



ASSESSING THE LANGUAGE PROFICIENCY OF THE STUDENTS OF ENGLISH LANGUAGE REQUIREMENT COURSES 101-102 OF HODEIDAH UNIVERSITY, YEMEN

ABDU MOHAMMED HAJ¹, GHALIB AHMED YUSEF², MANMATHA KUNDU³,
GEETASATPATHY⁴

¹Ph. D. Scholar in English Language Studies at KIIT University, India & Faculty member, Department of English, Hodeidah University, Yemen.

²Ph. D. Scholar in English Language Studies at KIIT University, India. & Faculty member, Department of English, Hodeidah University, Yemen.

³Professor of English language teaching, Academic Advisor, ELTI, Bhubaneswar, India.

⁴Professor of English & Dean, School of Humanities, KIIT University, India.



ABDU MOHAMMED HAJ

ABSTRACT

This paper reports the entry level English language proficiency of the students of English requirement courses 101-102 in Hodeidah University, Yemen. The teachers of English 101-102 find that their students find it difficult to study these courses. The students' proficiency in English language does not help them study English 101-102 at the tertiary education. The study assessed the students' proficiency by using a proficiency test. Students of three different departments were selected as the subjects of the test. To identify the proficiency of the students of each department separately, the study made use of one sample test statistical analysis. To find the correlation among the proficiency of the three categories of students, the study made use of Pearson's correlation. The results showed that these students are low proficient in English language and that English language proficiency marginally varies from one department to another. On the basis of the result, the study concluded that any educational planning regarding the students of English 101-102 should take the students' real proficiency much into consideration.

©KY PUBLICATIONS

1. INTRODUCTION

English is a foreign language in Yemen which is taught as a school subject, as a mainstream subject in the departments of English in Faculty of Education, Faculty of Languages and Faculty of Arts, and as a requirement subject to the non-English majors in the tertiary education. It is only in the private schools and in some departments in the tertiary education like Medicine Departments and Computer Departments that English is the medium of instruction. English language education in the

Yemeni school starts from class seven. It is supposed that the children should have enough exposure to English language in the school. However, due to deficient English language teaching curriculum in the Yemeni schools (Al-Ahdal, 2008), they do not have enough chance to use English language in the school environment. The result is that after studying English language as a school subject for six years (7-12), the secondary school leavers are low proficient in English language. Tayeb ((2014) refers to the performance of the secondary school learners in

English language in Yemen as "poor language performance". It is below the expected level (Al-Tamimi, 2006). In short, English in Yemen is not used for everyday communication. Outside the context of the educational institutions, there is a scope for English language use only in some companies or tourist agencies.

The students who come from the secondary school to study in departments other than departments of English (non-English majors) in Hodeidah University and other Yemeni universities, have to study English language as a requirement subject at least in two courses, English 101 and English 102. These courses are ESP courses (Moharram, 2004); students of each department are supposed to study the English language specific to their discipline, English for Specific Purposes (ESP), so that they can use the language specific to their fields of specialization in the workplace after graduation. Unfortunately, due to lack of exposure to English language in the Yemeni context as was discussed above, these students are low proficient in English language (Al-Najjar 2007, Al-Ahdal 2008, Qahtan 2013, Al-Mekhlafy 2011). Their proficiency in general English does not help them study English 101-102. The teachers of English 101-102 first try to help the students develop their proficiency in General English (GE) as a prerequisite to study ESP by teaching them GE before they teach them ESP. Because there are no ready-made systematic well-organized teaching materials in the concerned departments, teachers do their best to collect materials randomly from any accessible source. These unsystematic randomly collected teaching materials do not match the students' entry level proficiency in English language. Consequently, they (teaching materials) do not improve students' proficiency and so the problem stands. So, the students' entry level proficiency in English language should be assessed first, and based on that, a set of well-organized teaching materials are to be developed to help the students improve their proficiency in English language.

