

Negative Washback of 12th Grade Baccalaureate English Language Exam in Kurdistan Region of Iraq

Jamal Ali Omar

Department of English Language, College of Basic Education, University of Raparin, Rania, Kurdistan Region, Iraq.

E-mail: jamal.ali@uor.edu.krd

Abstract:

The current study deals with the phenomenon of washback ‘the effect of examination on teaching/learning’, especially the negative type of washback. It is thought that the 12th Grade Baccalaureate English Language Exam washback replaced teaching to ‘teaching to the test’; teaching is directed towards passing the test rather than learning the target language. The current English language teaching in Kurdistan Region/Iraq has changed to fulfill the final exam demands. This study investigated the negative type of washback in that teaching/learning context. To this end, data was collected from both English language teachers through questionnaire, and by analyzing the 12th grade English language exam sheets. Results obtained show that the 12th Grade Exam negative washback, which occurred due to the testing technique type, affected the teachers/learners to shift their focus from learning the language to prepare the students to pass the exam. It was also found that there was a strong correlation between English language classroom teaching and assessment practices. The pedagogical implication of the study is that there is a problem which needs to be urgently handled. It is recommended that the test should use a different technique to assess the participants’ writing, speaking and listening skills besides their reading skill and grammatical knowledge.

Key words: Negative Washback, 12th Grade English Language Exam, Test Technique.

Introduction:

Assessment and testing in general and language testing in particular undoubtedly have inevitable impact on teaching/learning, education system and society at large. McNamara (2000) admits that “the power of tests in determining the life chances of individuals and in influencing the reputation of teachers and schools” (p. 73) will have a considerable influence on teaching/learning process. The above quote implies that tests are of a very high-stakes nature and they will surely have influence, be it negative or positive, on all the involved parties. Hughes (2003) contends that the high-stakes nature of a test can cause the domination of all learning and teaching activities as preparation measures for the test. Hence, the impact, be it beneficial or harmful, will be apparently noticeable in the teaching and learning practices. He also maintains that a possible negative impact will occur “if the testing content and testing techniques are at variance with the learning objectives” (p.1). He supports his claim by the use of multiple choice items technique to assess the learners writing skill in a language learning situation. It is quite clear that the language content and learning objective are at odds with the testing technique used to assess that particular skill. The results will surely be undesirable. The current study emanated from the concern of the high-stakes nature of the high school English language exam in Kurdistan Region of Iraq.

The effect of tests on teaching and learning in the literature is known as washback or backwash. In this study the phenomenon of washback is dealt with. The study examines the presence of the phenomenon in English as a foreign language learning context in Kurdistan Region of Iraq. It studies the influence of the English language exam, which is one of the subjects of the final high school college entrance baccalaureate test, and its consequent outcomes and repercussions on the curriculum; learners, teachers and the syllabus. The rationale to choose the area to be investigated has various bases. One of them was the impact of the test was negative and it has had effect on learners’ language ability to the extent that they were not able to fulfill the requirements of the departments and colleges they wish to enter in which the language of instruction is English. This is so as the grades students got by the test didn’t conform to the language performance expected to verify them. There were cases in which students got high grades, based on the results from the test, but could not write a well- formed and organized English text.

It is believed that the problem is in the test validity; what was supposed to be measured by the test couldn’t be found in it. The test items entailed assessing the grammatical competence and reading skills of the test-takers per se. In other words, testing isolated language elements inhibits communicative approach of language teaching and learning, (McNamara, 2000). The study strives to highlight the inconsistency of the test technique used in assessing all the aspects of language proficiency and the communicative teaching approach adopted in the syllabus.

It is also thought that the form of the test, which consists of multiple choice questions (MCQs), affected the overall teaching and learning process negatively. Though the viability of the test technique and its frequent use in EFL contexts, it cannot cover the valid assessing procedures

designed to evaluate all the four skills of language ability. Therefore, the type of testing technique used as a decisive assessment method is quite questionable, and as the test is part of the overall end of stage achievement test which provides the chance for the twelfth grade students to be admitted into the region's public and private universities, colleges and institutes, the impact has a crucial role in defining the test takers future study, work and life. Thus, the exam is of a high-stake type which needs constant observation and research which makes the study to be invaluable.

In sum, the aim of the current study is to find out the negative type of washback on teaching/learning process in Kurdistan Region. It also attempts to identify the main reasons behind the negative washback which caused to bring about that unfavorable situation of English language learning and teaching there. The investigation focuses on finding negative washback, why does it exist, how it looks like, resulted from implementation of MCQs for this high-stake exam.

The significance of the study lies in the fundamental role the end of level achievement test plays in the region. Held at a national level, the test is known as the 12th Grade Baccalaureate Exam. It is inevitable to introduce the 12th grade exam to the readers. The exam is an achievement end of level exam which services as a gate-keeper for public and private higher education institutions in the region. It is carried out at a national level in first and second terms for both the Scientific and Literary branches of the 12th grade high school students. Since its modification in 2014, the test technique type used is multiple choice items, 50 items to be answered within 3 hours of time. Every year, the average of participants in the test is 90000-100000 students and it is a high-stake achievement test because it provides the chance for the test-takers with rejection/entrance to higher education institutions. Perhaps, the use of multiple choice items as the mere testing technique is due to practicality reason as a very large number of students take part in the tests every year. The choice of the examination as the area of focus in the study is due to, first, the above reasons, secondly, the claim made by Alderson and Wall (1993) who pointed out that “research into washback needs to examine the tests that “are used regularly within the curriculum and which are perceived to have educational consequences” (cited in Watanabe, 2004, p.22). Lastly, the high-stakes nature of the test and its crucial effect on the life and future of the test-takers and its detrimental future influence on the society at large. The current study strives to answer the following research questions:

1. What does washback look like in Kurdistan EFL context?
2. How does the impact affect the teachers and the syllabus?

Background and Literature Review:

The phenomenon of washback (the impact of tests on teaching and learning language) has long been the area of concern for researchers. Washback or backwash, a term which has become prevalent and commonly used in applied linguistics, refers to the influence of testing on teaching and learning (Cheng & Curtis, 2004, p. 4). Many definitions have been proposed for the term in the published researches and literature of language testing and the teaching field. Some of the definitions are simple and straightforward, while others are complex. Similarly, the notion of testing and assessment affecting teaching/learning has been expressed differently. A survey of the used terms and definitions of the phenomenon is presented here.

To begin with the terms, washback (Alderson & Wall, 1993; Baily, 1996; H. D. Brown, 2004; Cheng, 2005; Davies, 1990; Messick, 1996; Pearson, 1998; Shohamy, Donitsa-Schmidt & Ferman, 1996; among others) and backwash (Hughes, 2003; Spolsky, 1995) were the most commonly used ones. Other terms used to express the concept were test impact (Andrews, 2004; Bachman & Palmer, 1996; McNamara, 2000), Measurement-driver instruction (Shohamy 1992), curriculum alignment (Shohamy et al. 1996), washback effect (Baker, 1997) and many more. Although a great number of terms and expressions are available, they all agree on essential aspects of the phenomenon which are explained in the definitions that follow. The primary one is its existence across micro and macro levels with its various types and forms.

Regarding the definitions, descriptions and viewpoints about the phenomenon, some researches and studies are cited here. Hughes (2003) defines washback as the “effect of testing on teaching and learning [which] can be harmful or beneficial” (p.1). Spolsky (1994) argued convincingly that washback refers to the type of the unexpected side-effects of test implementation rather than the intended effect when the goal of the test is to cover the assigned syllabus. Biggs (1995), in turn, arguably contended that the effect of the test will not be restricted to the curriculum in question but to the teachers’ teaching method and students’ learning strategies as well. Messick (1996) stated that “washback refers to the extent to which the introduction and use of a test influences language teachers and learners to do things that they would not otherwise do that promote or inhibit language learning” (p. 241) (cited in (Fulcher, 2010, p. 277).

