of the secondary schools in Hebron in the scholastic year 2009/2010. Due to the fact that this population was very big to be studied, the researcher studied a sample population which was chosen randomly. Six secondary schools were chosen to be the subjects of the study. These schools were three for boys and three for girls. The boys'

schools were: Al-Hussain school, Al-Shareyah school, and Abu- Hanak school. The girls' schools were: Khadeja Abdeen school, Barakat school, and Al-Maziniyeh school. The participating 25 Palestinian teachers were all BA degree holders having the same socioeconomic environment, where their native language is Arabic. The participating students were 343 boys and 257 girls. Nearly all the students came from the same environment. They all use English for Palestine as their textbooks. The sample population of the study is shown in Table (1).

Table (1): The Sample Population.

No.	School	Gender	Teachers	Students
1.	Al-Hussain school (government)	Males	5	125
2.	Al-Shareyah school (private)	Males	4	115
3.	Abu-Hanak school (government)	Males	3	93
4.	Khadeja Abdeen school (government)	Females	5	117
5.	Barakat school (government)	Females	5	88
6.	Al-Maziniyeh school (government)	Females	3	62
	Total		25	600

3.3. Instrumentation

The data was collected through a survey questionnaire of 39 Likert type statements for the 25 teachers of the study, and another 25 statements for the 600 students of the mentioned schools (Appendix A,B). The answers of the statements of the questionnaire were categorized within five scales (strongly agree, agree, undecided, disagree, and strongly disagree). To achieve the purpose of the study, the researcher developed two

questionnaires; one for the students, and another for the teachers. These questionnaires were divided into three dimensions. The first one was to study the influence of the English Tawjihi test on the psychological state of the Tawjihi students and teachers. The second dimension was to study the influence of the mentioned test on the products of the teachers and students of the study. The third dimension was to influence of the test on the teachers' methods of teaching, and the students' methods of learning. These two questionnaires were presented to three referees who were university professors to verify the validity of the two questionnaires. The three professors suggested some modifications which the researcher took in consideration. One referee advised the researcher to add open-ended questions to the questionnaires so as to collect more data the matter that was helpful afterwards in collecting and analyzing the data.

To check that the terms of the questionnaire were easy to be understood, a pilot study with an Arabic version of the questionnaires was conducted with one school, which was Al-Rashideen secondary school, and some notes were collected. By virtue of these notes, the researcher modified some parts of the statements in order to make them much more understood. One of the notes was about the teacher's feedback which nearly 22 students out of the 93 students of Al-Rashideen school didn't understand its definition. By doing this, this instrument for collecting data for this study was ready to be applied.

3.4. Data collection

To collect data from any institute, permission must be obtained from certain authorities. This was what the researcher did. He kindly got the permission from the Directorate of Education in Hebron so as to visit the schools mentioned previously.

Arabic versions of the two questionnaires were prepared so as to avoid any misunderstanding of the statements due to language barrier (Appendix C,D). After all the notes were revised and modified, the researcher distributed the two questionnaires and received a very appreciated help from the schools principals, teachers, and students. The 25 copies of the teachers' questionnaire were all answered while about 12 copies of the students' questionnaire were left unanswered with some harsh remarks. All the copies were collected, and all the answers were gathered and categorized.

3.5. Conclusion

Data collection means gathering information to address those critical evaluation questions that you have identified earlier in the evaluation process. There are many methods available to gather information, and a wide variety of information sources. The most important issue related to data collection is selecting the most appropriate information or evidence to answer your questions. To plan data collection, the researcher must think about the questions to be answered and the information sources available. Also, he must begin to think ahead about how the information could be organized, analyzed, interpreted and then reported to various audiences.

The information collected is the available evidence to answer the research questions. Poor evidence is information which cannot be trusted, is scant, or simply is not relevant to the questions asked. Good evidence is information that comes from reliable sources and through trustworthy methods that address important questions. The researcher of this study thought that using the questionnaire strategy in collecting data would be a good powerful method to answer the research questions of his study.

Finally, in the next chapter the results from the questionnaires and the data collected are presented, discussed, and analyzed.

Chapter Four

Findings

4.1. Introduction

The main purpose of this study was to investigate the washback effect of the English Tawjihi exam, if any, on the teachers and students of six secondary schools in Hebron in the academic year 2009/2010. The findings of this study are divided into two main parts. The first part deals with the findings obtained from the 25 copies of the teacher's questionnaire of the mentioned schools in the first chapter of this study while the second part talks about the findings obtained from the 600 copies of the student's questionnaire of the same schools.

The two questionnaires aimed at measuring the effect of the English Tawjihi exam on those who are closely affected by it in terms of three domains: participants' psychology, product, and process. The first domain which aims at measuring the participants' psychology tries to shed light on stress and anxiety that both the students and teachers face during preparing themselves to this test which is considered to be a future gate for the students. The second domain which aims at measuring the product of the learning and teaching process tries to measure the outcomes of the students in the final exams, and the quality of learning in the Tawjihi year. The last domain which aims at measuring the process of teaching and learning tries to shed light on the actions and methods which both the teachers and students try to modify and follow through this year.

The discussion of the findings is presented in light of the questions of the present study. So, findings are discussed relating to the three research questions mentioned in the first chapter of this study.

4.2. Statistical methods used:

After collecting data throughout the two questionnaires, the researcher sent them to a statistical analyst who did the analysis for the numbers collected and entered them into the computer by recoding answers to the numeric values, 5 degrees given for strongly agree answers, 4 degrees given for agree answers, 3 degrees given for undecided answers, 2 degrees given for disagree answers, and one degree given for strongly disagree answers. So as to make sure of the reliability of the two research tools, the internal consistency was calculated using Cronbach Alpha method. The results were as in the following table.

Table (2): Consistency Equation according to Cronbach Alpha

Research Tool	Item No.	Reliability coefficient
Students	25	0.925
Teachers	39	0.917

The values in the previous table show that the two research tools have a high degree of reliability.

4.3. Correction key:

So as to analyze the data, the researcher used Statistical Packages for Social Sciences (SPSS) for the whole parts of this study. The means and the standard deviations for the teachers and the students' answers were calculated in order to analyze the data collected through the two questionnaires. Table (3) shows the correction key used in analyzing data.

Table (3): Correction Key

Mean scale	Level
less than 2.33	Low
2.33 _ less than 3.66	Medium
3.66 or above	High

4.4. Findings

The findings are divided into two parts: findings concerning the students' responses for their questionnaire, and findings concerning the teachers' responds for their questionnaire.

4.4.1. Student's questionnaire.

The students' questionnaire is divided into three parts in light of the three domains mentioned in the three research questions of this study. Items (1-11) deal with the influence of the Tawjihi exam on the students' psychological state, items (12-20) deal with the effect of the exam on the students' production, and items (21-25) deal with how

the test influences the students' methods of learning. Table (4) shows the means and standard deviations of the students' responds to their questionnaire.