2. Literature review

Among other roles of the lecturers, Race and Brown (1998) give more priority to learners' assessment. Previously, the concept of assessment

was used more to meet the demands of external or higher authorities than for the improvement of the educational process.

"Indeed, until fairly recently, much of assessment has focused more on issues of external accountability than on developing assessment activities that directly improve educational practices."
(Stassen et al., 2001, p. 2)

Later, in the definitions of many writers and bodies, the concept of assessment became more relevant to the learner. Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. It has many uses but these can be divided into two major categories: uses for individual candidates, and uses for external organisations (Scottish Qualifications Authority, 2009). According to Black (1998), assessment is the term generally used to refer to all activities teachers use to help the learners learn and to gauge their progress. Clarke (2012) defines assessment as "the process of gathering and evaluating information on what students know, understand, and can do in order to make an informed decision about next steps in the educational process. Stassen et al. (2001) point out that the assessment of learners' learning in higher education should be systematic and thoughtful.

Assessment can focus on the individual learner, the learning community (class, workshop, or other organized group of learners), the institution, or the educational system as whole. According to Ur (2010), assessment is related to the learner's performance, evaluation is related to innovation or change in, for example, school organization or a course syllabus, and appraisal is related to the teacher's performance. Like Ur, Nusche, et al. (2011) distinguish between the three concepts of assessment, evaluation and appraisal. Tests are not dependable as the sole way of gathering information for assessment (Ur 2010). She suggests other sources such as teacher's assessment, continuous assessment, self-assessment and portfolio (ibid). On the other hand, American Psychological Association (2010), sees that tests can offer useful information about the learners' progress and curriculum implementation,

as well as offering formative uses for the learners provided they (tests) are administered in useful ways.

For English Language Learners (ELL) students, assessment is an extremely important part that influences their instruction, classification and promotion (Abedi 193). It can determine their level of proficiency to guarantee that they are placed in the right level and allows for other aspects like disabilities, which may greatly impact their academic career (Abedi, 2006, Artiles, et al. 2005) "With the increase in English language learner populations, the extent of ELL programming, and the need to increase retention, it is important to use appropriate assessment tools to determine the need for programming and to measure progress for ELL students." (Wille, 2006)

For the purpose of considering different objectives of assessment practices, there are three types of assessment: initial, formative and summative. Initial assessment, also called pre-assessment, is conducted at the beginning of the course to decide aspects of the course to be studied and functions as a baseline upon which the placement of the learners, the teaching materials, the teaching methods, etc. can be identified. This type of assessment is used to know the learner's skill level. It helps the teacher to explain the materials more efficiently (Mctighe and O'connor, 2005). Formative or diagnostic assessment measures the learner's current knowledge and skills for the purpose of making any suitable changes or modifications, if necessary, in a program of teaching. A change in the educational system may take place based on the result of the formative assessment. The form of the final product is formed based on such continuous assessment conducted throughout the whole course. The following quotation highlights the importance of formative assessment.

"If teachers only do summative assessments, the learners will know how well they acquired too late." (ibid)

Summative assessment is the overall periodical assessment of the learners' achievement at the end of a teaching course. Another classification of assessment is "criterion-referenced assessment and

norm-referenced assessment. While a criterion-referenced assessment measures the learners' achievement against a prespecified set of objectives, the norm-referenced assessment is not measured against any defined criteria. A formal assessment is given a numerical score or grade based on the students' performance, whereas an informal assessment does not contribute to a student's final grade. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self-evaluation, and discussion (Valencia and Sheila, 1997). If the assessment is set and marked by the school/ institute, it is called internal assessment, and if set and marked by an external body, it is called external assessment. Stiggins (2004) distinguishes among four methods of assessment: a list out of which the learners have to select a short answer response, a written extended answer in which the learners have to write the answer in response to a question or a task, the learner is observed on the basis of performing a long practical task such as playing a musical instrument or speaking a foreign language, and through personal communication.