However, some scholars restricted the impact of the test to “classroom behaviors of teachers and learners rather than the nature of printed and other pedagogic material” (Alderson & Wall, 1993, p. 118). Taylor (2005) stated “Negative washback is said to occur when a test’s content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context.” (p. 154). “Public examinations influence the attitudes, behaviors, and motivation of teachers, learners, and parents, and because examinations often come at the end of a course, this influence is seen working in a backward direction, hence the term, washback” (Pearson, 1998, p. 7). Cheng (2005) maintained that washback shows “an intended or unintended (accidental) direction

and function of curriculum change on aspects of teaching and learning by means of a change of public examinations” (p. 8).

As it is clear from the above definitions, the effect will be present at both micro and macro levels (Bachman & Palmer, 1996). They implicitly meant the effect on the students, teachers and syllabus by micro level, and the educational system and society at large by the macro level. Wall (1997), Andrews (2004) and McNamara (2000) held the same opinion that the effect of examinations will go beyond the classroom to spread the stake-holders, educational systems and policies, governments and the society as a whole. It is obviously indicated from the above definitions that the type or direction of the effects will also matter as it can be negative or positive, in other words, researchers of the field define it as the washback effect, being either beneficial or harmful (Hughes, 2003). Nevertheless, it was also found that the effect does exist in the two contrasting forms of negative and positive, but it can be neutral as well. Fulcher & Davidson (2007) argued, based on Alderson & Wall (1993), that the term is neutral and it is related to the influence of the test; if the test is bad then the washback will be negative and vice versa is true (p. 224). Pan (2009) made a classification of washback types as positive and negative ones which are divided upon both classroom setting and educational/societal systems. He summarized the nature of the effect (positive or negative) in both areas in two tables, (p. 261). For the positive washback on classroom setting, based on Alderson and Wall (1993), Pearson (1988) and Davis (1985), the impact would make the teachers and learners attempt to fulfill the learning goals, encourage utilizing teaching and learning activities which will eventually lead to implementing innovative more effective syllabus. Additionally, according to him, based on Shohamy (1992), Alderson and Wall (1993) and Cheng (2005), the washback on educational/societal system results in motivating educational decision makers to use the power of large scale exams to achieve the teaching and learning goals by introducing new textbooks and curriculum.

On the other hand, the negative washback effect on classroom setting according to Pan (2009), based on Shohamy (1992, 1996), Vernon (1956), Fish (1988), Smith (1991), Wiseman (1961) and Madaus (1988), are as following: 1) narrowing down the curriculum and mode of instruction, which eventually leads to restricting their teaching capacity to be fine-tuned according to the test demands and students learn test language rather than understanding, 2) teachers ignore activities, subjects and even skills which are not directly related to passing the test and eventually, they will be under the pressure to cover the course materials as their job performance is based on students' scores, 3) a considerable number of paid coaching classes to teach students exam skills rather than learning the language, 4) measurement-driven instruction which results in cramming, restricting teachers' and students' capacities such as creativity. The negative washback effect on educational/societal systems, based on shohamy (1996), reflects in educational “decision makers overwhelmingly use tests to promote their political agendas and to seize influence and control of educational systems” (Pan, 2009, p. 260).

In a similar vein, Brown (2005) provided a comprehensive summary of the works done related to washback. The most significant part of the summary related to the topic of the current study is the table in which he arranged the negative aspects of washback into teaching factors, course content factors, course characteristic factors and course time factors. The most prominent aspects are narrowing the curriculum and replace textbooks with handouts by teachers, students practice test-like items and study vocabulary and grammar rules, reducing emphasis on skills and focusing on raising scores, and language classes turned into teaching for the test and additional testing preparation classes and tutorials (p.244). “There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher success.” (Buck, 1988, p. 17) cited in Baily (1999).

Researchers in the field have also worked on providing evidence on some of the reasons behind bringing about washback. According to Cheng (2005), one of the reasons behind negative washback is that tests fail to establish a connection between learning outcomes and course objectives which should essentially be tightly related. Another reason might have been the test’s content, skills and format (Kılıçkaya, 2016). He stated that “Many tests aim to test grammar, reading, and vocabulary items, often using gap fill and multiple choices, which puts practicality foremost.” (p. 118).

Empirical evidences are available to support the above claims especially with high-stakes exam types. For example, Choi (2008) in a review of the impact of EFL tests on teaching and learning in Korean context, he found that the negative washback occurred due to the mismatch found between the content and the format of the test, namely, the use of multiple choice items to assess language proficiency. Sukyadi and Mardiani (2011) investigated the washback effect of English National Examination in Indonesian secondary education context on both students and teachers. The results of the study showed a negative impact on teachers’ teaching method, activities, time, materials, strategies, assessment process, etc. they also showed evidence of the washback on students’ learning.

Paker (2012) carried out a study to find out the assessment rate of the four skills of language use in English preparatory classes at tertiary level and the possible washback of the test items. To this end, sample tests from some institutions were analyzed. The results showed that all of the tests contained items by which reading skill, vocabulary knowledge were assessed. However, 70% of the institutions assessed all the four skills and consequently had positive washback on the test-takers in their future academic life. Zhan and Andrews (2014), in turn, investigated the impact of College English Test which is known as CET-4. The results showed that the washback effect shifted the learners’ focus to be on studying listening and reading as they are included in the exam. They also demonstrated a shift from learning to memorization of restricted materials, practicing answering the previous versions of the test.

In another study, Kılıçkaya (2016) investigated the washback effect of the high-stakes exam in Turkey named Transition Examination from Primary to Secondary Education. He used a semi structured interviews to collect data from 30 English language teachers. The results showed the teachers' style of teaching and content were greatly influenced by the test format and content. It was also found that the harmful washback resulted in teachers' negligence of some of the skills of language use and focusing more on the skills which are included in the test. Cholis and Riqi (2018) studied the washback effect of Indonesian Entrance Exams of Universities on teachers' teaching methods and attitudes. A questionnaire was conducted to collect data from 30 high school teachers. The findings revealed that the exam has a positive washback on teachers' attitude and teaching method.

In a more recent study on washback, Larsson and Olin-Scheller (2020) examined the washback effect of upper secondary stage national test in Sweden. The test covers reading, writing and speaking skills of the test-takers. The results showed clear impact on writing and speaking instructions whereas no effect was found to be on reading instruction.

With regard to the current studies context in Iraqi Kurdistan Region, to the best of the researcher's knowledge very few studies were carried out on the final stage Baccalaureate Exam. One of these studies was done on anxiety which is caused by the exam. Faqe, Moheddin and Kakamad (2016) carried out a study to investigate test anxiety among 12th grade high school students. The results of the study showed that the students had test anxiety and it was more noticeable among female students than male, Scientific Branch than Literary Branch students. Hence, the current study will be the first one too approach and tackle the area.

Regarding the focus and recent development of the concept of washback in the literature, the area of concern has expanded to cover not only the existence of the phenomenon, but to questions such as "what does washback look like? What brings washback about? Why does washback exist?" (Liying Cheng, Yoshinori Watanabe & Andy Curtis (Eds.), 2004, p. ix). McNamara (2000) argues that ethical language tests should ensure positive tests impact, hence, performance assessments have positive washback than Multiple-choice techniques. The former, he argues, encourages learners to engage in realistic language use tasks for which teachers and learners should spend sometimes preparing to perform them. In contrast, the latter techniques of testing concentrate on isolated elements of knowledge which eventually inhibit communicative language teaching and learning approaches. Bachman (1990) contended that in determining appropriate test use, the consequences of the test use on the educational system should be considered. She argued that one of the consequences is washback and she explained the types with a specific focus on the negative one. She stated that "In many cases, however, there is little or no apparent relationship between the types of tests that are used and instructional practice" (p. 283).