Table (4): Means, standard deviations, and degrees of the students' responses to their questionnaire.

Domain	Mean	Standard Deviation	Degree
Anxiety	3.75	.87	High
Out put	3.61	.71	Medium
Learning methods	3.87	.78	High
Total Score	3.72	.71	High

The students' responses to the three domains of the study are shown in the following part of this chapter. The findings of each domain are discussed separately, and the results are set in a descending order.

4.4.1.1. The psychological influence of the exam on the students

The following table shows the means, standard deviations, and degrees of the first part of the students' questionnaire which deals with test anxiety and psychological effect on the students shown by their responses to the 11 items show.

Table (5): Means, standard deviations, and degrees of the questionnaire items according the psychological state of the students

Serial No.	Item No.	Item	Mean	Standard Deviation	Degree
1.	2	I feel nervous when the teacher begins distributing the exam papers.	4.12	.89	High
2.	10	The Tawjihi exam is my university gate, and it is a step forwards my future.	4.10	1.04	High
3.	4	The Tawjihi exam will influence my future career.	4.10	1.04	High
4.	11	I honor my family when gaining high grades in this year.	4.02	1.08	High
5.	9	I feel shy if the grades if my relatives are better than mine.	3.85	1.34	High
6.	1	I fear the English exam, and I am always nervous before entering the exam halls.	3.85	1.34	High
7.	5	I fear the English language.	3.77	1.32	High
8.	6	My parents always push me to pass the exam.	3.40	1.23	Medium
9.	8	My social relationships have changed through this year.	3.40	1.51	Medium
10.	3	The Tawjihi exam is fair, and gives the students equal opportunities.	3.29	1.24	Medium
11.	7	I receive encouragement and support from the teacher.	3.29	1.51	Medium
Total Score			3.75	.87	High

From Table (5) above, it is clear that the mean score is high which equals (3.75), and the standard deviation is (0.87). This means that the students find that their psychological state is influenced by the Tawjihi English exam.

4.4.1.2. The exam influence on the students' production

The following table shows the means, standard deviations, and degrees of the second part of the students' questionnaire which deals with exam influence on the students' production according to their responses to the 9 items in the following table.

Table (6): Means, standard deviations, and degrees of the questionnaire items according the exam influence on the students' production.

Serial No.	Item No.	Item	Mean	Standard Deviation	Degree
12	18	The English teacher always skips the listening activities in the English textbook claiming that listening is not tested in the final exam.	4.08	1.05	High
13	20	The English teacher uses the Arabic language in teaching us English grammar.	4.04	1.05	High
14	14	The feedback of the English teacher is useful.	3.97	1.09	High
15	17	We rarely have English conversation or presentation activities.	3.95	1.06	High

16	13	I have extra English private lessons in the English language.	3.85	1.34	High
17	15	I always receive the English exam papers of the previous years so as to be familiar with the exam's method.	3.78	1.31	High
18	19	The English teacher says that reading and listening are not important, and won't be tested.	3.67	1.10	Medium
19	12	The English exam increases my speed in writing and thinking.	3.40	1.23	Medium
20	16	We always have the chance to practice our English reading skills in the classroom.	1.77	1.12	Low
Total Score			3.61	.71	Medium

From Table (6) above it is clear that the mean score is medium which equals (3.61), and the standard deviation is (0.71). The above results mean that the students feel that the Tawjihi English exam influence their output, and their classroom activities.

4.4.1.3. The exam influence on the students' methods of learning

The following table shows the means, standard deviations, and degrees of the third part of the students' questionnaire which deals with test influence on the students' methods and strategies of learning according to their responses to the 5 items.

Table (7): Means, standard deviations, and degrees of the questionnaire items according the exam influence on the students' methods of learning.

Serial No.	Item No.	Item	Mean	Standard Deviation	Degree
21	21	The Tawjihi period changed my studying methods.	4.15	.89	High
22	24	The English teacher uses the Arabic language in his teaching.	3.99	1.05	High
23	22	I always delete or skip what the English teacher says not to be important in the exam.	3.78	1.18	High
24	23	The English exam influences what and how I study.	3.73	1.20	High
25	25	I pay close attention to each English word discussed in the class room.	3.70	1.21	High
Total score			3.87	.78	High

From Table (7) above, the mean score is high which equals (3.87), and the standard deviation is (0.78). As the mean is high, this means that the students agree that the test influence their methods in learning throughout modifying them to match the needs of the test.

4.4.2. Teachers' Questionnaire

The teachers' questionnaire is divided also into three parts in light of the research questions. Items (1-13) deal with first domain which is the influence of the exam on the teachers' psychological state, items (14-19) deal with the second domain which is the influence of the exam on the teachers' production, and items (20-39) deal with the third domain which is the influence of the test on the teachers' methods of teaching. Table (8) shows the means and standard deviations of the teachers' responses to their questionnaire.

Table (8): Means, standard deviations, and degrees of the teachers' responses to their questionnaire.

Domain	Mean	Standard Deviation	Degree
Anxiety	3.36	.61	Medium
Out put	3.59	.79	Medium
Teaching methods	3.53	.61	Medium
Total Score	3.49	.57	Medium

The teachers' responses to the three domains of the study are shown in the following part of this chapter. The findings of each domain are discussed separately, and the results are set in a descending order.

4.4.2.1. The psychological influence of the exam on the teachers.

The following table shows the means, standard deviations, and degrees of the first part of the teachers' questionnaire which deals with test anxiety and psychological effect on the teachers as their answers to the 13 items show.

Table (9): Means, standard deviations, and degrees of the questionnaire items according the psychological state of the teachers

Serial No.	Item No.	Item	Mean	Standard Deviation	Degree
1.	13	I believe that the Tawjihi exam affects my students' future.	4.00	.64	High
2.	3	My principal always encourages me when my students obtain high grades.	3.76	.88	High
3.	10	I feel depressed when the other teachers' students gain higher grades than my students.	3.76	1.30	High
4.	11	I usually try to find out my students' final results.	3.68	1.07	High
5.	8	I feel frustrated if my students don't do well in the exam.	3.64	1.08	Medium
6.	5	I feel guilty if my students are tested in unexplained material.	3.56	1.04	Medium
7.	12	I expect that my students will gain good grades in the final exam.	3.48	1.29	Medium
8.	7	I am affected by my students' attitudes about my teaching methods.	3.44	.96	Medium
9.	2	My principal always pushes me to modify my teaching methods.	3.36	1.11	Medium
10	9	I fell nervous when I am out of time and there is still some English topics unexplained.	3.28	1.49	Medium
11.	4	My students' parents always ask	3.00	1.19	Medium

		me to do my best in teaching.			
12.	1	I get promotion when my students gain good grades in the final exam.	2.48	.92	Low
13.	6	This type of exams is just, and gives the students equal opportunities.	2.44	1.36	Low
Total Score			3.38	.61	Medium

From Table (9) above, it is clear that the mean score is medium which equals (3.38), and the standard deviation is (0.61). The teachers feel that the effect of the Tawjihi exam on their psychological state has a medium effect.