Many programmes have been launched to assess the proficiency of the ELL students. According to Ballard et al. (1991 quoted in Wille, 2006), the IDEA Proficiency Test (IPT) is one widely used language proficiency measure designed to identify English language learners and determine entrance and exit criteria for language programs. No Child Left Behind (NCLB) Act, the mandates standardized testing nationwide programme initiated in the U.S. in 2001, requires English Language Proficiency (ELP) assessments to include four domains (reading, writing, speaking, and listening), to measure student's academic English proficiency, and be aligned with the states' ELP standards—as well as content standards—across three academic topic areas and one nonacademic topic areas related to school environment (Fast, et al, 2004). The Woodcock Munoz Language Survey uses Cummins' (1984) BICS and CALP models as the theoretical foundation for developing the language

proficiency exam. It is more concerned with measuring Cognitive Academic Language Proficiency (CALP). It uses the scale of negligible, very limited, limited, fluent, and advanced to describe the levels of English CALP" (Wille, 2006). According to the ranking of the State Educational Agencies (SEAs) from the 50 states of the USA, the five most common language proficiency tests are the Language Assessment Scales (LAS), the IDEA Language Proficiency Tests (IPT), the Woodcock-Muñoz Language Survey, the Language Assessment Battery, and the Basic Inventory of Natural Language (Esquinca 2005).

3. Methodology

3.1. Research Tool

The assessment was conducted at the beginning of the academic year as it was the only time for the researcher to meet the students of English 101-102, the population of the study. Because, the study aimed at helping the teachers select or develop suitable teaching materials on the basis of the assessment's results, ways of assessment like continuous assessment, observation, portfolio assessments, participation, peer and self-evaluation, discussion, etc. were not suitable as they take long time. So, the researcher constructed a proficiency test and served it to the students to assess their proficiency in English language. Proficiency test is one of the commonly used forms of assessment. It was one way of assessing the Limited English Proficient Students and Available Educational Programs and Services in the USA 2000-01 (Kindler, 2002). "State Educational Agencies (SEAs) from the 50 states, the District of Columbia, Puerto Rico, Guam and the Northern Mariana Islands reported the use of language proficiency tests in each state (Esquinca, 2005). So, the researcher constructed a proficiency test and served it to the sample departments (see the proficiency test in Appendix A).

3.2. Test Description

To be valid, the test covered all the language areas – the four skills along with vocabulary and grammar. Regarding pronunciation, it was not possible to include any questions because the students have not studied anything related to pronunciation in the secondary school textbooks. So, it was unreasonable

to assess their proficiency in a language area they have not yet studied.

It was constructed in a way that makes it easy to record and analyse the scores. Every answer has two possibilities only: correct and so full mark, or wrong and so no marks at all. Even in exercise II (vocabulary), ten marks for five items; one mark is for knowing the name of the object and the other one is for the correct spelling. In exercises III and IV (speaking), for two reasons spelling mistakes are not considered. First, as speaking exercises, they are more concerned about the right expression and that spelling mistakes are related to the writing skill and not the speaking skill; second, spelling is considered in the vocabulary exercise where it is easy to consider the spelling mistakes in one word rather in an expression where there may be many spelling mistakes which makes it more difficult to give marks. So, if the student can write the correct expression, s/ he is given the full mark regardless of the spelling mistakes.