In sum, on the basis of vast empirical evidence, educators and test developers should investigate the test impact on specific areas such as content of teaching, teaching methodology and techniques used for assessing the achievement, rather than assuming that the test will have impact

on teaching and learning. (Bachman & Palmer, 1996). They also argue that if the effect of testing on teaching is to describe the outcome of a test, the results could be stated in terms of teaching method, curriculum and materials as well as the degree of the effect on them. Hence, the current study attempts to implement a different approach to obtain results which are not only identifying the existence of the phenomenon in question, but also the reasons and bases that motivate the teaching/learning towards this direction.

Methodology

The study used a descriptive empirical method to report the presence of negative washback in the high-stakes end-of-stage Baccalaureate English Language Exam in the case of Kurdish EFL learners. To this end, data were collected from various sources, namely, conducting a questionnaire and analyzing and checking the exam sheets used in the first second terms of three years. The collected data were analyzed using a qualitative and quantitative method to describe and report the presence of negative washback effect. The former was to describe the quality of teaching and materials used by the teachers. The latter was to measure the amount of time spent on each of the skills present in the text book, and how were these skills represented in the exam. Furthermore, the approach was like checking the textbook content to find out the amount of representative samples of it on the exam sheets. Upon discussing the results, sample items occasionally provided. Then, the results of the questionnaire were presented to support the claims in question. The main focus was put on the content and teachers who taught it in the classrooms.

Instrument and Materials

The instrument and materials used in the study include the subjects' (12th grade teachers') questionnaire, the syllabus textbooks and 12th Grade Baccalaureate Exam sheets. The instrument and the materials used in the study are explained in details below.

The questionnaire comprises two parts; part one contains three questions to obtain the subjects' age, gender and years of teaching, part two consisted of 30 items (statements) by which the respondents were asked to evaluate them with the various Likert rating scales. It is worthwhile that three different rating scales were used; the first seven items needed to be rated with a five points scale of *Never, Rarely, Sometimes, Frequently and Always*; the second thirteen items needed to be rated with a four points agreement scale ranging from Strongly Agree to Strongly Disagree; the last seven items needed to be answered by selecting a five point percentages ranged from %0-20. A copy of the questionnaire is attached in Appendix A at the end of the paper. The questionnaire was distributed among the subjects to get their opinions and attitudes about teaching of knowledge and skills, the reason why they teach them, their expectation to be included in the final exams and the class time spend on each of them. The subjects (respondents) were in-service twelfth grade English language teachers from different areas of Iraqi Kurdistan Region.

The subjects' number was 27 male and female teachers, the average of their age was 37.5 years and the average of the teaching experience was 12.9 years. They were voluntarily participated in the study. The instrument was pre-tested with 4 respondents to assess its practicality and examine its efficiency to get the targeted data. The piloting process resulted in modifications in the wording of the statements to evolve the final version of it before it is put into the study's real use.

Other materials used in the study were the twelfth grade Sunrise 12 and Final Baccalaureate Exam (first and second terms) exam sheets. The former is the formal syllabus adopted by Ministry of Education in Kurdistan Region since 2005 and it is the final stage textbook of Sunrise series 12 (<http://www.sunrisekurdistan.com/>). Sunrise 12 has a Students' Book, a supplementary Work Book and a Compact Disk. The Students' Book comprises eight chapters. The content of the chapters in it contain three main categories, namely, Language, Skills and Sounds and Vocabulary. Table 1 shows unit 1 content of the book. It is noticeable that the parts and categories, in which sub-categories are defined, present language knowledge, abilities and skills needed for a foreign language learner. As it is shown in Table 1 the unit column LANGUAGE covers language knowledge of grammatical structures and functional language. Unit column SKILLS AND SOUNDS covers the sub categories of Reading, Listening, Pronunciation, Speaking and Writing for which specific activities are assigned. The unit column is devoted to present vocabulary knowledge. It is also included in the book three other important sections of ROLE PLAYS and LITERARY READER and REFERENCE SECTION. The first section consists of six topics accompanied with short reading passages and speaking exercises to improve students speaking skill. The second section comprises eight episodes in which the adapted version of the adventure fiction novel by Robert Louis Stevenson *Treasure Island* is stated. The last section, not less important than the others, presents dictionaries, mechanical rules of writing, etc. which are mostly explained in Kurdish language.

Furthermore, the Students' Book has a companion Activity Book 12 in which reinforcing and supplementary exercises are provided for each of the sub-categories of language knowledge and skills. The Compact Disk contains the 24 tracks of the listening activities in Students' Book.

The other materials used in the study were the copies of the exam sheet of the final stage formal exam used and designed by a committee (High Committee of General Examination) appointed by the Ministry of Education in the region. The exam sheets consisted of 50 multiple choice items, two grades for each item, which usually have a stem, a correct answer and three distractors. Original copy of the exam sheets can be found in Appendix B and is available online at www.facebook.com/MOE.KRG.official.

Table 1: *Unit 1 content of Sunrise 12 textbook*

UNIT 1	TO NEW YORK	P4
LANGUAGE	SKILLS AND SOUNDS	VOCABULARY
Giving instructions	Reading: understand factual information about New York and Kurdistan	Airport and air travel procedures
Making suggestions	Listening: note factual details	Industry names
Comparative and superlative forms	Pronunciation: primary word stress	Hotel/hostel facilities
Past simple and perfect tenses	Speaking: role play a conversation giving factual details	Personal details
(present perfect, past perfect, present perfect continuous)	Writing: collate factual information to complete a form and to write a formal personal introduction	To help you study: reference section familiarization (AB: words in context; grammatical pairs — verb–noun, noun–noun)

It was found that the items were designed in the light of some parts of the content in Sunrise 12. The procedure was to analyze and examine the test papers (exam sheets), both of first and second terms, of the study years 2016-2017, 2017-2018, 2018-2019, i.e. six used exam sheets were analyzed to identify the representative samples of each of the categories found in the units and sections of the syllabus. For instance, grammatical points, which were arranged under the column LANGUAGE in the book, specific points were targeted to discover their representative samples throughout the six exam sheets. The aim was to explore the value given to that particular aspect of language in the assessment process. This will be explored further in the next section in which analysis of the results are presented in details there.

Analyses, Results and Discussion

To begin with examining the extent to which the content of the textbooks is represented in the test, the results obtained by checking the exam sheets were significant. With regard to the grammatical knowledge, it was found that there are around 36 grammatical points and language functions covered by the same number of activities in the textbook to be taught to the students. There are also relatively similar number of activities in the Activity Book to reinforce them. The

striking result was that each year roughly 18 items out of 50 in the exam were devoted to test grammatical knowledge of the test-takers. This amounts to 36% of the total grades of the test. The targeted knowledge to be assessed included the tenses verb forms, active/passive sentences, relative and conditional clauses, modals and their communicative function, derivations, instructional knowledge of word category recognition, coordination and subordinations with their signals (markers), questions (direct & indirect), etc. The choice of the knowledge areas and the number of the items to test them slightly varied across the years and terms. Nevertheless, the changes were not significant and the aim was still to assess the students' grammatical knowledge per se.

