

Assessing the Validity of the 12th-grade Ministerial Exam of English in Kurdistan

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ABSTRACT

It has been almost a decade that the format of 12th-grade ministerial exam questions has been changed to Multiple-choice Questions (MCQ). It has been claimed that language tests have to reflect what learners study in the class during the process of learning.

It is the aim of this study to investigate the validity of the 12th ministerial examination in the light of the communicative language teaching (CLT). For this purpose, the researchers designed a questionnaire for 100 freshly graduates of the 12th-grade learners from Kurdistan Region schools. The overall results show that the test does not follow the CLT testing principles. In addition, more than %85 of the learners reported that they had learned little English during their study year, and they mostly study on their teachers' handouts rather than the coursebook. Nevertheless, the 12th-grade learners are generally satisfied with the format of the ministerial examination of English and think that question items are easy to answer.

KEYWORDS: 12th-grade ministerial exam, formal assessment, language assessment, high school learners, CLT

1. Introduction

Teaching is a complex process, as it involves, teachers, learners, materials, methods, learning, evaluation and assessment (Azis, 2012). Each one of these elements has been greatly investigated in the literature. Scholars have proposed different theories and methods for effective teaching and learning with the aim of improving learner achievement. This achievement is greatly influenced by assessment which is of great importance in ELT. Assessment is defined as the systematic process of evaluation of learners' knowledge, attitudes, skills, and beliefs through the use of empirical data and documenting (Azis, 2012). It is considered the "currency" for the learners for many purposes such as education and employment. Assessment involves teachers themselves, learners, materials as well as learner outcomes. Almost all teachers have at least done a test in their careers, and they all know what tests are all about. Nevertheless, teachers and learners of any language course or program have already experienced the stress and

confusion that assessment brings about during/ at the end of the academic year. As a result, assessment is the main source of anxiety for teachers and learners (Fulcher & Davison, 2007). Knowing how to teach and what to assess is the foundation of education. The process of assessment can be done directly or indirectly, also called formal and informal assessment (Katsumasa, 1997).

Assessment can be considered one of the main tools to measure the learners learning progress and the materials studied during their terms of study. The purpose of this research is to examine the validity of the 12th-grade ministerial examination of English in high schools of Kurdistan Regional Government (KRG) implemented by the Ministry of Education. Due to the lack of some of the main testing principles, some tests are not recognized by all institutions around the world (Brown, 2003). Therefore, the 12th-grade final examination is not recognized around the world; however, it is accredited by all the institutions inside

the KRG.

Researchers of this paper hypothesized that the 12th-grade ministerial examination of English does not follow the principles of the communicative approach, and the content, the activities and the format of the book are not reflected in the examination properly. The researchers, therefore, intended to test the hypothesis and evaluate the learners' perceptions on the test in relation to the content of the book (Sunrise 12) studied in high schools. Researchers of the study aimed to measure how the test rates in regard to the communicative language teaching principles. The paper aims to address the following questions:

- To what extent are the learners satisfied with the format of the questions (MCQ)?
- How much are the book activities reflected in the exam?
- What are the learners' perceptions on the 12th-grade ministerial examination of English?
- To what extent is the 12th-grade final examination valid in terms of content?

2. LITERATURE REVIEW

2.1 Communicative Language Teaching Approach

Communicative language teaching (CLT) has brought about dramatic changes in the field of language teaching ([Nunan, 1999](#)). According to [Power \(2003\)](#), CLT is regarded as an effective approach for developing the use of language in context, as it provides learners with better communication abilities. The role of a teacher in communicative activities is to facilitate and guide. CLT has changed teachers' roles from 'information providers' to a facilitator ([Weir, 1990](#)). In other words, the teacher's role is to improve learners' ability to communicate in the target language and promote communicative competence. For example, engaging learners in discussions and negotiations of meaning are two effective ways of evaluating their progress of language learning. This can improve learners' chances of getting knowledge conveyed by teachers in the classroom. Therefore,

learners build their own understanding guided and facilitated by teachers via linguistic interaction with others ([Brown, 2001](#)).

[Bruner Sinwongsuwat and Radic-Bojanic \(2015\)](#), conducted a study to see to what extent is CLT helpful to construct communicative competence in two universities in Thailand. The aim of the study was to detect the improvement of low oral competent learners of English. In the study, CLT was adopted in the classrooms using meaningful communicative situations to support learners to express their ideas in authentic and real-world contexts. The results of the study showed that learners got benefit from the strategies and were able to independently practice the language in authentic situations.