3.3. The Participants

Due to the large number of the faculties of the university and consequently the number of the departments and the students which made it not possible to introduce the test to all the departments, the researcher had to find a sample department to represent the population of the study, the students of English 101-102. However, one department may not precisely represent all the other departments due to their large number as was stated above. The students of some departments may be better than the students of other departments as far as their proficiency in English language is concerned. Along with the consultation of other colleague teachers of English 101-102 who know the students well, the researchers divided the departments into three categories: A, B, and C: C is for the departments of the least proficient students comparing to the students of the other departments, A is for the departments of the highest proficient students comparing to the students of the other departments, and B for the departments of the students whose proficiency falls in between A and C. Then, one sample department was selected to represent each category. The students of each one of the sample departments were the subjects of

the test. The students of T. V. Department, Faculty of Fine Arts were selected to represent category C, the students of Geology Department, Faculty of Marine Sciences were selected to represent category B, and students of Laboratory Department, Faculty of Medicine were selected to represent category A. Again due to the large number of the students in each department, the researcher randomly chose forty students of each department to sit for the test. The number the students of T. V. department was forty, so that it was not possible to include more than forty students from the other two departments.

4. Data Analysis

The data were analyzed in a way to find three kinds of data about the students' proficiency: the ratios of their scores; each category separately, the

4.1.1. Students of T. V.

Scale	Fail	Pass	Good	Very Good	Excellent	Total
No. of Students	33	6	1	0	0	40
Ratio	82.5%	15%	2.5%	0%	0%	100
Total	82.5%	17.5%				

Table (1): Failure and pass ratio of the students of T. V.

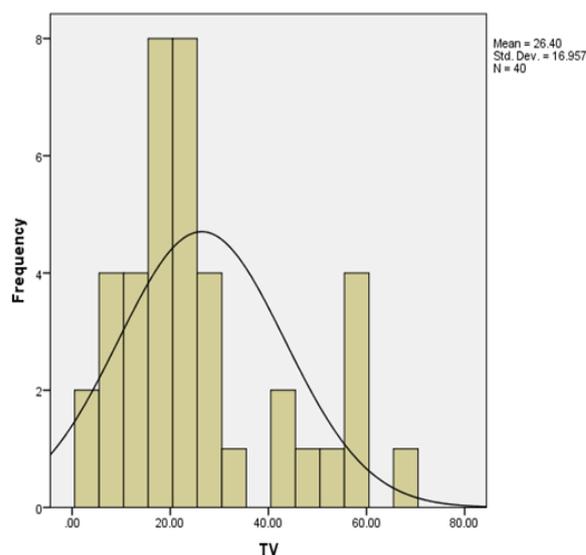
Table (1) shows the failure and the pass ratio of the students of T. V. According to the scale given by the university, scores below 50 are given the label (Fail), scores from 50 to 64 are given the label (Pass), scores from 65 to 79 are given the label (Good), scores from 80 to 89 are given the label (Very Good), and scores from 90 to 100 are given the label (Excellent). Out of the 40 students who sat for the exam, 33 students scored less than 50 with a ratio of 82.5%, and only 7 students scored more 50 with a ratio of 17.5%. Even for those who passed the exam scoring more than 50, hardly any one of them got high scores. Out of them, 6 students scored in between 50 and 64 (Pass) with a ratio of 15% out of the total number of the students, 1 student scored in between 65 and 79 (Good) with a ratio of 2.5% out of the total number of the students, 0 students scored in between 80 and 89 (Very Good) with a ratio of 0%, and 0 students scored in between 90 and 100 (Excellent) with a ratio of 0%. See the students' scores on the proficiency test in Appendix

correlation among the scores of the three departments, and the means of the scores of the students of each department separately; each category individually. The purpose behind finding about the ratio and the means of the scores of each department was to identify their proficiency. The purpose behind finding about the correlation among the scores of the different departments was to identify whether the proficiency in English language varies from one department to the other or that it is the same.

4.1. The Ratios of the Students' Scores

The discussion will begin with analyzing the students' scores in a way that tells about the proficiency of the students, whether low or high. This was done through finding the ratios of failure and pass of each category separately.