Similarly, Reading Skill had a significant share in both the textbooks and the exam sheet. There are around 34 reading activities and 8 Episodes in the Literary Reader section as well as reinforcement reading comprehension exercises in the Activity Book. In the exam sheet, hence, 14-16 out 50 items were dedicated to assess the test-takers reading skill. This amounts to 38-40% of the total grades of the test. The targeted skills included comprehension, guessing the meaning of unknown vocabularies, local comprehension, etc. In contrast, the rest of the content was quite underrepresented in the test. Although the textbook well-covered the skills of listening, speaking and writing, very few items of the test were written to assess them. The textbook has 24 listening activities, 28 speaking activities and 6 Role plays, 6 Pronunciation activities, 6 writing activities and 6 unit tasks in which writing skill is practiced. This is together with the number of exercises in the Activity Book to reinforce them.

However, each year, around 4-5 out of 50 items are appointed to indirectly test listening and speaking, 2-3 items for spelling and the rest for vocabulary (5 items) and general knowledge (2-3 items). This amounts 16% of the total grades for the three skills and 10% for vocabulary knowledge. This had consequently led to the provision of around 31-36%, 38-40% of the total grades of the test to assess the grammatical knowledge and reading skill of test-takers. The grades distribution among the skill and knowledge, though it has been slightly changed throughout the years of its implementation, is more directed towards assessing grammatical knowledge and reading comprehension skill. Table 2 shows percentage of 100 grades' distribution among knowledge and skills of language of the exam items:

Table 2: *Twelfth Grade Degrees Distribution Among Knowledge and Skills of Language*

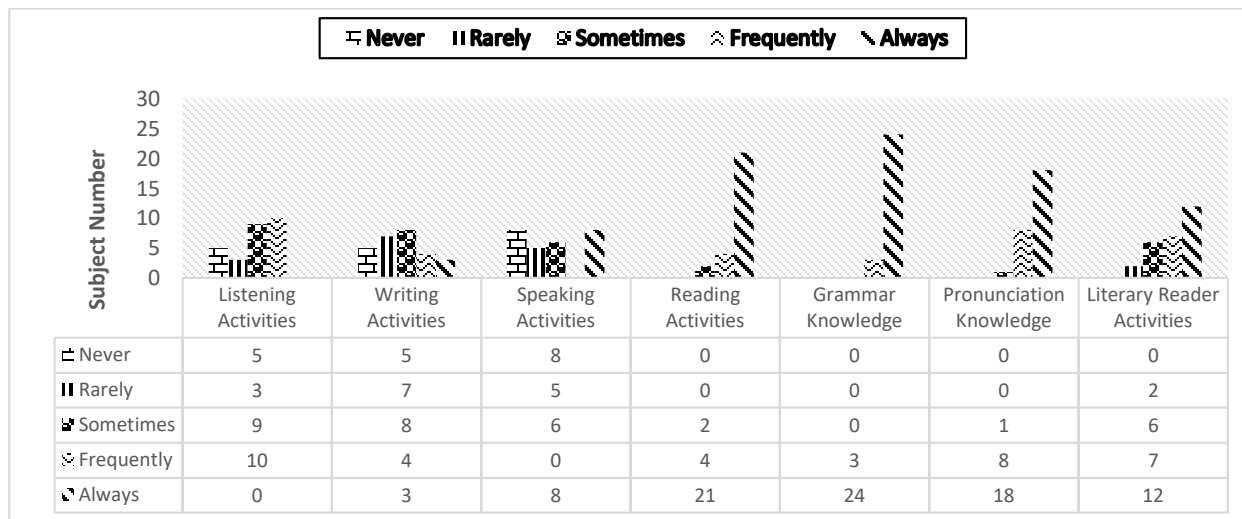
Grammar	Vocabulary	Unseen passage	Reading	Sounds	Literary Reader	Other
36%	10%	8%	16%	10%	16%	4%

It is obvious that Reading and Grammar were given around 75% of the whole grades. The remaining 25% of the grades were designated to indirectly assess test-takers' listening, speaking and writing skills, i.e. testing knowledge of pronunciation and spelling respectively. The exam, remained using the same technique and structure, did not cover fundamental aspects in the

textbooks; no questions were found to directly test writing, listening and speaking skills. Hence, the test quality is questionable, especially, content validity as there were not sufficient representative samples of the content covered by both textbooks.

The analysis of the data obtained by the questionnaire was carried out to divide the items into four parts as groups 1, 2, 3 and 4. In general, the results obtained by analyzing the questionnaire items were also interesting. The first group which comprises seven items were designed to enquire about the 12th grade teachers' teaching of listening, writing, speaking, reading, grammar, pronunciation and literary reader activities which amount to the various skills and knowledge of the target language in the syllabus. The respondents were required to answer the items by the five points Likert scale ranging from never to always. Figure 1 shows the teachers' tendency and frequency of teaching reading skill, grammar, pronunciation and literary reader activities as *always* and *frequently* in the class. Statistically, if the two highest scales added up, 96%, 100%, 96% and 70% of the respondents admitted teaching of the activities respectively. However, their answers showed that the tendency to teach the skills of listening, writing and speaking was moderate and they were the less opted for activities in the class. If the two lowest scale points *never* and *rarely* were added up, relatively 30%, 44% and 48% of the teachers didn't teach or rarely teach the skills respectively.

Figure 1: Teachers' Skills and Knowledge Teaching Tendency



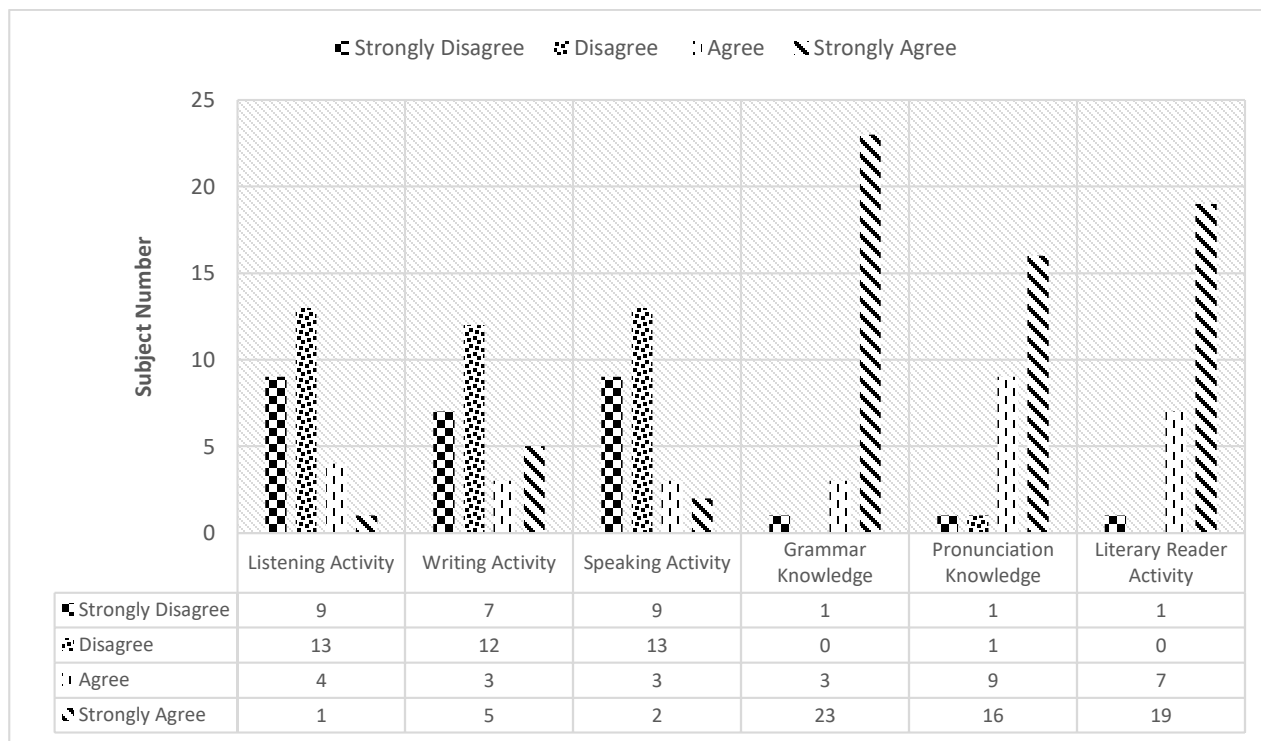
Thus, it is clear that the tendency was towards teaching knowledge of language rather skills of language use. Some of the subjects opted for *never* and *rarely* teaching of the skills listening, speaking and writing because, based on their opinions, these were not tested directly by the test.