4.4.2.2. The exam influence on the teachers' production

The following table shows the means, standard deviations, and degrees of the second part of the teachers' questionnaire which deals with exam influence on the teachers' production according to their responses to the six items listed in the following table.

Table (10): Means, standard deviations, and degrees of the questionnaire items according the exam influence on the teachers' production.

Serial No.	Item No.	Item	Mean	Standard Deviation	Degree
14	19	Time is so important to me.	4.80	.41	High
15	18	If I was given enough time, I would be able to explain extra material which would help my students.	3.80	1.04	High

16	15	I receive feedback from my students' results.	3.60	.96	Medium
17	16	I teach for the test.	3.52	1.42	Medium
18	14	I always give my students useful feedback.	3.52	1.29	Medium
19	17	I think that the weekly class period are enough to complete explaining the material.	2.32	.85	Low
Total score			3.59	.79	Medium

From Table (10) above, it is clear that the mean score is medium which equals (3.59), and the standard deviation is (0.79). Like the results of Table (9), the teachers feel that their production is affected by the Tawjihi exam in a moderate way.

4.4.2.3. The exam influence on the teachers' methods of teaching

The following table shows the means, standard deviations, and degrees of the third part of the teachers' questionnaire which deals with test influence on the teachers' methods and strategies of teaching as their responses of the 20 items show.

Table (11): Means, standard deviations, and degrees of the questionnaire items according the exam influence on the teachers' methods of teaching.

Serial No.	Item No.	Item	Mean	Standard Deviation	Degree
20	31	I am always asked: " is this going to be tested, sir?"	4.28	.46	High

21	29	I explain what I feel important regardless to what my students believe.	4.04	1.14	High
22	39	Reading skills are not tested in the final test, so I don't expect all my students to participate in reading the passages in the textbook.	3.88	1.45	High
23	25	I usually revise the exam papers of the previous years with my students to make the exam more familiar to them.	3.84	1.25	High
24	38	I ignore the listening activities in the textbook.	3.84	1.37	High
25	28	I explain every section in the textbook whether it is to be tested or not.	3.68	.85	High
26	26	I ignore teaching any English material if I feel it won't be tested .	3.60	1.32	Medium
27	34	I use additional material so as to improve my teaching methods.	3.60	.96	Medium
28	35	My teaching methods are affected by the exam goals.	3.56	1.26	Medium
29	37	I use the Arabic language in explaining grammar.	3.56	1.50	Medium
30	27	I always teach what to be tested as my students ask me to do so.	3.52	1.26	Medium
31	20	My teaching methods have been influenced by the Tawjihi exam.	3.48	1.19	Medium
32	23	I arranged my class activities according to the exam demands.	3.48	1.39	Medium

33	24	I use worksheet as I believe they might be helpful.	3.48	1.39	Medium
34	33	I modify my teaching methods to meet the needs of my students.	3.48	1.19	Medium
35	36	I still use the traditional way in teaching English.	3.48	.82	Medium
36	22	I concentrate on teaching grammar more than any other skills as grammar is to be tested more in the final exam.	3.32	1.44	Medium
37	32	The exam affects how and what I teach.	3.20	1.32	Medium
38	30	The Tawjihi exam has changed my teaching methods.	3.08	1.08	Medium
39	21	I rarely choose my teaching methods which help my students pass the exam.	2.12	.78	Low
Total score			3.53	.70	Medium

From table (11) above, the mean score medium which equals (3.53) , and the standard deviation is (0.70). The effect of the test on the teachers' way of how and what they teach is considered to be moderate.

4.4.3. Open-ended Questions

When the researcher presented the two questionnaires to three university professors as referees, he was advised to add open-ended questions to his questionnaires. In doing

so, more data were collected. Here are some samples of the teachers' and students' answers.

4.4.3.1. The students' question

The students were asked the following question: How did your study of the English language at this year differ from the previous years? The answers were as the following:

1. My study of this year affected my social relationships as I concentrated on my study only.
2. My daily study increased so much, and I used to read for long hours.
3. My life became more organized as I used to study using a time table so as to master time.
4. This year forced me to study hard.
5. I study more so as to pass this period. I want to obtain good marks so as to join the university I like.
6. In the previous years, I didn't concentrate on my study. Now, I am forced to do so.
7. I study more because my future is through the Tawjihi exams.
8. This year didn't affect my method of study.
9. Please, help me. I am depressed. Everyone wants me to work hard. What shall I do?
10. I receive too much care from my parents, and brothers. Everyone serves me.

4.4.3.2. The teachers' question

The teachers were asked the following question: How does teaching the Tawjihi English students differ from teaching the other grades? Their answers were as the following:

1. I am pushed to finish the tested material.
2. I give more time and effort on what is to be tested in the final exam.
3. I concentrate on grammar and reading more than listening. Listening is never tested in the exam.
4. Time is very important. You can't miss a second.
5. I am sorry to say that my students work hard so as to pass the exam, not because they want to benefit from the information they gain.
6. I feel that I hold a heavy burden. This year is very special.
7. I feel how great responsibility is. It is not like teaching any other grades.

4.5. Conclusion

Washback implies movement in a particular direction. Pearson (1988) pointed out that public examinations- such as the Tawjihi exam- not only influence the attitudes, output, and motivation of teachers, but they also influence those of the learners. This is because that these examinations often come at the end of a course, and in the Tawjihi case, they come at the end of the school period.

In this chapter, the findings of the two questionnaires were sorted in six tables; three to show the standard deviations and means for the students' responds to the three research questions of the study, and three for the teachers' responds for the same questions.

In the next chapter, the findings of this study are going to be analyzed and discussed.

Chapter 5

Discussion

5.1. Introduction

In this chapter, the findings of this study are discussed and analyzed in depth. The findings mentioned in the previous chapter show that the Tawjihi English exam has a multi-degree effect on the students and teachers' attitudes towards the exam. This kind of exams geared the teachers' instruction towards explaining and teaching just the tested skills. It also tempted the students to study only what the test demands. This means that a state of narrowing material so as to match what the test requires is one of the effects of the Tawjihi exam.

The findings of the questionnaires listed in Tables (6, 7, 8, 9, 10, 11), which are mentioned in the previous chapter, will be discussed separately compared with some related studies to these results. The students and teachers' answers to their open-ended questions will be discussed also.

5.2. Discussion

The findings of the three domains of the students' questionnaire will be discussed first. Then, the findings of the teachers' questionnaire concerning the three domains will be discussed. This chapter will be ended by discussing the results of the open-ended questions.

5.2.1. The findings of the students' questionnaire

As mentioned in chapter four, the students' questionnaire is divided into three parts according to the three research questions of the study.