B. The histogram below illustrates the normality curve of the scores of the students of T. V.



The frequency of the proficiency test scores of T. V. students

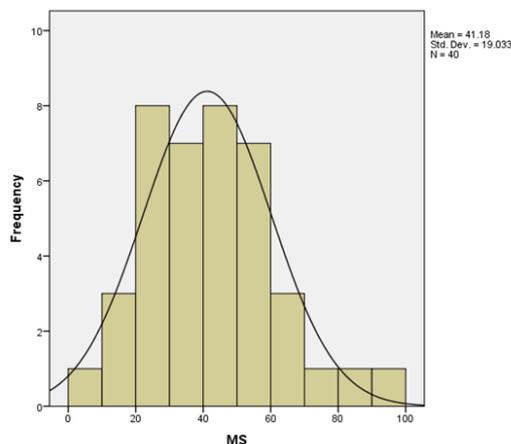
4.1.2. Students of Marine Sciences

Scale	Fail	Pass	Good	Very Good	Excellent	Total
No. of Students	27	10	1	1	1	40
Ratio	67.5%	25%	2.5%	2.5%	2.5%	100
Total	67.5%	32.5%				

Table (2): Failure and pass ratio of the students of Marine Sciences

Table (2) above shows the failure and the pass ratio of the students of Marine Sciences. Out of the 40 students who sat for the exam, 27 students scored less than 50 with a ratio of 67.5%, and only 13 students scored more 50 with a ratio of 32.5%. Even for those who passed the exam scoring more than 50, hardly any one of them got high scores. Out of them, 10 students scored in between 50 and 64 (Pass) with a ratio of 25% from the total number of the students, 1 student scored in between 65 and 79 (Good) with a ratio of 2.5% from the total number of the students, 1 student scored in between 80 and 89 (Very Good) with a ratio of 2.5%, and 1 student scored in between 90 and 100 (Excellent) with a ratio of 2.5%. The histogram below illustrates the normality curve of the scores of the students of Marine Sciences.

4.1.3. Students of Medicine

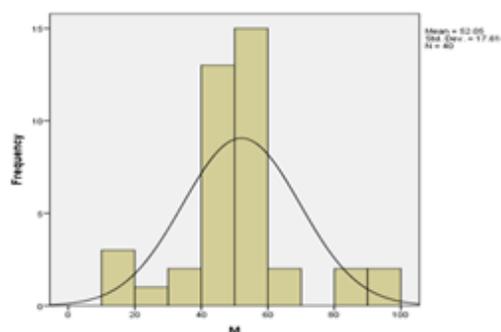


The frequency of the proficiency test scores of students of Marine Sciences

Table (3): Failure and pass ratio of the students of Medicine

Scale	Fail	Pass	Good	Very Good	Excellent	Total
No. of Students	19	16	1	2	2	40
Ratio	47.5%	40%	2.5	5%	5%	100
Total	47.5%	52.5%				

Table (3) shows the failure and the pass ratio of the students of Medicine. Out of the 40 Medicine students who sat for the exam, 19 students scored less than 50 with a ratio of 47.5%, and 21 students scored more 50 with a ratio of 52.5%. Even for those who passed the exam scoring more than 50, hardly any one of them got high scores. Out of them, 16 students scored in between 50 and 64 (Pass) with a ratio of 40% from the total number of the students, 1 student scored in between 65 and 79 (Good) with a ratio of 2.5% from the total number of the students, 2 students scored in between 80 and 89 (Very Good) with a ratio of 5% and 2 students scored in between 90 and 100 (Excellent) with a ratio of 5%. The histogram below illustrates the normality curve of the scores of the students of Medicine.



The frequency of the proficiency test scores of Medicine Department students

4.2. The Correlation among the Students' Scores

The analysis done so far was to find the proficiency of the students in GE, each category of students separately. To show the correlation among the results of the scores of the three categories of students: students of T. V. (TV), students of Marine

Sciences (MS) and students Medicine (M), and whether it is significant or not, the researchers used Pearson Correlation that shows the linear relationship between two sets of data: how they are related. In Pearson Correlation, the correlation is considered significant when it is at the 0.01 level.