The second group of items in the questionnaire was dedicated to obtain the respondents' opinion about the reason they taught each of the skills and knowledge contained in the textbooks. They were asked to express their agreement whether they had opted for teaching them because they

were included in the test or not. In other words, the respondents were asked to express their agreement/disagreement, on a four point Likert scale ranging from strongly disagree to strongly agree, that they were teaching the language skills and knowledge activities because they are included in the test. The taken for granted answer should have been like disagreement to those statements by the respondents as language teachers do normally teach students how to learn the language communicatively. In contrast, as it is shown by Figure 2, nearly 90% of the respondents had a different opinion, they strongly/disagreed that they taught listening, speaking and writing skills because they were included in the final exam. The rest agreed to it on the basis of the fact that these skills were partially indirectly included in the test. On the other hand, relatively 96%, 92% and 96% of the respondents strongly agreed/agreed that grammar, pronunciation and reading were included in the exam respectively, hence, these were the main activities to be taught in the class.

Figure 2

Teachers' agree/disagreement regarding the reason of teaching language skills and knowledge

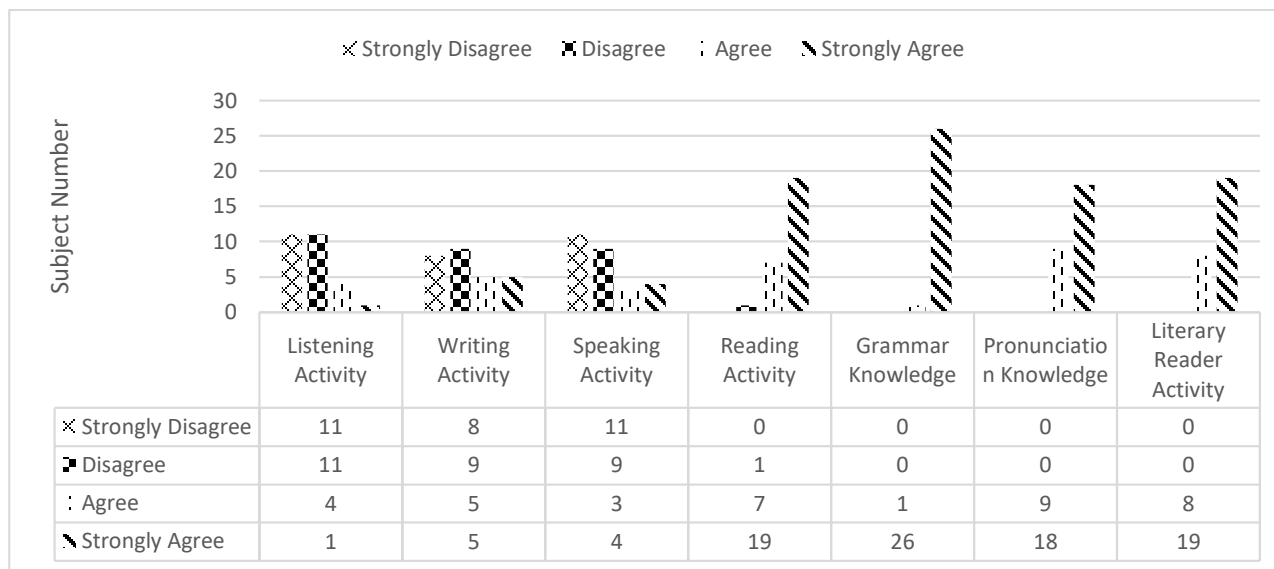


Even their thinking about the final exam has mainly motivated them to *strongly agreeing* with teaching grammar, pronunciation, reading and literary reader activities which was the target of the third group of items in the questionnaire. The third group items were to get respondents' opinions when they taught listening, writing, speaking, reading, grammar, pronunciation and literary reader activities, were they always thought about what to be expected in the final exam or not? In other words, they were asked to agree/disagree that when teaching any activities in the class,

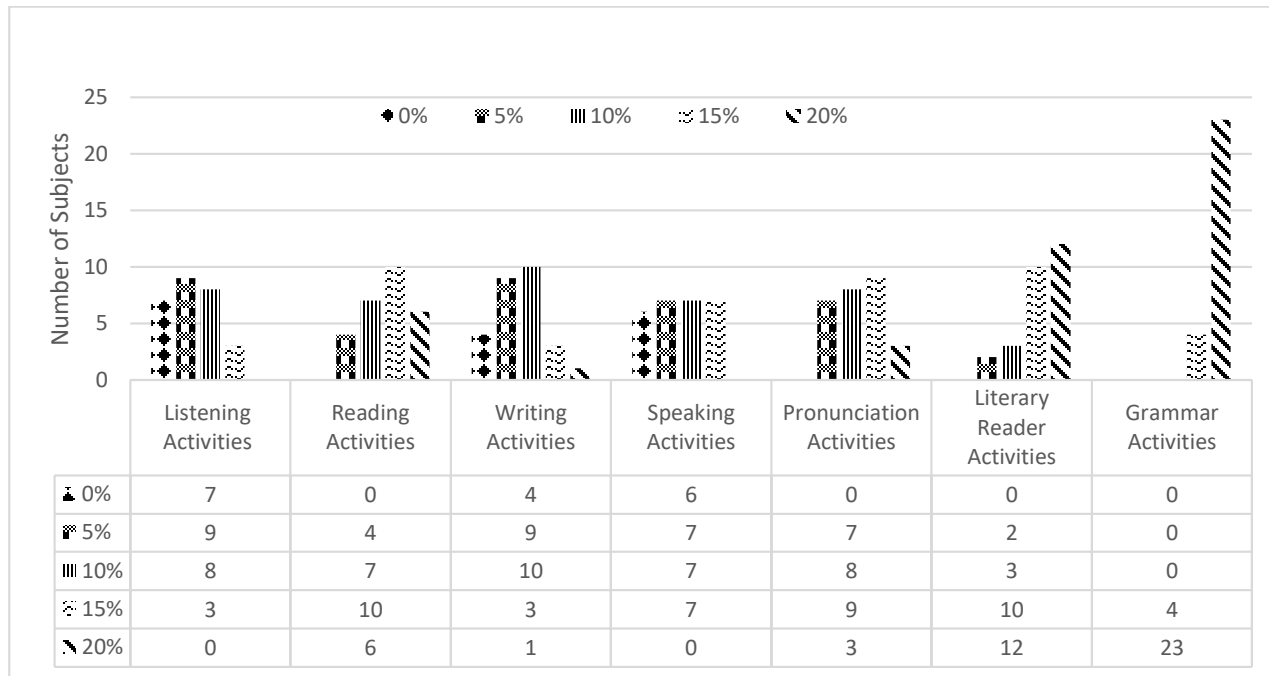
did they think about the final exam? The results, as they are shown in Figure 3, were interesting too. Statistically, if the two positive scale points of *strongly agree* and *agree* are added up, 96%, 100%, 100% and 100% of the respondents strongly agreed or at least agreed the they always thought about the final exam when they taught reading, grammar, pronunciation and literary reader activities. Contrastively, 81%, 62% and 74% of the respondents strongly disagree or at least disagree with the opinion that when teaching listening, writing and speaking, they were thinking about the final exam.