5.2.1.1. Discussion of Table (5)

Table (5) lists the students' responses concerning the effect of the Tawjihi English exam on their psychological state. The mean score is (3.75) and considered to be high, and the standard deviation is (0.87). A brief look at Table (5) shows that the students' responses to seven items have high means. These items are (2, 10, 4, 11, 9, 1, 5) and they are listed in a descending order. Item (10), " I feel nervous when the teacher begins distributing the exam papers", has the highest mean (4.16), while Item (7), " I receive encouragement and support from the teachers", has the lowest mean (3.29). Four other items have medium means.

Item (4), which talks about the influence of the Tawjihi exam on the students' future career, has a high mean. The students in responding to this item feel that they have to do their best in the exam as they consider it to be their hope for a better future, and a great opportunity for a good career. Item (11) has also a high mean. This item is about the students' feeling that they will honor their family when they gain high grades in the Tawjihi exam. The students feel the importance of doing well in the exam so as to make their family proud of them, the matter that add more pressure on the students during this crucial period.

Tasagary (2007) found that tests caused the feeling of stress and anxiety on the students which affected their performance negatively. The findings of this study

concerning students' anxiety show that the Tawjihi English exam affects their psychological state.

In responding to Item (10) which is (The Tawjihi exam is my university gate, and it is a step towards my future), 87% of the students agreed, and its mean was (4.10). This result is so close to the one obtained by Haddadin et al (2008) who studied the public exam washback in Jordan. 90.2% of the students who participated in their study agreed when they answered the following item (I study well to get marks and have a seat at a university). This item mean was (4.51).

Item (7), which talks about the teachers' encouragement to their students to do well in the final exam, has the lowest mean in Table (5), although this mean is medium. 53% of the students agree that they receive encouragement from their teachers while 36% don't.

5.2.1.2. Discussion of Table (6)

Table (6) lists the students' responses concerning the effect of the Tawjihi English exam on their product. The mean score is (3.61) and considered to be medium, and the standard deviation is (0.71). The students' responses to the items of Table (6) show that 6 items have high means. These items are (18, 20, 14, 17, 13, 15). It can be noticed that Item (18) has the highest mean (4.08) in this table. This item talks about ignoring the listening skill in the classroom activities as the teachers tend to teach only what is to be tested in the final exam. Meanwhile, Item (16), which talks about practicing the oral reading skill in the classroom, has the only low mean (1.77) in this table. This response

(about 86%) show that the students don't practice reading the texts in the classroom activities as such an activity is not tested in the final test.

In responding to Item (17), which is (We rarely have English conversation or presentation activities), 96% of the students with a high mean of (3.95) agree that oral skills are not practiced in the classroom activities. This finding agrees with Manjarees' (2005) findings when he stated that because of the demands of the exam, oral skills are ignored. Teachers tend to teach what to be tested, and students study what to be tested also. This kind of learning methods minimizes the learning material, and affects the students' production as it doesn't give them the chance to practice the English language.

5.2.1.3. Discussion of Table (7)

Table (7) shows the students' responses to the items about the effect of the Tawjihi English exam on their learning methods. The mean score is (3.8694) and considered to be high, and the standard deviation is (0.77628). A brief look at this table shows that all the items have high means. Item (21), which talks about the effect of the Tawjihi period on changing the students' learning methods, has a mean of (4.15) which is considered to be the highest mean in this table. The students tend to change and modify their learning methods so as to match the needs of the exam. This change is represented in long hours of hard work, memorizing every single word, skipping the untested material, and many other strategies that the Tawjihi students didn't use to in the previous years.

The findings of this domain agree with the findings of Tasagary (2007) when stated that the exams affected the students' methods of learning. We can notice that 72% of the students of this study agree that the exam affected what and how they study.

Hashinaga (2005) using a prepared questionnaire, conducted a study of a small group of high school students to examine their preparation for the exam. The results indicated that tests do indeed affect the study styles and methods of students. It also indicated that the students modified their learning methods according to the types of questions to appear on exams.

5.2.2. The findings of the teachers' questionnaire

The findings of the teachers' responses to their questionnaire are divided also into three parts in light of the three domains of the study; anxiety, production, and learning/teaching methods. Table (8) shows that the means of the three domains are medium with a total score of (3.47). The output domain has the highest mean of the three with a score of (3.59), while the teachers' anxiety domain has the lowest with a score of (3.38).

5.2.2.1. Discussion of Table (9)

Table (9) shows that the teachers' responses to the items of this domain concerning the effect of the exam on their psychological state have a medium mean in the total score with a score of (3.38). The following items (13, 3, 10, 11) have high means, while items (1, 6) have low mean. Item (13), which is about the teachers' persuasion that the Tawjihi

exam influences their students' future, has the highest mean in this domain. This belief causes more responsibility and burden on the teachers' shoulders.

Item (1) has a low mean with a score of (2.48). This item talks about principals' ignorance to the teachers' achievement. 60% of the teachers believe that they don't get promotion when their students do well in the final exam. This thing not only discourages the teachers, but also frustrates them the matter that has a negative affect on their performance.

Popham (2001) stated that American teachers were feeling enormous pressure on the previous days before the high-stakes exam so as to raise their students' scores on such tests. As a consequence, some teachers were providing classroom activities that would serve as a model of the actual items on the high-stakes tests. He concluded that such exams affected the teachers' feelings positively. Item (11) of this study agrees with such a finding. This item, which has a high mean, talks about the teachers' concern about his students' results in the exam. Meanwhile, Item (10) reinforces the teachers' anxiety about the results of his students. In this item, the teachers' response to the idea that they feel depressed when his colleagues' students achieve much better than his students has a high mean.

Chen (2002), when investigating the effects of public exams on teachers, talked about the factors that can influence the degree of washback on them. He stated that teaching experience, teacher's education, teacher's fear or embarrassment of their students' poor performance, teacher's awareness of test content, level of stake, and gender were the main factors that affect the teachers psychologically. One could notice that the teachers' feeling of embarrassment when their students had poor performance in

the exam is a crucial factor that influences the teachers' psychological state. Item (8) agrees with Chen's findings as it has a medium mean, and 40% of the teachers participating in this study agreed that they feel frustrated with their students' poor performance, while only 14% disagreed.

Abdel Rahim (2003) found that the teachers preferred to teach for the test to satisfy the students. This study agrees with what he found. In responding to Item (7) in the teachers' questionnaire (I am affected by my students' attitudes about my teaching methods), 36% of the teachers agreed while 20% disagreed.

5.2.2.2. Discussion of Table (10)

The teachers' general responses to the items of this domain which talks about the influence of the exam on their product have a medium mean with a total score of (3.59). Items (19,18) have high means while Item(17) has a low mean of (2.32) . Items (19,18) talk about how much time is important to the teachers' production, and so the teachers' responses to such items are high. On the other side, Item(17), which talks about the idea that the weekly class period are sufficient for the teachers to cover the specified material, has a low mean. These responses reinforce the fact that time given to explain the Tawjihi English material is insufficient.