Pearson Correlations

Table (4): **. Correlation is significant at the 0.01 level (2-tailed).

		TV	MS	M
TV	Pearson Correlation	1	.953**	.883**
	Sig. (2-tailed)		.000	.000
	N	40	40	40
MS	Pearson Correlation	.953**	1	.937**
	Sig. (2-tailed)	.000		.000
	N	40	40	40
M	Pearson Correlation	.883**	.937**	1
	Sig. (2-tailed)	.000	.000	
	N	40	40	40

Table (4) above shows that the Pearson Correlation is significant (**) at the 0.01 (p-value > 0.01) and that all the correlation results were very close to 1 reaching (**).

scores of the students of the three categories and how much the gap is. In additions, it is also another way of identifying their level of proficiency to confirm or deny the data tabulated above in table (1). The researchers used one sample test for the purpose.

4.3. The Means of the Scores Students'

Finding about the means of the students' scores helped in identifying if there is a gap among the

One-Sample Test

Table (5): T-Test also significant (P>.001)

	Test Value = 0					
	T-test	Degree of freedom	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower bound	Upper bound
TV	9.847	39	.000	26.40000	20.9770	31.8230
MS	13.682	39	.000	41.175	35.09	47.26
M	18.689	39	.000	52.050	46.42	57.68

Table (5) above shows that the mean of the scores of the students of T. V. is 26.40000, the mean of the scores of the students of Marine Sciences is 41.175 and the mean of the scores of the students of Medicine is 52.050.

T. V. (26.40000) from that of the students of Marine Sciences (41.175) using the following simple mathematical calculation:

$$41.175 - 26.40000 = 14.775$$

Comparing the means of the three categories of students with each other should show the gap among their scores. The gap between the mean of scores of the students of T. V. and that of the students of Marine Sciences can be calculated by reducing the mean of the scores of the students of

The same is done to find the gap between the mean of the scores of the students of Marine Sciences (41.175) and that of the students of Medicine (52.050).

$$52.050 - 41.175 = 10.875$$

The gap between the mean of the scores of the students of T. V. (26.40000), the least proficient students among the three categories and that of the students of Medicine (52.050), the highest proficient students is also calculated in the same way.

$$52.50 - 26.0000 = 25.65$$

5. Findings and Discussions

The study aimed at assessing the proficiency of the students of English requirement courses English 101-102 in Hodeidah University, Yemen. It assessed their entry level proficiency in General English, GE. The results of the proficiency test disclosed four facts about the proficiency of the students. The first was that the proficiency of the students of the three sample departments in GE is low as was shown by the failure and pass ratios in tables (1), (2) and (3) above. The second is that the proficiency of the students of the three sample departments is not the same as was shown by the same tables and confirmed by the differences among means of their scores in table (5) above. The third is that the correlation among the proficiency of the students of the three ample departments is significant as was shown in table (4) above. The fourth is that though the scores of the students of the three sample departments are not the same, the gap is not wide as was shown by the mathematical calculation below table (5) above. So, it is concluded that the low proficiency of the students has to be developed taking into consideration the gap between their proficiency.

Compared to the learners' proficiency, the educational stage in which the learners study may be misleading in itself. It may give a wrong impression about the proficiency of the learners. For example, the learners may be at the tertiary education, and due to some reasons, their proficiency in English language is much below that. So, assessing the learners' entry level proficiency at the beginning of the teaching course should give enough insights about the shape of the course of study. The teaching materials and methods should be tailored to the learners' real proficiency and not to the educational stage they are in.

6. Acknowledgement

The researchers would like to express special words of thanks and their acknowledgement

to the School of Humanities, KIIT University, India and Faculty of Education, Hodeidah University, Yemen for their support and encouragement in carrying out this study.