The purpose of using techniques of teaching is to engage learners in authentic, pragmatic, and functional use of language. Learners are taught in order to be able to communicate in the target language ([Larsen-Freemn, 2000](#)). [Jeyasala \(2014\)](#) states that teachers should give learners opportunities to interact in the target language. Due to the rigid formal instructions and lack of strategies learners are sometimes not able to use the language fluently. Being competent in communication involves knowing how to use language in different settings, with participants and texts.

2.2 Materials and Activities in CLT

2.2.1 Materials in CLT

Materials are effective for classroom interaction and the use of language. They enable learners to transfer the knowledge to the authentic situation in the outside world, and these materials provide natural language to learners in various situations ([Larsen-Freeman, 2000](#)), [Brown \(2000\)](#) and [\(2001\)](#) suggest that learners have to be exposed to various language inputs. They state that in order to involve learners in communicative activities, teaching materials should cover all the four language skills available to them, that is, listening, reading, speaking, and writing. In

order to have communicative competence, learners are required to have exposure to linguistic competence (knowledge of grammatical forms, spelling, pronunciation, and vocabulary; sociolinguistic competence (the ability to appropriately use suitable words and expressions in contexts), discourse competence (coherence and cohesion, that is knowledge in dealing with the structure of longer pieces of speech and writing; and strategic competence (knowledge of verbal and non-verbal communicative strategies ([Canale & Swain, 1980](#); [Beale, 2002](#); [Brown, 2000](#); [Leung, 2005](#); [Richards & Rodgers, 2014](#)).

However, accuracy and fluency should not be ignored, as they are two main goals of CLT. Learners' mistakes should be guided by productive feedback and a positive attitude. Fluency is sometimes more focused than accuracy so as to support and help learners speak the target language more expressively and naturally ([Power, 2003](#)).

2.2.2 Activities in CLT

The main reason behind integrating communicative activities into the classroom is to let learners express their ideas, thoughts, and feelings. Spoken activities are more productive if learners are involved in doing their tasks, for this reason, they need to understand spoken language in various situations. [Littlewood \(2000\)](#), classifies activities into two types, functional communicative activity, and social interaction activity. Functional communicative activity refers to the completion of tasks such as comparing sets of pictures and finding similarities and differences. On the other hand, social interaction activity means a social situation that takes place in conversations, games, discussions, simulations, dialogues and role-plays, and information sharing. According to [Moss and Ross-Feldman \(2003\)](#), any activity which requires speaking and listening includes the involvement of communication. Communicative activities are beneficial for overcoming obstacles, finding information, learning about other cultures and

expressing ideas. In order to optimize communicative competence, 'learners must be allowed to participate in meaningful and genuine communicative interaction with highly competent speakers' ([Sabah, 2015](#), p. 367).

2.3 Communicative Testing Approach

2.3.1 Testing Principles of CLT

The main goal of the communicative approach of language teaching is to integrate linguistic competence, sociolinguistic competence, discourse competence, and strategic competence ([Bailey, 1998](#); [Fulcher & Davison, 2007](#); [Katsumasa, 1997](#), and [Wesche, 1983](#)). Therefore, language tests should reflect learners' needs. It is essential for teachers to understand these competencies before designing communicative language tests. This concept urges teachers to prepare tests that have objectives and monitor test results in the process of teaching and learning. Communicative competence is the ultimate reason why communicative language teaching emphasizes the integration of the four language skills of listening, speaking, reading, and writing into tests. When institutions have clear frameworks and visions, it helps them to have quality teaching ([Marsh, 2004](#)). Measuring learners' ability to use language in these real-life situations should be the main purpose of communicative language tests. In other words, having standard criteria of assessment is one of the advantages of effective teaching. There are five characteristics that are significant to be inserted in any testing system. These characteristics include meaningful communication, authentic situation, unpredictable language input, creative language output, and integrated language skills ([Brown, 2005](#), p. 21). In terms of meaningful communication, the test should include real language situations and provide students' needs.

Concentrating on the content of the test is one of the best ways to ensure test validity which is an essential principle in making a communicative language test ([Bailey, 1998](#)). The content of a test belongs to not only

the topics covered in the class activities, but also to the tasks assigned within the materials. [Larsen-Freeman \(2000, p. 129\)](#) suggests that “*Students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks*”. Therefore, teachers should include various types of items in their tests and take into consideration the test taker's age, proficiency level, interests, aims, and requirements. Test items should be in accordance with learning objectives ([Carroll, 1983, p. 37](#)), and instructions should be crystal clear to reflect real-life situations.