Maniruzzaman and Hoque (2010) stated that due to the influence of tests, teachers tended to teach to the test. The findings of this study agree with their findings. Item (16) concerning teaching to the test has a medium mean of (3.52). 48% of the teachers involved in this study agreed that they teach to the test while 28% disagreed.

5.2.2.3. Discussion of Table (11)

Table (11) shows the teachers' responses to the domain of the influence of the test on their teaching methods. The total score of this table is (3.53) which means that the mean is medium. 9 items (31,29, 39, 25, 38, 28) have high means while only one item (21) has a low mean of (2.12).

Item (31) has the highest mean in this table. It talks about the question that teachers are always asked by their eager students about the tested material. If the answer of the question is yes, it means that more efforts from both the teachers and the students concerning this tested material have to be done. If the answer is no, this means that both of them will ignore and skip the untested material.

Item (39), which talks about revising the previous exam papers so as to make the test familiar to the students, has also a high mean. This is a learning strategy that nearly 68% of the participating teachers agree upon in responding to this item with a mean of (3.84). This finding agrees with the finding of Haddadin et al (2008) concerning revising the previous exam papers that has the mean of (3.69).

In responding to Item (20) (My teaching methods have been influenced by the Tawjihi exam), 64 % of the teachers agreed with a medium mean of (3.48). This finding is so close to Hawakey's(2004) finding as he said that 63% of the teachers agreed that IELTS influenced their teaching methodology. It also agrees with the findings of Al-Jamal and Ghady's (2008) study. They stated that the tests affected the way the teacher used positively. Haddadin et al (2008) found the same results when 86% of the teachers who participated in their study agreed that the exam affected their classroom methods and activities.

5.3. Discussion of the Open-ended Questions

To review, the students and the teachers were asked open-ended questions so as to gather more data for this study. The answers of these questions were presented in the previous chapter. The following concise sections are the discussion of these questions.

5.3.1. Discussion of the Students' Answers

The students were asked about their methodology in studying the English language in the Tawjihi year. Most of the answers revealed some changes in the way used to study before this period. Nearly all the answers obtained from the students' question agreed with the findings of the students' responses to their questionnaire. A student said that he had a timetable for his study, which means that his learning methods were more organized than before. This answer agreed with Item (21) where nearly 87% of the students agreed that the Tawjihi English exam changed their way in learning. Another student complained of the stress he suffered from as he said that everyone wanted him to work harder in this year. This answer also agreed with the responses of Item (6) where about 52% of the students agreed that they were pushed to pass the exam. Another student said that his social relationships were affected by this year due to the demands of the exam. In Item (8) nearly agreed that this year affected their social relationships.

5.3.2. Discussion of the teachers' Answers

The teachers were asked the change of their teaching methods in teaching Tawjihi students compared with teaching other grades. Their answers agreed with their responses

to their questionnaire. One of the teachers said that his students used to work hard so as to pass the exam, not to benefit from learning a foreign language. Tasagry(2007) stated that teachers believed that students did not enjoy learning the language , but they viewed it as a means of passing the exam. Another teacher said that time was very important to him so as to complete the tested material. Item (19) of the teachers' questionnaire has a high mean with (4.80) score. This means that nearly most of the teachers agreed that they had to use every single available minute in teaching. In answering a question about the instruction language used in the classroom, 80% of the teachers admitted that they use the Arabic language in teaching the English grammar.

5.4. Conclusion

After collecting and analyzing the data of this study, one could say that the Tawjihi English exam has a considerable washback on the Tawjihi students and teachers in the city of Hebron, Palestine. The results of the two questionnaires show that this kind of test influences the psychological state of both the teachers and the students of this area with different degrees. While the psychological effect of the exam on the students scored a high mean of (3.75), this domain scored a medium mean of (3.36) on the teachers' psychological state. According to the effect of this exam on the students and teachers' production, the students and teachers' responses to this domain scored a medium mean. Responding to the third domain which was the influence of the test on the learning/teaching methods, the students' responses scored a high mean while the teachers' scored a medium mean.

Generally talking, a brief look at Table (4), and (8) show that the total influence of the test scored a high mean for the students' part, and medium mean for the part of the teachers.

The next chapter is the last chapter of this study, in which some recommendations and suggestions for those who are directly involved in the learning/ teaching process in Palestine.

Chapter 6

Conclusion and recommendations

6.1. Introduction

Research projects looking at washback have been carried out in several different countries and contexts. These projects tended to study the effect of high-stakes exams on students, teachers, and the whole educational system. Some of the exams studied in these research projects were the new university oral exams in Sri Lanka (Alderson & Wall, 1993); Netherlands school language exams (Luijten, 1991); a needs-based exam at a Turkish university (Hughes,1988); the national university entrance examination in China (Qi, 2005); the Japanese university entrance exams (Watanabe, 2004); EFL and ASL exams in Israel (Shohamy et al., 1996); the reformed high school entrance exam and a new test in Taiwan (Chen, 2002; Shih, 2007); the General Secondary Certificate Examination in Jordan (Al-Jamal and Ghady,2008); and the General Secondary Education Certificate Exam in Palestine (this research, 2011).

6.2. Conclusion

The research questions of this study tended to measure the influence of the Tawjihi English exam on the Tawjihi students and teachers in Hebron concerning three domains which were anxiety, output, and learning/ teaching methods.

The findings of this study show that the percentages and means ranged between high and medium scores for both the students and teachers' responses to the items of their questionnaires. This indicates that such an exam affects the population of this study

throughout the three domains mentioned earlier. Another finding is that the traditional method in teaching grammar and vocabulary is still used. The English teachers use the Arabic language in teaching English grammar, and provide the students with lists of vocabulary to memorize. This agrees with Coady and Huckin (1997) who defined this method of teaching saying that students were provided with detailed explanations of grammar in their native languages, paradigms to memorize, and bilingual vocabulary lists to learn.

6.3. Recommendations

On the basis of the findings and results of this study, a few points should be taken into consideration by those who are actually involved in the learning teaching process. The following recommendations are suggested:

- 1- Teachers should be offered more training on how to use tests in improving their instruction methods.
- 2- The average grade given to testing grammar is 35 points out of 150. This grade doesn't fit the great efforts the teachers make during the scholastic year. It is recommended that the grammar portion may be larger.
- 3- There are nearly 69 listening activities in the twelfth English textbook. None of them is explained since listening is not tested in the final public exam. It is recommended that listening must be included in the final exam.

4- Communicative skills are ignored in the classroom activities in the twelfth grade. Oral activities and tasks must be included in such activities so as to reinforce the students' ability in expressing their needs in English.