Figure 3

Teachers' expectation on inclusion of the skills and knowledge in the final exam to be taught



Similarly, the results from the last part of the questionnaire, which was about the estimate of the amount of time devoted for each of the teaching activities, revealed that teaching grammar, pronunciation, literary reader and Reading skills were among those activities for which the greater part of the class time spent by the teachers. As it is shown in Figure 4, 85% of the respondents' estimate of class time for reading activity was 10-20%, 89% of the time for pronunciation activities was 5-15%, 92% of their estimation of the time for literary reader activities was 10-20%, and 100% of their estimation of the time for grammar activities was 15-20%. Thus, based on their opinion, the highest class time should be spent on teaching these activities. However, the amount of time devoted to teaching the three skills of listening, speaking and writing was much less than the amount devoted to the other activities. The statistical data was like 89% of the respondents thought that the amount of time which should be spent on listening activities is 0-5% of the class time, 96% of them opted for 0-15% for writing activities, and 100% of them chose 0-15 for speaking activities. In general, to offer a rough estimate of the class time spent on teaching the language skills was between 0-10 % and 10-20% of it should be spent on teaching knowledge of language.

Figure 4*Percentage of Class Time Spent on Teaching Language Skills and Knowledge*

To sum up, the results obtained from analyzing data of the four parts of the questionnaire revealed that: First, the teachers opted for teaching grammatical knowledge, pronunciation, literary reader and reading activities, meanwhile paying less attention to teaching listening, speaking and writing activities of the textbooks content (Figure 1). Secondly, the reason behind paying greater attention to the passive knowledge and skill of language by the teachers was that the knowledge and skill were considerably targeted by the test (Figure 2), nearly 75% (Table 2). Thirdly, the teachers' opinions were that they always think about the final exam, this is why most of their teaching was driven by the exam content (Figure 3). Fourthly, they also thought that the estimate of class time which should be spent on activities was also indicated by the language elements which were most prominent in the test (Figure 4).

It is worthwhile that all the aforementioned points were verified by the results obtained from examining the exam sheets. The results showed that 75% (Table 2) of the grades were allocated to assess the language knowledge of grammar, and reading skill, meanwhile, only 15% of the total grades allocated to indirectly test listening, speaking and writing. Thus, both of the results agreed with one another, i.e. a real correspondence was found between what was taught by the teachers and what was tested by the exam. This clearly amounts to a significant impact by the test which is negatively affected teaching and learning of English as a foreign language in that specific context. The negative impact was that the main focus of the test was to assess the test takers' knowledge of

language rather than skills except for the reading one. It was hence found that by using this type of test the grammatical knowledge, reading and comprehension ability, vocabulary knowledge and recognition of sounds were targeted to be assessed. This had apparently reflected in the item choice and design of the exam sheet as well. Both the items and grades distribution corresponded to the knowledge and skill types targeted to be assessed. As a consequence, the negative impact resulted in negative washback to occur in Kurdish EFL classrooms. However, the impact of the test on learners, though it needs empirical evidence, can undoubtedly occur. For instance, the learners who are earlier oriented toward gaining communicative competence needed to change their perspective of language acquisition, they even feel frustrated as the skills they gained throughout earlier learning period were not of much use for the final high-stakes exam.

The results of the study which led to negative washback from the test on both classroom setting and the wider education system and society suggest significant conclusions and implications. These are discussed in the next last section of the study.

Conclusions and Pedagogical Implications :

Generally, in the light of the results significant conclusions are drawn and some implications can be deduced. Below are the most salient ones:

1. Teachers reduce the materials from the textbooks which are about listening, speaking and writing. Consequently, nearly 40% of the activities are neglected as test-takers didn't get examined in them in the final test. As such, these consequences which occurred are pretty align with and agree to the results earlier obtained from empirical studies carried out in the area (J. D. Brown, 2005; Pan, 2009; Alderson & Wall, 1993; Choi, 2008; Cheng, 2005 among others).
2. It is also important to notice that covering 60% of the textbooks may raise the question of validity as sufficient representative samples of the content were not found in the test, hence, content validity (Hughes, 2003).
3. Focusing on teaching reading and grammar knowledge which came about as the impact of the test implies that the approach which underpins it is not the communicative one. This had created a sort of discrepancy with what has been planned for by the Ministry of Education in the Region, which was to adopt a communicative approach of language teaching for English language, what can be observed in the classrooms there.
4. The passive knowledge ability of the test-takers plays an effective role in gaining success in the exam and it apparently contrasts with the communicative approach Sunrise syllabus adopts. This will apparently have unintended consequences as the exam is one of the large-scale high-stakes tests in the region.
5. It was concluded that the testing technique, i.e. the use of MCQ in the final exam, had caused negative washback which was reflected in changing the teaching method from communicative to grammar translation approach. This was mainly caused by the test technique's efficiency and capacity which didn't meet the needs to assess the four skills of language proficiency. The capacity of the testing technique is restricted to assess the knowledge of language rather than its competence. This is multiplied by the role of guessing in answering such type of questions.
6. The negative impact also reflected in shifting the paradigm of teaching for learning to teaching for the test (Alderson & Wall, 1993; Pan, 2009 among others). The negative washback had evenly put impact on the three poles of language learning situation; the teachers, the students and the syllabus (Shohamy, et al, 1996). The negative influence on the teachers was that the test technique used affected the them to neglect some part of the textbook content in which crucial language skills contained.
7. The test is inefficient to provide valid and reliable results by which high-stakes decision are made. Hence, the results obtained from the test cannot be relied on as they are not clear indicators

of the test-takers actual language skill, i.e. the test didn't measure what was supposed to be measured.

8. Other unintended consequences of the negative washback might be that students learn test language, distort their performance, learning motivation eventually decreased due to cramming (pan, 2009) and many other malicious effects on them.

9. As far as the teachers are concerned, the effect will put a great pressure on them; their performances are weighed by their results of the tests, thus, they need to adapt themselves to the situations which will consequently restrict their creativity. Furthermore, some teachers are encouraged to open paid coaching courses which merely focus on how to pass the exam rather than learning the language. The impact on teachers can be substantial.

10. With regard to the syllabus, shortened manuals of the test items extensively occur which contain test items and discrete language knowledge. Finally, other materials that can be of great support for language learning will be neglected for the sake of those which are to be included in the exam.

In the light of the results obtained, the current study suggests some crucial pedagogical implications. One of them is that the results obtained from the test items of the 12th Grade Baccalaureate Exam are not reliable and valid, hence, they need to be revised and rewritten to include all techniques needed to assess all the language components and skills of the target language. In other words, in order for the test to assess language proficiency, it should have a writing, speaking and listening part to make the assessment process, first, be valid and reliable, not only practical, secondly, spread a positive washback by making the teachers and students better practice the roles as teachers and learners. Should educational policy makers do it, they will have higher English language proficiency level students who are applying for the higher studies in which they will have better gains. Last but not least, fairness and real language skills will have influential role in directing the students to the colleges and departments on their own will rather than being admitted to higher education departments by chance!

کارێگهری نه‌رینی تاقیکردنه‌وه‌ی به‌که‌لۆری زمانی ئینگلیزی پۆلی دوازه له ههریمی کوردستانی عێراق.