2.3.2 Characteristics of communicative assessments

The aim of the communicative approach testing is to develop learners' language proficiency in regard to real-life situations. CLT does not promote structures and memorizations of words and passages for achieving high marks. Instead, it prepares learners to get ready to use language in authentic situations. In other words, “language cannot be meaningful if it is devoid of context” ([Weir, 1990, p. 11](#)). Assessments are done in CLT, not for the purpose of testing, but monitoring and evaluating learners' progress in learning the language. Therefore, teachers have to abide by the principles of CLT and design tests that provide chances for learners to exchange and express their ideas independently.

Researchers have classified assessments into informal and formal assessments. Based on the views of [Harris and Mcann \(1994, P.5\)](#), informal assessment is seen as a way of data collection and information from learner's performance in normal classroom conditions without creating any type of testing conditions (which are bound to time constraints). Thus, informal assessment is occasionally described as a continuous assessment of learners' progress in certain courses and programs

According to [Brown \(2004\)](#), the informal assessment includes feedback and comments given to learners' responses to certain tasks and assignments. The feedback and comments of the teacher might be

infrequent and accidental, and they are not decisions on learner's achievement and performance, but rather encouraging and correcting learner mistakes. Teacher feedback and comments can be directly in the classroom or indirectly (e.g., on paper). Thus, informal assessment consists of numerous kinds of feedback; from simply saying “good job” to providing detailed comments of learner's responses.

On the other hand, [Brown \(2004\)](#) has compared formal assessment to courses and competitions of tennis, where the performance is associated with time limits and certain regulations and instructions. He further made a comparison between testing and formal assessment, in which he regarded all types of tests as a formal assessment, because all tests are bound to time limits and requirements. However, all formal assessments cannot be regarded as tests ([Brown, 2004](#)). For instance, observing and measuring learners' oral performance systematically in the classroom is regarded as a type of formal assessment, but this can hardly be named as a test that has time constraints and collects the specific amount of information from test-takers in a specific time.

Learners are usually doubtful about tests because they cannot find reliable connections among teaching, learning progress, and their assessments ([Brown, 2004](#)). That is partly because learners' achievement is based on the results of a single formal assessment (such as the high school final exam), rather than informal assessments or self-assessment tools ([Harris and McCann, 1994](#)).

3. METHODOLOGY

This paper took a mixed-method approach of data collection to answer the proposed questions of the research. A total of 100 participants took part in the study from the academic year of 2019-2020. The participants were a mixture of male and female 12th-grade students as well as newly graduates from high schools across the Kurdistan Region cities. They were from the private and public schools of different age

groups. However, their personal information and details were not required in the questionnaire. That was because the focus of the study was not on their place of study or personal details, but rather on their perceptions and attitudes towards the 12th-grade ministerial examination. More than half of the respondents were females (67 percent out of 100). In addition, the researchers collected two sheets of the previous final ministerial examinations of English (2019-2020 and 2020-2021) (See [Appendices 1 & 2](#)). The exam questions were identified and compared to the content of the Sunrise 12 book and the activities included in the units. In addition, a Google Form questionnaire containing a set of 12 questions regarding the examination format, coursebook activities, and the content of the examinations was given to the participants (See [Appendix 3](#)). This was done to collect quantitative data on the perceptions of the learners on the examination. The results of the exam sheets were compared to the results of the questionnaire to provide a better image of the learning outcomes and the 12th-grade ministerial examination of English.

4. DISCUSSIONS AND RESULTS

4.1 Exam format and student satisfaction

One benefit of the communicative approach is the integration of receptive language skills and productive language skills. A test has to reflect learners' needs and the test has to give learners required information, practice, and experience for communicative needs, as claimed by [Fulcher and Davison \(2007\)](#). The integration of these concepts helps learners to be competent users of the second language. When looking at the design and the content of the activities of Sunrise 12 coursebook, it can be seen that there is an integration of the four language skills and sub-skills mentioned above in a very constructive way. As far as these concepts are concerned, the researchers of this paper found out that there is no such integration of these competencies and strategies when looking at the

testing system of the 12th-grade ministerial exam. For more than 8 years, the test has adopted a fixed format (MCQ) focusing only on grammar, vocabulary, and note-taking without any interaction with passages, audio tracks, and real-life conversations (See [Appendices 1 & 2](#)).

Nevertheless, a total of %80 of the learners reported that they were satisfied (agreed or strongly agreed) with the ministerial exam MCQ format, and the majority of them responded that the MCQ format is easy to follow. However, more than half of them (%52) believe that the question items do not reflect the content of the coursebook (See

Q4. Are you satisfied with the MCQ (multiple-choice questions)?