REFERENCES

- Al- Ahdal, A (2008). "English for Medical Students of Hodeidah University, Yemen: A Pre-Sessional Course". M. Ed. EFL University, Hyderabad, India.
- Abedi, J. (2006). "Psychometric issues in the ELL assessment and Special Education Eligibility. *Teacher's College Record*, 108 (11), 2282–2303.
- Abedi, J. (Ed.). (2007). "English Language Proficiency Assessment in the Nation: Current Status and Future Practice." (pp. 3-10). University of California, Davis, School of Education. American Psychological Association. "Appropriate Use of High-Stakes Testing in Our Nation's Schools." APA Online, available at APA.org, Retrieved January 24, 2010
- Al-Mekhlafy, S. (2011). A Study on Indigenous Approaches to Enhance Teachers' and Learners' Proficiency in English Rural and Tribal Areas in Yemen: Preparation of Materials. Unpublished Ph. D. Thesis, KIIT University, India.
- Al Najjar, T, (2007). Designing an ESP Course for the Students of the Faculty of Medical Sciences. Unpublished M. Ed. Thesis, Hodeidah University, Yemen.
- Al-Tamimi, N. (2006). The Effect of Direct Reading Strategy Introduction on Students' Reading Comprehension, Metacognitive Strategy, Awareness, and Reading Attitudes among Eleventh Grade Students in Yemen. Unpublished Ph.D. Thesis, Universiti Sains Malaysia, Penang, Malaysia.
- Artiles, A. J., Rueda, R., Salazar, J., & Higareda, I. (2005). "Within-group Diversity in Minority Disproportionate Representation: English Language Learners in Urban School Districts." *Exceptional Children*, 7(1), 283–300.
- Authority, S. Q. (2009). "Guide to assessment." Glasgow.

- Black, Paul, & William, Dylan (1998). "Inside the Black Box: Raising Standards through Classroom Assessment." Phi Beta Kappan. Available at PDKintl.org. Retrieved January 28, 2009.
- Deborah Nusche, GáborHalász, Janet Looney, Paulo Santiago and Claire Shewbridge. (2011). "Organization of Economic Co-operation and Development. Reviews of Evaluation and Assessment in Education." Sweden, OECD.
- Esquinca, A., Yaden, D., & Rueda, R. (2005). "Current language proficiency tests and their implications for preschool English language learners". *Proceedings of the 4th International Symposium on Bilingualism* (Pp. 674-680).
- Fast, M., Ferrara, S., & Conrad, D. (2004). "Current efforts in developing English language proficiency measures as required by NCLB: Description of an 18-state Collaboration." Washington, DC: American Institute for Research.
- Kindler, A. (2002). "Survey of States' Limited English Proficiency Students and Available Educational Programs and Services: 2000-2001 Summary Report. Washington, D.C.: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs.
- Marguerite Clarke. (2012). "What Matters Most for Student Assessment Systems: A Framework Paper." World Bank.
- Mctighe, J; O'connor, K (2005). "Seven Practices for Effective Learning". *Educational Leadership* 63 (3): 10-17.
- Moharram, W. (2004). "Requirement Courses in English: Challenges and Opportunities." *University of Taiz Research Journal* (2004): 347-358
- Qahtan, F. (2013). "Outlining a Model Mobile-Phone-Based ESP Course for the Department of Computer Tutors, Faculty of Education, Hodeidah University." Unpublished M. Ed. Dissertation, Hodeidah University, Yemen
- Race, P., & Brown, S. (1998). *The lecturer's toolkit*. London: KoganPage.
- Stiggins, R. J. (2004). "Classroom Assessment for Student Learning: Doing it Right--Using it well". Assessment Training Institute.
- Stassen, M. L., Doherty, K., & Poe, M. (2001). *Course-based review and assessment: Methods for Understanding Student Learning*. Office of Academic Planning & Assessment, University of Massachusetts Amherst.
- Ur, P. (2010). *A course in Language Teaching: Practice and Theory*. Ed. Marion Williams and Tony Right. Brijbasi Art Press, India.
- Valencia, S. W. (1997). *What Are the Different Forms of Authentic Assessment? Understanding Authentic Classroom-Based Literacy Assessment*.
- Wille, J. R. (2006). "Measuring The Academic Achievement and English Language Proficiency of Students at The Secondary Level". Unpublished Ph. D. Dissertation, University of Wisconsin-Stout.