5- The English Tawjihi exam tests reading and writing only. Speaking and listening are neglected. The four skills in classroom instruction must be integrated.

6.4. Suggestions

The following suggestions for further research are mentioned .

1. Replicate this study in other sites in Palestine.
2. Investigate other factors that may influence the washback effect such as gender, the students' stream , and the teachers' experience .
3. Teaching more communicative skills to the previous grades of the twelfth secondary grade (Tawjihi) is necessary.

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Appendix A

The Student's Questionnaire

This questionnaire aims at measuring the effect of the Tawjihi English Exam on the students' methods of learning, and the teachers' methods of teaching in Hebron. It is a fulfillment part of an MA thesis titled 'The Tawjihi English Exam Washback in Hebron, Palestine.' Your answers are for the scientific research only, and will be dealt with secretly. Writing your name is not necessary.

Answer the following questions, please.

1. Age:.....
2. Gender: M / F
3. Years of studying English:
4. Please tick what you believe to be correct.

A	B	C	D	E
Strongly agree	Agree	Be undecided	Disagree	Strongly disagree

No.	Statement	A	B	C	D	E
1.	I fear the English exam, and I am always nervous before entering the exam halls.	240	180	47	68	53
2.	I feel nervous when the teacher begins distributing the exam papers.	259	253	46	14	14
3.	The Tawjihi exam is fair, and gives the students equal opportunities.	93	140	127	146	82

4.	The Tawjihi exam will influence my future career.	354	121	86	14	13
5.	I fear the English language.	320	133	/	74	61
6.	My parents always push me to pass the exam.	114	194	67	146	67
7.	I receive encouragement and support from the teachers.	160	154	61	53	160
8.	My social relationships have changed during this year.	181	155	87	67	107
9.	I feel ashamed if the grades of my relatives are better than mine.	294	181	35	25	53
10.	The Tawjihi exam is my university gate, and it is a step forwards my future.	399	115	22	27	27
11.	I honor my family when gaining high grades in this year.	393	114	27	40	14
12.	The English exam increases my speed in writing and thinking.	120	194	114	133	27
13.	I have extra English private lessons in the English language.	253	174	/	47	114
14.	The feedback of the English teacher is useful.	120	214	121	80	53
15.	I always revise the English exam papers of the previous years so as to be familiar with the exam's method.	195	235	78	53	27
16.	We always have the chance to practice our	11	30	27	112	322

	English reading skills in the classroom.					
17.	We rarely have English conversation or presentation activities.	475	98	/	9	6
18.	The English teacher always skips the listening activities in the English textbook claiming that listening is not tested in the final exam.	420	113	42	11	2
19.	The English teacher says that reading and listening are not important, and won't be tested.	442	127	4	7	8
20.	The English teacher uses the Arabic language in teaching us English grammar.	332	201	/	44	11
21.	The Tawjihi period changed my studying methods.	260	253	36	27	14
22.	I always delete or skip what the English teacher says not to be important in the exam.	199	171	22	76	120
23.	The English exam influences what and how I study.	173	255	93	53	14
24.	The English teacher uses the Arabic language in his teaching.	312	207	3	32	34
25.	I pay close attention to each English word discussed in the class room.	173	180	101	67	67

5. How did your study of the English language at this year differ from the previous years?

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Thanks for your cooperation.

Appendix B

The Teacher's Questionnaire

This questionnaire aims at measuring the effect of the Tawjihi English Exam on the students' methods of learning, and the teachers' methods of teaching in Hebron. It is a fulfillment part of an MA thesis titled ' The Tawjihi English Exam Washback in Hebron, Palestine.' Your answers are for the scientific research only, and will be dealt with secretly. Writing your name is not necessary.

Answer the following questions, please.

1. Age:.....
2. Gender: M / F
3. Years of teaching English for the Tawjihi students.:
4. Which language do you usually use in the classroom? (Please tick one box only.)
 - () English only.
 - () English with occasional Arabic explanation.
 - () Half English and half Arabic.
 - () Mainly Arabic.
5. Please tick what you believe to be correct.

A		B		C		D		E	
Strongly agree		Agree		Be undecided		Disagree		Strongly disagree	
No.	Statement	A	B	C	D	E			
1.	I get a promotion when my students gain good grades in the final exam.	/	3	7	11	4			

2.	My principal always pushes me to modify my teaching methods.	3	11	4	6	1
3.	My principal always encourages me when my students obtain high grades.	5	12	6	2	/
4.	My students' parents always ask me to do my best in teaching.	3	7	4	11	/
5.	I feel guilty if my students are tested in unexplained material.	3	15	/	7	/
6.	This type of exams is just, and gives the students equal opportunities.	5	/	/	16	4
7.	I am affected by my students' attitudes about my teaching methods.	4	5	11	5	/
8.	I feel frustrated if my students don't do well in the exam.	7	3	11	4	/
9.	I feel nervous when I am out of time and there is still some English topics unexplained.	5	11	/	5	4
10.	I feel depressed when the other teachers' students gain higher grades than my students.	7	13	/	2	3
11.	I usually try to find out my students' final results.	7	7	6	5	/
12.	I expect that my students will gain good grades in the final exam.	5	11	3	3	3
13.	I believe that the Tawjihi exam affects my	5	15	5	/	/

	students' future.					
14.	I always give my students useful feedback.	7	7	5	4	2
15.	I receive feedback from my students' results.	3	14	3	5	/
16.	I teach for the test.	10	2	6	5	2
17.	I think that the weekly class periods are enough to complete explaining all the material.	/	3	5	14	3
18.	If I was given enough time, I would be able to explain extra material which would help my students.	6	13	2	3	1
19.	Time is so important to me.	20	5	/	/	/
20.	My teaching methods have been influenced by the Tawjihi exam.	5	11	/	9	/
21.	I rarely choose my teaching methods which help my students pass the exam.	/	3	/	19	3
22.	I concentrate on teaching grammar more than any other skills as grammar is to be tested more in the final exam.	5	11	/	4	5
23.	I arrange my class activities according to the exam demands.	7	8	3	4	3
24.	I use worksheets as I believe they might be helpful.	9	5	/	11	/
25.	I usually go over the exam papers of the previous years with my students to make the	10	7	3	4	1

	exam more familiar to them.					
26.	I ignore teaching any English material if I feel it won't be tested.	7	9	4	2	3
27.	I always teach what to be tested as my students ask me to do so.	6	9	4	4	2
28.	I explain every section in the textbook whether it is to be tested or not.	3	14	5	3	/
29.	I explain what I feel important regardless to what my students believe.	11	9	/	5	/
30.	The Tawjihi exam has changed my teaching methods.	3	6	5	11	/
31.	I am always asked: "Is this going to be tested, sir?"	7	18	/	/	/
32.	The exam affects how and what I teach.	3	12	/	7	3
33.	I modify my teaching methods to meet the needs of my students.	5	10	3	6	1
34.	I use additional material so as to improve my teaching methods.	3	14	3	5	/
35.	My teaching methods are affected by the exam goals.	5	13	/	5	2
36.	I still use the traditional way in teaching English.	/	17	3	5	/
37.	I use the Arabic language in explaining the	11	2	5	4	3

	English grammar.					
38.	I ignore the listening activities in the text book.	12	4	4	3	2
39.	Reading skills are not tested in the final test, so I don't expect all my students to participate in reading the passages in the textbook.	13	4	3	2	3

6. How does teaching the Tawjihi English students differ from teaching the other grades?

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Thanks for your cooperation.