جهمال عه‌لی عمر

به‌شی زمانی ئینگلیزی، کۆلیژی په‌روه‌ده‌ی بنه‌په‌ت، زانکۆی راپه‌رین، رانیه، ههریمی کوردستان، عێراق.

ئیمه‌یل: jamal.ali@uor.edu.krd

پوخته:

ئهم توێژینه‌وه‌یه له دیارده‌ی لیکه‌وته یان کارێگه‌ریه‌کان به‌هۆی تاقیکردنه‌وه‌کان له‌سه‌ر فیربۆن و فیرکردن ده‌کۆلیته‌وه، به‌تایبه‌تی له‌ جۆری لیکه‌وته خراپه‌کان. وا پێشبینی ده‌کریت که لیکه‌وته‌کانی دوا‌ی تاقیکردنه‌وه‌ی به‌که‌لۆری پۆلی دوا‌زه‌ی ئاماده‌یی شیوازی وانه و تنه‌وه‌ی گۆریوه بۆ ئاماده‌کاری بۆ تاقیکردنه‌وه؛ وانه و تنه‌وه زیاتر به‌ ئاراسته‌ی ده‌رچون له تاقیکردنه‌وه ئه‌نجام ده‌دریت نه‌وه‌ک فیربۆنی زمانی ئینگلیزی، وه هه‌روه‌ها شیوازی ئیستای و تنه‌وه‌ی زمانی ئینگلیزی له ههریمی کوردستانی عێراق گۆراوه بۆ ئاماده‌کاری کردن بۆ تاقیکردنه‌وه‌ی کۆتای. ئهم توێژینه‌وه‌یه بۆ لیکۆلینه‌وه له کارێگه‌ری نه‌رینی دوا‌ی ئه‌و تاقیکردنه‌وه‌یه له‌سه‌ر شیوازی فیربۆن و فیرکردن له‌و شوێنه‌دا ئه‌نجامدراوه، بۆ ئه‌و مه‌به‌سته‌ش زانیاری له‌ ریگای راپرسی بۆ مامۆستایانی زمانی ئینگلیزی له‌ لایه‌ک و شیکردنه‌وه‌ی په‌راوی تاقیکردنه‌وه‌کانی پۆلی دوا‌زه به‌ده‌ست هینراوه. ئه‌نجامه‌کان ئه‌وه ده‌خه‌نه‌ روو که کارێگه‌ری و لیکه‌وته‌ی نه‌رینی به‌هۆی تاقیکردنه‌وه‌که‌وه ده‌رکه‌وتون به‌هۆی جۆری تاقیکردنه‌وه‌که‌وه که هه‌لبژاردنه، وه‌ وای کردوه که خویندکاران و مامۆستایان ئاراسته‌ی هه‌ول و کۆششیان بگۆرن بۆ ئاماده‌کاری بۆ ده‌رچون له تاقیکردنه‌وه‌که‌ نه‌ک فیربۆنی زمانه‌که. وه‌هه‌روه‌ها به‌ پێی ئه‌نجامه‌کان په‌یوه‌ندیه‌کی به‌تین هه‌یه له‌ نیوان و تنه‌وه‌ی وانه له‌ پۆلدا له‌گه‌ڵ شیوازی هه‌لسه‌نگاندنه‌که. بۆچوونه‌ فیرکاری و په‌روه‌رده‌یه‌کانی ئهم توێژینه‌وه‌یه پیمان ده‌لێن که کیشه‌یه‌ک هه‌یه له‌و بواره‌دا و ده‌بیت به‌ زووترین کات چاره‌سه‌ر بکریت. ده‌رئه‌نجام و پاسپارده‌ی توێژینه‌وه‌که ئه‌وه ده‌خه‌نه‌ روو که ئه‌و شیوازه‌ی تاقیکردنه‌وه پێویسته بگۆردریت بۆ ئه‌وه‌ی هه‌لسه‌نگاندن نه‌ک هه‌ر بۆ لایه‌نی ریزمانی و توانستی خویندنه‌وه‌ی خویندکارانی زمانه‌که بکات، به‌لکو هه‌لسه‌نگاندنی توانستیان بۆ نوسین و قسه‌کردن و گوێگرتن و تیگه‌شتنیش له‌ زمانی ئینگلیزی بکات له‌گه‌ڵ ئه‌واندا.

وشه‌ کلییه‌کان: کارێگه‌ری خراپی تاقیکردنه‌وه، تاقیکردنه‌وه‌ی زمانی ئینگلیزی پۆلی دوا‌زه، جۆری پرسیار.

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Appendices

Appendix A: 12th grade teachers' opinion questionnaire

Dear 12th grade teacher, kindly provide answers to the following statements by ticking the answers which are appealing to your knowledge. Thank you ...

Age: Gender: Male Female Years of Teaching:

NO	Teachers' Statement	Never	Rarely	Sometimes	Frequently	Always
1.	I teach listening activities in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I teach writing activities in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I teach speaking activities in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I teach reading activities in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I teach grammar Knowledge in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I teach pronunciation Knowledge in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I teach literary reader activities in the class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Strongly Disagree	Disagree	Agree	Strongly Agree	
2.	I teach listening activities because listening skill is included in the final baccalaureate exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	I teach writing activities in the class because writing skill is included in the final baccalaureate exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	I teach speaking activities in the class because speaking skill is included in the final baccalaureate exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	I teach grammar Knowledge because it is included in the final baccalaureate exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	I teach pronunciation Knowledge because it is included in the final baccalaureate exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	I teach Literary Reader activities because they are included in the final baccalaureate exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	When I teach pronunciation Knowledge I always think about what is to be expected in the final exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	When I teach reading activities I always think about what is to be expected in the final exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	When I teach Grammar Knowledge I always think about what is to be expected in the final exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	When I teach writing activities I always think about what is to be expected in the final exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	When I teach speaking activities I always think about what is to be expected in the final exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	When I teach listening activities I always think about what is to be expected in the final exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	When I teach literary reader activities I always think about what is to be expected in the final exam.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Estimate of Class time Spent on Activities	%0	%5	%10	%15	%20
	Listening Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reading Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Writing Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Speaking Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pronunciation Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Literary Reader Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Grammar Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B: Exam Sheet (12 Grade)

2016-2017

Iraqi Kurdistan Region
High Committee of General Examinations
Sunrise 12 testing – first termTime: 3 hours
Group :A

Read this passage then answer the questions that follow:

Most of Nasreddin's neighbours were pleasant people, who were always ready to help each other when they were in trouble; but there was one woman who lived in his street who was disliked by everybody because she was always interfering in other people's business, and because she was always borrowing things from people and then forgetting to give them back. Early one morning, Nasreddin heard a knock at his front door, and when he opened it, found this woman outside. "Good morning Nasreddin" she said. "I have to take some things to my sister's house in the town today, and I have not got a donkey, as you know. Will you lend me yours? I will bring it back this evening." "I am sorry" answered Nasreddin. "If my donkey was here, I would of course lend it to you very willingly, but it is not." "Oh?" Said the woman. "It was here last night, because I saw it behind your house. Where is it now?" "My wife took it into town early this morning" answered Nasreddin. Just then the donkey brayed loudly. "You are not telling the truth, Nasreddin!" the woman said angrily. "I can hear your donkey. You should be ashamed of yourself, telling lies to a neighbour!" "You are the one who should be ashamed, not me!" shouted Nasreddin. "Is it good manners to believe a donkey's word rather than that of one of one's neighbours?"

From (1-4) scan the answer from the passage.