تا چەند لە شێوازی پرسبەری هەڵبژاردن رازیت؟

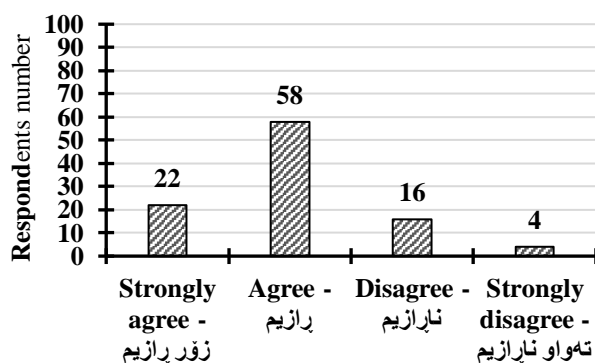
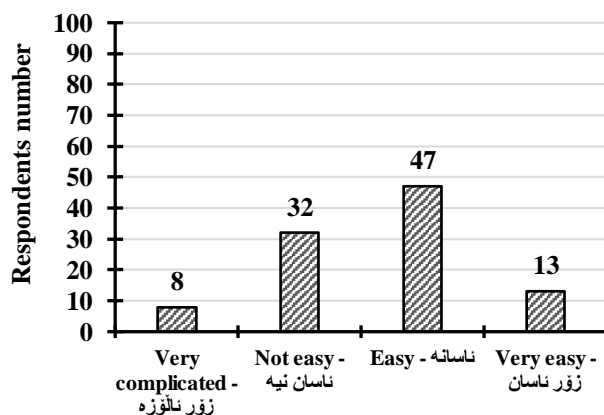


Figure 1, Figure 2, and

Q5. How do you find answering the MCQ questions?

نایا وەلامدانەوهی شێوازی پرسبەری هەڵبژاردن پێ چۆنە؟



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Q4. Are you satisfied with the MCQ (multiple-choice questions)?

تا چەند لە شیوازی پرسبازی هەلبژاردن رازیت؟

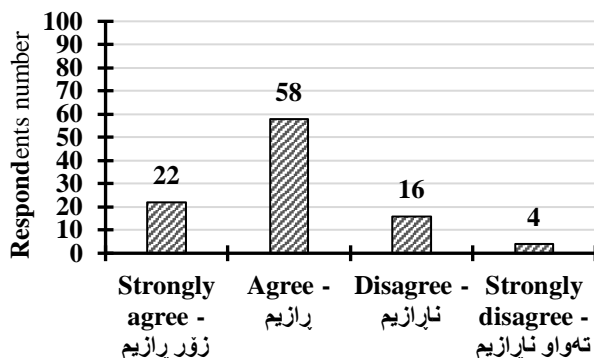


FIGURE 1: LEARNERS' SATISFACTION WITH MCQ

Q3. Do (Did) the questions reflect all the inside class activities you have done during the academic year?

نایا پرسبازەکان رەنگدانەوێ چالاکیە نەتەجەمەدر وەکانی ناو پۆلی تەواوی سەڵە (بۆ)؟

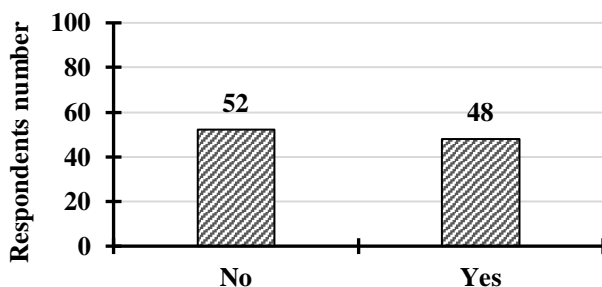


FIGURE 2: EXAM QUESTION REFLECTIONS TO CLASS ACTIVITIES

Q5. How do you find answering the MCQ questions?