Appendix C

بسم الله الرحمن الرحيم

عزيزي الطالب:

يهدف هذا الاستبيان الى قياس مدى تأثير امتحان اللغة الانجليزية للصف الثاني عشر (التوجيهي) على اسلوب الطلبة في التدريس, وعلى اسلوب المدرسين في التعليم. وهو جزء من رسالة ماجستير بعنوان " تأثير امتحان التوجيهي للغة الانجليزية في مدينة الخليل." علما ان اجابتك هي لغرض البحث العلمي فقط وسيتعامل معها بمنتهى السرية كما ان كتابة الاسم غير مطلوب.

الرجاء الاجابة على الاسئلة التالية بما تراه مناسباً:

1. العمر:
2. الجنس: ذكر / انثى.
3. عدد سنوات دراستك للغة الانجليزية:.....
4. ضع اشارة (/) في المكان الذي تراه صحيحا امام العبارات التالية:

الرقم	العبارة	اوافق بشده	اوافق	لا ادري	اعارض بشده	اعارض
1	انا اخاف امتحان الانجليزي واکون دائما متوترا قبل دخول قاعة الامتحان.					
2	اشعر بالتوتر عندما يبدا الاستاذ توزيع اوراق الامتحان.					
3	امتحان التوجيهي عادل ويعطي الطلاب فرص متساويه.					
4	سيؤثر امتحان التوجيهي على عملي المستقبلي.					
5	انا اخاف اللغة الانجليزية.					
6	دائما ما يدفعني والداي لاجتياز الامتحان.					
7	اتلقى التشجيع والدعم من اساتذتي.					

					8	تغيرت علاقاتي الاجتماعية خلال هذه السنة.
					9	اشعر بالخجل اذا كانت علامات اقاربي افضل من علاماتي.
					10	امتحان التوجيهي هو بوابتي للجامعة, وهو خطوه للامام باتجاه مستقبلي.
					11	اشرف عائلتي عندما احصل على علامات عاليه هذه السنة.
					12	يزيد امتحان التوجيهي من سرعتي بالكتابة والتفكير.
					13	اتلقى دروسخصوصيه اضافيه بمادة اللغة الانجليزية.
					14	التغذية الراجعة من الاستاذ مفيدة.
					15	دائما ما اراجع اوراق امتحان اللغة الانجليزية لسنوات سابقة من اجل انا اكون مستعدا لاسلوب الامتحان.
					16	دائما ما تتاح لنا الفرصة لممارسة مهارة القراءة داخل الصف.
					17	نادرا ما نمارس مهارة المحادثة و التقديم باللغة الانجليزية.
					18	دائما ما يحذف استاذ اللغة الانجليزية نشاطات الاستماع في الكتاب المقرر مدعيا ان الاستماع لا يمتحن بالامتحان النهائي.
					19	يقول استاذ اللغة الانجليزية ان مهارتي الاستماع والقراءة غير مهمة ولا تمتحن.
					20	يستخدم استاذ اللغة الانجليزية اللغة العربية في شرح قواعد الانجليزية.

					21	فترة التوجيهي غيرت من اسلوبي في الدراسة.
					22	دائما احذف ما يقول الاستاذ عنه انه غير مهم بالامتحان.
					23	يؤثر امتحان اللغة الانجليزية على كيف وماذا ادرس.
					24	يستخدم استاذ اللغة الانجليزية اللغة العربية في التعليم.
					25	انتبه لكل كلمة انجليزية تناقش في الصف.

5. كيف اختلفت دراستك لمادة اللغة الانجليزية في هذه السنة عنها في السنوات السابقة؟

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شكرا على حسن تعاملكم.

Appendix D

بسم الله الرحمن الرحيم

عزيزي المدرس:

يهدف هذا الاستبيان الى قياس مدى تأثير امتحان اللغة الانجليزية للصف الثاني عشر (التوجيهي) على اسلوب الطلبة في التدريس, وعلى اسلوب المدرسين في التعليم. وهو جزء من رسالة ماجستير بعنوان " تأثير امتحان التوجيهي للغة الانجليزية في مدينة الخليل." "علما ان اجابتك هي لغرض البحث العلمي فقط وسيتعامل معها بمنتهى السرية كما ان كتابة الاسم غير مطلوب.

الرجاء الاجابة على الاسئلة التالية بما تراه مناسباً:

1. العمر:
2. الجنس: ذكر / انثى.
3. مدة تدريسك للغة الانجليزية لطلبة الصف الثاني عشر:.....
4. ما هي اللغة التي تستخدمها داخل الصف في حصة اللغة الانجليزية؟ الرجاء اختيار اجابه واحده فقط.
(.....) اللغة الانجليزية فقط.
(.....) اللغة الانجليزية مع شرح باللغة العربية في مناسبات خاصة.
(.....) اللغة العربية واللغة العربية مناصفة.
(.....) اللغة العربية بشكل اساسي.
5. ضع اشارة (/) في المكان الذي تراه صحيحا امام العبارات التالية:

الرقم	العبارة	وافق بشده	وافق	لا ادري	اعارض بشده	اعارض
1	احصل على ترقية عندما يحصل طلابي على علامة عالية بالامتحان النهائي.					
2	دائماً ما يدفعني مديري لتعديل اسلوبي في التدريس.					

					3	يشجعني مديري دائما عندما يحصل طلابي على علامات عالية.
					4	يطلب مني اولياء امور طلابي دائما ان ابذل قصارى جهدي في التعليم.
					5	اشعر بالذنب اذا امتحن طلابي بمادة لم تشرح لهم.
					6	هذا الامتحان عادل ويعطي الطلبة فرص متساوية.
					7	اتأثر براء طلابي حول اسلبي التدرسية.
					8	اشعر بالاحراج اذا لم يعمل طلابي جيدا في الامتحان.
					9	اشعر بالتوتر اذا ادركني الوقت وما زالت هناك بعض المواضيع لم تشرح.
					10	اشعر بالاحباط اذا يحقق طلاب غيري من الاساتذة افضل من طلابي.
					11	دائما ما ابحت عن علامات طلابي النهائية.
					12	اتوقع ان يحصل طلابي على علامات عالية بالامتحان النهائي.
					13	اومن ان امتحان التوجيهي يؤثر على مستقبل طلابي
					14	اعطي طلابي دائما تغذية راجعة مفيدة.
					15	احصل على تغذية راجعة من نتائج طلابي.
					16	ادرس من اجل الامتحان.
					17	اعتقد ان الحصص الاسبوعية كافية لاكمال شرح كل المادة المقررة.
					18	لو اعطيت مزيدا من الوقت , لتمكنت من شرح المزيد من المواد التي تساعد طلابي.