APPENDIXES

APPENDIX A

The Proficiency Test

Time: 90 minutes

I. Your teacher will tell you a story, listen and do the following activities: 7x2= 14

A. Tick (✓) the word you hear in each one of the sets of words below.

1. Ahmed is going to the

a. city. b. village. c. mountain.

2. Ahmed's bag is

a. big. b. small c. old.

3. Ahmed does not put _____ in the bag.

- a. boots. b. camera. c. hat.

4. Ahmed wants to

- a. unpack b. pack c. open

his bag.

B. Write three things Ahmed wants to put in the bag.

- a. _____
b. _____
c. _____

II. Write the names of the things in the pictures below. 2x5=10



III. Match each room's name below to the phrase it suits. 1x5=5

A

- Living room
Bedroom
Kitchen
Dining room
Bathroom

B

- cook
eat
have bath
sit
sleep

IV. Respond to the following speeches. Write your response in the space provided against each one.

5x1.5= 7.5

1. Nice to meet you. _____
2. How do you do? _____
3. Sorry. _____
4. How are you? _____
5. What about having dinner outside? _____

V. What would you say in the following situations? 5x1.5= 7.5

1. You want a stranger to give you his pen.

2. You ask someone about the way to the bank.

3. You offer your help for a stranger.

4. You suggest for your friend about what to do in the holiday.

5. You are late for the class.

VI. Read the text below and answer the questions that follow. 9x3=27

Seagulls live on the beach. They eat small fish, bread, and seaweed. Seagulls run quickly on the sand and fly quickly in the sky. Seagulls will run or fly away if you try to catch them. There are many seagulls on the beach.

Crabs also live on the beach. They eat shrimps, ocean plants, and small fish. Crabs crawl quickly on the sand and in the ocean. Crabs will crawl away if you try to catch them. There are many crabs on the beach, but it is not always easy to see them.

Ahmed is going on a trip to the mountains.

Ahmed needs to take his bag. The bag is brown. The bag is small. The bag is small and brown.

Ahmed opens the bag. Ahmed wants to put things in the bag. Ahmed wants to pack his bag.

Ahmed puts a toothbrush in the bag.

Ahmed puts a map in the bag.

Ahmed puts boots in the bag.

Ahmed puts a camera in the bag.

Ahmed puts a book in the bag.

Ahmed closes the bag. But the bag cannot close!

Ahmed takes the boots out of the bag. He puts them on his feet.

Snap! Snap!

Now the bag can close. Tom is ready to go!

APPENDIX B
The students' marks

S. N.	T. V. Students' Scores	Marine Sciences Students' Scores	Medicine Students' Scores
1.	3	5	12
2.	3	12	15
3.	7	16	16
4.	9	16	22
5.	9	20	37
6.	10	21	37
7.	11	24	45
8.	11	25	45
9.	15	25	47
10.	15	26	47
11.	16	28	47
12.	17	29	47
13.	17	30	48
14.	17	31	48
15.	18	33	48
16.	18	33	48
17.	19	36	49
18.	19	36	49
19.	22	36	49
20.	23	40	51
21.	23	41	54
22.	23	42	54
23.	24	44	55
24.	24	45	55
25.	24	46	56
26.	24	46	56
27.	27	47	57
28.	29	51	57
29.	30	53	57

30.	30	53	57
31.	33	55	59
32.	41	56	59
33.	45	56	59
34.	50	56	59
35.	54	62	60
36.	56	63	65
37.	57	63	84
38.	57	70	84
39.	58	81	90
40.	68	95	98