نایا وەلامدانەوێ شیوازی پرسبازی هەلبژاردن پێ چۆنە؟

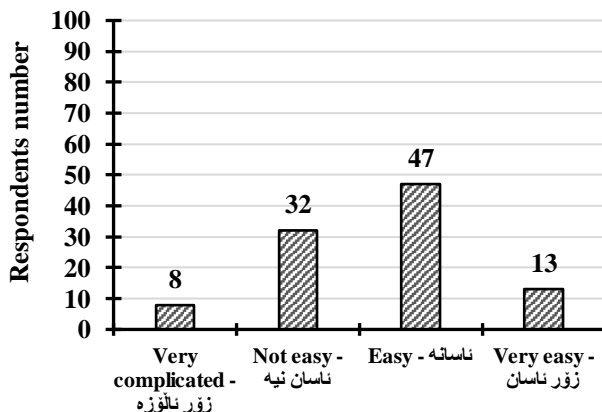


FIGURE 3: THE DIFFICULTY LEVEL OF EXAM QUESTIONS

4.2 Learning outcomes and objectives

If we look at the exercises in the activity book, we could see that all the exercises are set up on the basis of context. Learners' ability in doing these tasks in the activity book will fulfill one of the major features of the tests of the communicative approach. As far as the classroom-based assessment is considered, for Sunrise 12, teachers are supposed to help learners to do group discussions, take turns, listen to audios and discuss the activities to improve their speaking skill with open and flexible activities. However, 12th-grade students are taught some predictable notifications by teachers of how to choose the right answers for multiple-choice questions based on pamphlets prepared by their own teachers. As shown in (Figure 4), a total of %81 of the learners reported that their teachers had pamphlets to rely on for the final examination, with the majority reporting that they only memorized the answers to individual items and studied on teachers' pamphlets rather than the coursebook. As a result, only %12 of the learners have learnt English through the materials studied in the academic year, (see Figure 5 & Figure 6).

Q11. Does your teacher have his/her own pamphlet?

نایا مامۆستایەکەت مەلزمەتی خۆی هەیە؟

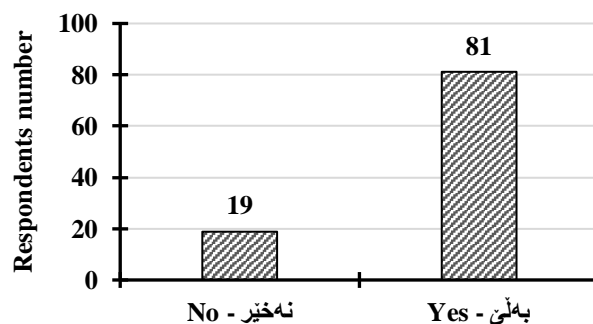


FIGURE 4: TEACHERS OWNING PAMPHLETS

Q10. How do (did) you study?

لهسهه چي دهخوينيت (دهتخويند)؟

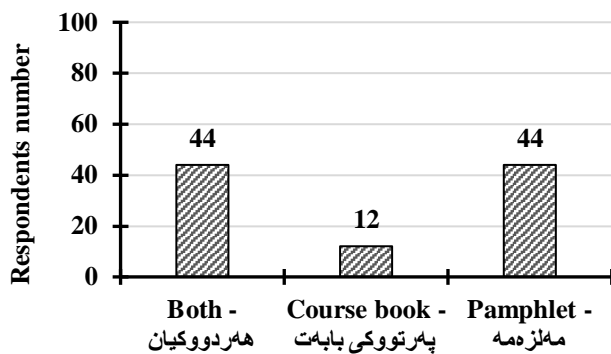


FIGURE 5: LEARNERS' METHOD OF LEARNING

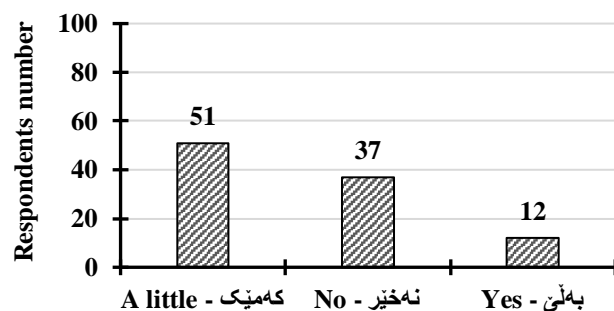
Q7. Have you learnt any English from 12th-grade coursebook?نايا له ريگهه پهرتو وكي نينگليزي پولي شهش هيچ
فيري زماني نينگليزي بوويت؟

FIGURE 6: LEARNERS' PROGRESS OF LEARNING THROUGH COURSEBOOK MATERIALS

4.3 The Validity of the Test

Researchers have suggested that test designers should clarify what they want students to carry out in the target language context (Bailey, 1998; Fulcher & Davison, 2007). In other words, in order to have valid testing, test designers should be aware of the test instructions and requirements. Various question items must be used, and instructions should be crystal clear. The flow of question items must also be considered when designing a test (DIFFICULTY LEVEL). Integration of authentic and real-life situations in the design of the test is a necessity, that is because language cannot be meaningful if it is devoid of context as claimed by Weir (1990, p. 11). However, the

main issue of the 12th-grade examination is that there is no integration of the four major skills in the test. Although the main coursebook covers a lot of activities assigned to improve the four language skills, the ministerial exam does not include any question item allocated for the speaking, listening, and writing skills. The question items of the exam are irrelevant to the activities that learners and teachers are supposed to perform inside the classroom (See Appendix 3). Nevertheless, when evaluating the sunrise 12th-grade ministerial exam, there is no agreement between the testing objectives of the communicative approach and the ministerial testing system. It is now popular among 12th-grade learners to only study for filling up tens of multiple-choice questions, without considering what they should be learning from the book. Learners have no potential to use language in real-life contexts, and they don't know the aim of studying the language at this level. In other words, the tests prepare them to be studying English as a subject for higher marks rather than studying and learning the language (See Figure 7 & Figure 8).