					الوقت مهما جدا لي.	19
					تأثرت اساليبي بالتدريس بامتحان التوجيهي.	20
					نادرا ما اختار اساليبي بالتدريس والتي تساعد طلابي على اجتياز الامتحان.	21
					انا اركز اكثر على تدريس القواعد اكثر من اي مهارات اخرى لان القواعد تمتحن اكثر الامتحان النهائي.	22
					ارتب نشاطاتي الصفية حسب متطلبات الامتحان.	23
					استخدم اوراق عمل لني او من انها تساعد.	24
					دائما ما اراجع اسئلة الامتحانات لسنوات سابقة مع طلابي لجعل الامتحان مالوفا لديهم.	25
					اتجاهل تدريس اية مادة اذا شعرت انها لن تمتحن.	26
					دائما ما ادرس ما يمتحن لان طلابي يطلبون مني ذلك.	27
					انا اشرح كل جزء سواء سيمتحن ام لا.	28
					انا اشرح ما اراه مهما بغض النظر عن اراء طلابي.	29
					غير امتحان التوجيهي من اساليبي في التدريس.	30
					دائما ما اسال: هل ستمتحن بهذا يا استاذ؟	31
					يؤثر الامتحان على ماذا وكيف ادرس.	32
					اعدل اساليبي في التدريس حسب حاجات طلابي.	33
					استخدم مواد اضافية لتطوير اساليبي.	34
					تتأثر اساليبي في التدريس باهداف الامتحان.	35
					ما زلت استخدم الاسلوب التقليدي في تدريس اللغة الانجليزية.	36
					استخدم اللغة العربية في شرح القواعد الانجليزية.	37

					38	اتجاهل نشاطات الاستماع الموجودة في الكتاب المقرر.
					39	مهارات القراءة لا تمتحن في الامتحان النهائي, لذلك لا اتوقع من كل طلابي المشاركة في قراءة قطع الاستيعاب في الكتاب المقرر.

6. كيف يختلف اسلوبك في تدريس طلبة التوجيهي عن تدريس الصفوف الاخرى؟

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شكرا على حسن تعاونكم.

Appendix E

بسم الله الرحمن الرحيم

تأثير امتحان التوجيهي لمادة اللغة الإنجليزية على أداء المعلمين والطلبة في مدينة الخليل

يعتبر امتحان الثانوية العامة (التوجيهي) ثمرة جهود الطلبة المتواصلة التي لا تحصر في عام دراسي واحد أو عامين ، بل تشمل جهودهم خلال سني دراستهم على مدى اثني عشر عاماً ، و هو آخر الامتحانات المدرسية ، ومدخلاً للالتحاق بالدراسة الجامعية ، و بوابة الطلبة للمستقبل المنشود، و عاملاً حاسماً لوظائف الطلاب المستقبلية بالنسبة للطلاب الفلسطينيين ، و لما كانت اللغة الإنجليزية من المواد التي يعاني منها غالبية طلبتنا في فلسطين فقد ارتأى الباحث دراسة تأثير امتحان التوجيهي لمادة اللغة الإنجليزية على أداء المعلمين والطلبة في مدينة الخليل .

تهدف هذه الدراسة إلى استكشاف تأثير امتحان التوجيهي للغة الإنجليزية على كل من طلاب ومدرسي التوجيهي في مدينة الخليل . فالفئة التي تستهدفها هذه الدراسة فئة طلاب الثانوية العامة ومدرسيهم للغة الإنجليزية في ستة مدارس كبرى للطلاب والطالبات في مدينة الخليل في السنة الدراسية 2009-2010 . و تقوم على خمس فصول ، يعرض الباحث المشكلة المنويّ دراستها في الفصل الأول ، وهي تأثير امتحان التوجيهي للغة الإنجليزية على المحيطين به ، ويطرح الباحث في هذا الفصل عدة أسئلة وفرضيات تقوم حولها الدراسة .

أما أسئلة الدراسة التي يحاول الباحث إجابتها فهي:

1. ما هو مدى تأثير امتحان التوجيهي للغة الإنجليزية على الناحية النفسية للطلاب والمدرسين؟

2. ما هو مدى تأثير هذا الامتحان على إنتاج الطلبة والمدرسين؟

3. ما هو مدى تأثير هذا الامتحان على أسلوب الطلبة في الدراسة ، وأسلوب المدرسين في التعليم؟

أما في الفصل الثاني فيقوم الباحث بعرض عدة تعاريف لمفهوم " تأثير الامتحان" , ويستشهد بعدة دراسات سابقة عربية وأجنبية تعرضت لهذا المفهوم.

وفي الفصل الثالث يعرض الباحث الأسلوب الذي اتبعه في جمع معلوماته حول هذا الموضوع , فيتحدث فيه عن أداة البحث ، وهما استبانتان :إحداهما للطلاب والأخرى للمعلمين.

وأما الفصل الرابع فقد عني الباحث بدراسة المعلومات التي حصل عليها من الاستبانتين, ويخلص إلى مناقشة النتائج العامة و تحليلها في الفصل الخامس.

أما الفصل السادس فيعرض الباحث نتائج دراسته مجيباً على أسئلة بحثه كآتي:

1. بالنظر الى المعدلات الاجمالية لاجابات الطلبة على فقرات الاستبيان الخاص بهم وفق المتغيرات الثلاثة للبحث, يمكن الاستنتاج ان امتحان التوجيهي لمادة اللغة الانجليزية يؤثر على نفسية واداء واسلوب الطلبة في الدراسة. حيث كان المعدل العام للمتوسط الحسابي عالياً.

2. اما بخصوص تأثيره على المعلمين, فيشير المعدل العام ان المتوسط الحسابي كان متوسطاً, اي ان تأثير المتحان عليهم كان اقل نسبياً من تأثيره على الطلبة.

3. ما زال الاسلوب القديم في التدريس والمتمثل بترجمة القواعد الانجليزية للغة العربية, وتزويد الطلبة بقائمة من المفردات لحفظها, ما زالت هذه الطريقة مستخدمة على نحو ما في مدارسنا .

ويخلص الباحث بمجموعة من التوصيات أهمها :

إن هذا النوع من الامتحانات لا يقيس كافة المهارات الأساسية للتعليم , حيث أنه يركز على مهارتي القراءة والكتابة , و يتجاهل مهارتي الاستماع و التعبير . فعلى أصحاب القرار الموازنة بين هذه المهارات الأربعة في إجراء هذه الامتحانات مستقبلاً .