- 1-According to the passage -----
 - a. The woman saw the donkey
 - b. Nasreddin lent the donkey to his neighbour
 - c. Nasreddin's wife was ashamed
 - d. The neighbours were not helpful
- 2-----was disliked by every body.
 - a. only the donkey
 - b. one lady who was living there
 - c. Nasreddin himself
 - d. Nasreddin's wife
- 3-The woman -----
 - a. took the donkey
 - b. didn't believe Nasreddin
 - c. was in the market
 - d. has to bring something from her brother
- 4-Nasreddin said that his wife-----
 - a. took the donkey to town.
 - b. was disliked by the others.
 - c. felt ashamed.
 - d. wasn't telling the truth.
- 5-The five boroughs together form a city of more than eight million people with an enormous mixture of -----
 - a. human activities.
 - b. fashion and banking.
 - c. culture and traditions.
 - d. both (a + c)
- 6-Steve Hall thought that Layla's bag looked heavy because -----
 - a. he was carrying his sports bag
 - b. she was on her way on the bus stop
 - c. she was too anxious
 - d. she was taking all her science books home
- 7-Stonhenge was 7.5 m ----- but it has a diameter of -----
 - a. wide / 80 m
 - b. high / 30m
 - c. high / 146m
 - d. long / 400m
- 8- Both Neelam Reddy and Steve Wright talked in a program called-----
 - a. Only One World
 - b. Our World Today
 - c. Education in South America.
 - d. Food crisis
- 9- ----- regarded fiber optics as top secret and used it over long distances.
 - a. Alexander Graham Bell
 - b. Tim Berners Lee
 - c. NASA
 - d. UNESCO
- 10- Grade 12 students ----- in order to do well in their exams and plan for the future.
 - a. should get organized
 - b. must revise late at nights
 - c. should revise all the time
 - d. should not sleep properly
- 11- Dr. Haval Sherzad was-----
 - a. an education expert
 - b. a website designer
 - c. one of Azad's audience
 - d. a museum director
- 12- If you choose the opposite of (refuse), you will choose----- but for the synonym of (certain) you will choose-----
 - a. accept / nearly
 - b. accept / sure
 - c. wetter / nearly
 - d. low / for instance
- 13- The correct (noun person form) of the word BIOLOGY and TOUR are -----
 - a. biological / tourist
 - b. biologist / tour
 - c. biology / touring
 - d. biologist / tourist
- 14- The word "priority" means -----
 - a. an important thing that must be done before other things.
 - b. to bring back to your mind.
 - c. to finish a piece of work.
 - d. several different.
- 15- I was really ---- when I saw the snake crawling towards me.
 - a. frightening
 - b. frightened
 - c. fright
 - d. amazing
- 16- Which one do you think is a noun?
 - a. practise
 - b. inventar
 - c. practice
 - d. save
- 17- An example of shopping website is----- but school Net is an example of-----
 - a. social sites / Wikipedia
 - b. My Space / Amazon
 - c. Wikipedia / education
 - d. Amazon / education
- 18- The Empire State Building was opened in 1931 and it's -----
 - a. 102 floors
 - b. 1,740 feet long
 - c. called New Amsterdam
 - d. both (a and b)
- 19- The letter (w) is silent in ----- but the letter (h) is silent in -----
 - a. what / who
 - b. whom / why
 - c. when / where
 - d. wait / whether
- 20- Choose the silent letter in the word (designed)
 - a. (d)
 - b. (s)
 - c. (g)
 - d. (n)

- 21- The letter (c) in (ancient) is sounded as ----- . a.(/j/) b.(/s/) c.(/k/) d.(/t/)
- 22- The suffix (ed) in the word (believed) carries the sound of ----- . a. /d/ b. /t/ c. /id/ d. /d3/
- 23- Choose the word that carries the / 3 : / sound. a. certain b. archaeology c. turn d. (a and c)
- 24- This is ---- book I have ever read. a. the most interesting b. more interesting c. interesting d. interest
- 25- I ----- so much weight after I -----exercising.
a. lose /had begun b. lost / has begun c. had lost / has begun d. lost / had begun A
- 26- Why ----- going to the English class? a. didn't you b. don't he c. doesn't he d. aren't you
- 27- Just think, next year you ----- notes at your college.
a. will be taking b. will being take c. would be took d. will taking be
- 28- I feel bored in doing this, ----- sing a song? a. Let's b. Why not c. What about d. I suggest
- 29- Big cities are ----- for the new coming people.
a. not enough difficult to live b- too difficult to live c. not have enough difficult to live d. too difficult to lived
- 30- (There is a heavy cloud in the sky. It may rain heavily),this sentence expresses----- .
a. possibility b. certainty c. passive voice d. advice
- 31- These products ----- new names. a. has been given b. may have give c. were being gave d. have been given
- 32- Choose the correct percentage for (two fifths). a.50% b. thirty percent c. forty percent d. 20%
- 33- I ----- my homework if I ----- home.
a. will start / get b. start / will get c. have been starting / had get d. will starting / get
- 34- If we keep our teeth clean, they will stay healthy. (This sentence is equal to)
a. Unless we keep our teeth clean, or they will stay healthy.
b. Our teeth will stay healthy as long as we keep them clean.
c. As long as we kept our teeth clean, they won't stay healthy. d. both (a and c)
- 35- Choose the correct reduced relative clause.
a. A printer is an office machine which allows us to print paper copies of computer documents.
b. A help desk adviser is someone who uses the phone to help costumers with their problems.
c. Help desk advisers are people costumers contact for advice. d. none of these
- 36- I was the person who interviewed him, so that's ---- I know him well. a. where b. when c. who d. why
- 37- A small satellite was sent last year----- it could send back television pictures.
a. so that b. for the purpose of c. so as to d. that so
- 38- Two rivers ----- bring water to this lake many years before. a. are used to b. use to c. used to d. were use to
- 39- Many people'd ----- their houses tidy. a. love to keep b. prefer to keeping c. hate to kept d. love to keeping
- 40- We heard the previous speaker ----- about space exploration. a. talk b. talking c. has talking d. will talk
- 41- Which option do you think might be the correct one?
a. He wondered whether children had did the work. b. The nurse advised the patient to look after his health.
c. My brother told me why I am there. d. The man wonder if we had explained the problem before.
- 42- -----the preparation, we started our sight seeing.
a. Before we will do b. After doing c. When did d. While they had done
- 43- Dr. Livesey said that Jim can help us more than any one because ----- .
a. Jim succeeded in cutting the anchor rope b-the captain Smollett deserted the ship
c. the men like him and he is good at noticing things d. Jim was the best of them with a gun
- 44- When Jim used the small boat and became alone at sea, he ----- .
a. remembered the song and the Admiral Benbow. b. dreamed about home and their inn.
c. thought that there still be honest men on board. d. got himself some raisins.
- 45- As soon as they arrived at the island most of the crew lay around on deck grumbling together and -----
a. Tom and Mr Arrow were killed on the island. b.they asked Dick to bring them some rum.
c. the man of the island appeared suddenly. d. orders were followed slowly and carelessly
- 46- When the squire shot his muskets the shot hit ----- a. Silver b. Israel Hands c.Abraham Gray d. none of them
- 47- The second red cross on the treasure map showed ----- .
a. the Skelton Island b. where some silver was buried c. the place of the stockade d. Ben Gunn's cave
- 48- When Jim and his mother went to the village asking for help----- .
a. all the crew was already there b. Dr. Livesey was in London
c. no one returned with them to the inn d. they saw the law officers
- 49- Jim had seen the Black Dog in ----- . a. the Spy Glass hill b. Bristol city c. the island d.the log house
- 50- The pirate who brought a black spot to Billy Bones was ----- .
a. blind b. one leg man c. Flint's gunner d .honest