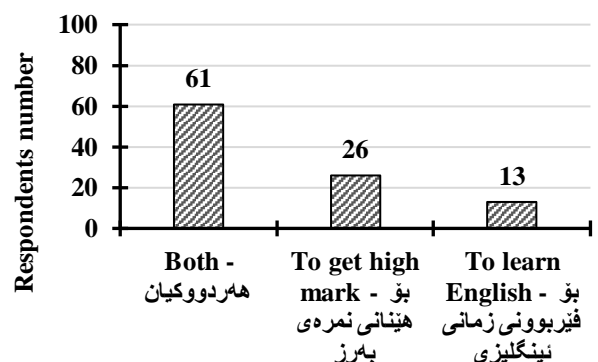
Q8. Why do you study English? بۇچي نينگليزي دهخوينيت؟

FIGURE 7: LEARNERS' MOTIVATION IN ENGLISH LANGUAGE LEARNING

Q6. Do/ Did you memorize any questions with the answer ahead of the exam?

هیچ پرسیار و وهلامنیکت پیش چوونه ناو
تافیکردنه وهکان نهزبهر دهکەیت/ کردبوو؟

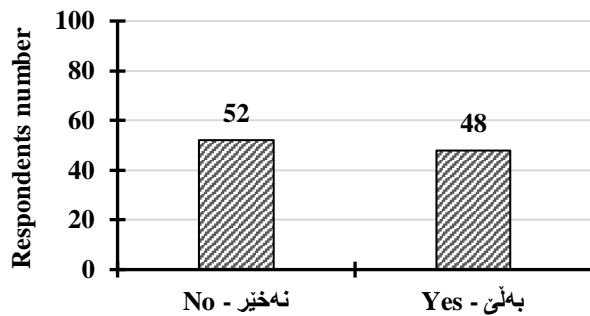


FIGURE 8: LEARNERS PREPARATIONS FOR THE FINAL EXAM

In general, testing principles are not reflected in the 12th-grade ministerial exam, and it does not meet the requirements of the communicative approach testing principles.

Therefore, the results of this study indicate that the 12th-grade exam lacks content validity which is the most important principle of testing. That is because it does not assess what has been taught in the classroom, and the test does not offer a wide range of test items in order to help learners show performance in different situations and scenarios.

5. LIMITATIONS OF THE STUDY

The scope of the study is limited to the context of Kurdistan region high schools. It is conducted on a total of 100 fresh high school learners. Therefore, it has some limitations. Firstly, it is conducted on a small scale and does not include specific numbers of schools. Learners are randomly chosen without considerations of the type of school they have studied in. The number of private and public-school learners was not compared and categorized within the scope of the study. This suggests that the results cannot be generalized over the context of Kurdistan Region's high schools overall, since some of these schools might study the coursebook more than pamphlets and cover

more activities than others.

Secondly, out of a hundred respondents, 33 were males and 67 were females. This means that gender differences for the study are not controlled and taken into considerations. Therefore, the results do not show the perfect image of the ministerial examination of English in terms of learners' perspectives and preferences based on gender. Thus, the findings of the study might have been changed if interviews were conducted with individual learners.

6. CONCLUSIONS

The Sunrise 12th-grade coursebook is a professional English language material implemented by the KRG's Ministry of Education for high schools. The book adopts a communicative approach to language teaching and assessment that integrates both receptive and productive skills. However, in the 12th-grade ministerial exam testing system there is no integration of the four skills and sub-skills, which in turn affects Learners' language ability and productivity. Although interviews, dialogues, audio tracks, and writing tasks are recommended in the coursebook and the activity book, none of them is included in the final exam. All question items are set up haphazardly not academically, and they are not based on principles of communicative language assessment. The 12th-grade ministerial exam question format is not taken from the types of questions designed in the activity book. The test is given in a form of tens of multiple-choice questions, ignoring the short answer, charts, tables, gap filling, matching, and other types of questions included in the book activities.

The results of this study show that the only skill being assessed in the exam is grammar and vocabulary with no real context at all. In addition, the MCQ format does not reflect the required skills that are not set up to meet test takers' needs according to the teaching materials. Therefore, one single test at the end of the academic year (as in the case of the 12th-grade ministerial examination) cannot be generalized for the learners'

performance for a whole year.

The ministry of education of the Kurdistan Regional Government has to make some changes to the system of education as well as the type of assessments for the

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APPENDICES

APPENDIX 1: Sample of the 12th-grade Ministerial Exam of 2019-2020

In the name of Allah

Iraqi Kurdistan Region
High Committee of General Examinations
First Term



Name
Subject: English
Time: 3 H.

General Examination of Preparatory Stages of the Academic year (2019-2020)

Choose the right option . Two marks for the each right answer. Use the text to answer (1-4)

A poor man, who had only one piece of bread to eat, was walking past a restaurant. There was a large pot of soup on the table. The poor man held his bread over the soup, so the steam from the soup went into the bread to give it a good smell and taste. Then he ate the bread. The restaurant owner got very angry at this, and he asked the man for money, in exchange for the steam from the soup. The poor man had no money, so the restaurant owner took him to Sirwan, who was a judge at that time. Sirwan thought about the case for a little while. Then he took some money from his pocket. He held the coins next to the restaurant owner's ear, and shook them, so that they made a jingling noise. "What was that?" asked the restaurant owner. "That was payment for you," answered Sirwan. "What do you mean? That was just the sound of coins!" protested the restaurant owner. "The sound of the coins is payment for the smell of the soup," replied Sirwan. "Now go back to your restaurant."

1- The poor man held his bread over the soup

- ☐ A because he wanted his bread to smell and taste better ☐ B so that the steam would go into the bread
☐ C Both (A and B) are correct ☐ D to give the soup a good smell and taste

2- The restaurant owner took the poor man to Sirwan

- ☐ A since Sirwan was a judge ☐ B so that Sirwan could pay for the soup
☐ C because Sirwan was the man's relative ☐ D after the man paid his money

3- What did Sirwan do with the coins? He

- ☐ A gave them to the restaurant owner ☐ B put them into his pocket
☐ C took them to the poor man ☐ D made a noise with them

4- Which type of clause is used in the underlined sentence?

- ☐ A Reduced relative clause ☐ B Conditional Clause
☐ C Relative clause with extra information ☐ D Full relative clause without extra information

5- Fiber optics was used in the 20th century in Purposes.

- ☐ A long distance ☐ B Apollo space craft ☐ C telecommunications ☐ D medicine

6- In the British took over the village and renamed it New York.

- ☐ A 1664 ☐ B 1776 ☐ C 1625 ☐ D 1830

7- Grade 12 students should

- ☐ A leave all their revisions till the night before the exam. ☐ B ride the bus to school.
☐ C write their work schedule with homework, revision and text dates. ☐ D not be efficient with time wasters

8- Chris Carr first wanted to write about the

- ☐ A Anfal in his newspaper ☐ B museum and his friend Dr. Haval
☐ C rapid developments in Kurdistan ☐ D Atrocity after atrocity under Saddam's government

9- Is one basic thing that we can't live without.

- ☐ A cotton and corn ☐ B corn ☐ C grassland ☐ D water table

10- Azad Qadir used the

- ☐ A email to call his teacher ☐ B Skype to call Mrs. Relly
☐ C mobile to make contract with Kate ☐ D Skype to call Stella

-----Questions number 5 to 46 have been deleted-----

47- "We are not only men who know about this document "This speech was said by
when talking about

- ☐ A Livesey / the account book of Billy Bones ☐ B The doctor / the treasure map
☐ C Squire / the packet covered in cloth ☐ D Silver / the rolled and up paper

48- didn't say that he didn't like the ship because

- ☐ A Captain Smollett / Blandly had found her ☐ B The squire / her sails were good
☐ C The captain of Hispaniola / he hadn't seen her tried ☐ D the cook / it was found by him

49- Choose the right option:

- ☐ A Jim thought that being killed by the pirates was a disaster.
☐ B There were two books and a roll of paper inside the packet covered in cloth.
☐ C When Flint was the captain, Israel Hands was the coxswain.
☐ D The doctor had to find a ship and a crew in Bristol.

50- (It's much better to buy less things or to buy only the things we really need." Describes the idea of

- ☐ A Recycle ☐ B Reduce ☐ C Repair ☐ D Reuse

APPENDIX 2:

Sample of the 12th-grade Ministerial Exam of 2020-2021

Kurdistan Region – Iraq

In the Name of Allah

Name:

High Committee for General Examinations



Subject: English - 1st Attempt

A

General Examinations for Preparatory Schools for

the Academic year: 2020 – 2021 Time: 3 hours

Use the following passage to choose the right answer from (1 - 4): (2 Marks for each correct answer)

Mr. Green was very unhappy about modern education, and thought that young people nowadays are not being taught the importance of knowing the difference between right and wrong. One day he was taking a walk in the park near his home when he saw some young boys standing around a small cat. Mr. Green went up to the boys and asked them what was happening. One of the boys said to him, "We're having a race. We're telling lies, and the one who tells the biggest one, gets to keep the cat." Mr. Green thought that this was a good opportunity to teach the boys a useful lesson, so he said to them. "I've never told a lie in my life." All of the boys at once shouted, and they said "You've won! You can take the cat!"

1-..... felt very about modern education.

- A. The boys / unhappy B. Mr. Green / happy
C. Young people / worried D. The winner / sad

2- The one who....., gets to keep the cat.

- A. tells lies B. tells the biggest lie C. never tells a lie D. tells lies very often

3- The boys were

- A. having a race for a small cat in the park B. asking Mr. Green about modern education
C. trying to sell a small cat to Mr. Green D. teaching Mr. Green a useful lesson

4- The underlined sentence shows

- A. present continuous active B. present simple tense
C. negative present perfect D. present continuous passive

5- since it is thought that the remains of many cities lie one below another beneath it.

- A. The merchants travelled this way for 1500 years B. The citadel mustn't be repaired
C. Archaeologists want to investigate the mound D. The citadel contains lots of buried money

6- The expression(.....) refers to

- A. (More than eight million) / the population of the place that Kate's cousin lives there.
B. (Over 2000) / the number of young representatives that took part in Our World Today program.
C. (80) / the weight of huge rectangular blocks at Stonehenge.
D. (146 metres) / the length of the square base of the Great Pyramid of Khufu.

7- According to Dr. Sally Dale, if you,

- A. manage everything / you have to put things off
B. revise late / you will do well in your exam
C. plan your route / you can make yourself a wall planner
D. tick things off / your list is too long

8- shows that it can be very dangerous to create new farmland.

- A. Using hydroponics B. The "Oklahoma Dust Bowl" disaster
C. Rising human population D. The land that is farmed sustainably

9- The merchant left his treasure in a cave because

- A. he left it for his friends to take B. travel was safe and there was no attacking
C. he didn't come back for his treasure D. he may have wanted to protect it from an attack

10- is not one of the five boroughs of New York City.

- A. Staten Island B. the Bronx C. Broadway D. Queens

-----Questions number 11 to 44 have been deleted-----

45- When Jim went to see the captain as he was resting in bed, the old seaman

- A. told Jim a little about his secret. B. talked about the men who were looking for Silver.
C. seemed both strong and exhausted. D. said that he could be able to lie in bed for a week.

46- Choose the correct sentence according to the story of Treasure Island:

- A. The doctor had seen Flint's ship with terrible eyes painted on its sails.
B. Finding a crew was not a problem for the squire at first.
C. The cabin-boy understood the map when he first saw it.
D. Some of the men in the village had heard about the terrible Captain Flint.

47- All of the following sentences are true about Ben Gunn apart from

- A. he was wearing bits of old seaman's clothing. B. he had an old belt around his waist.
C. he had a pistol that made him feel a little braver. D. he had been dreaming of cheese.

48- The blind man asked for when he knew that someone has been in the chest.

- A. the money B. the black spot C. Flint's writing D. the heavy bag that held gold coins

49- (Captain Flint) was the name of

- A. the man who gave the treasure map to Bill when he was dying
B. Silver's parrot
C. the pirate who had a long scar across one cheek.
D. Both (A and B) are correct

50- According to 4Rs, keep old pots and cans to

- A. mend old furniture.
B. replace buttons that are missing.
C. plant flowers and vegetables.
D. save old glass jars.

APPENDIX 3:

The 12th-grade Ministerial Exam Survey

English 12th-Grade Ministerial Exam

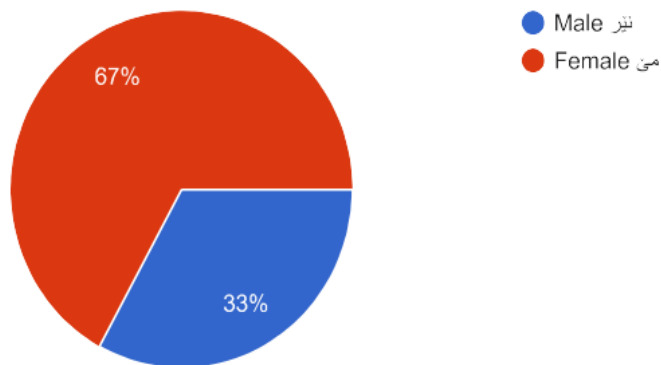
راپرسی تاقیکردنهوهی کۆتایی بابەتی ئینگلیزی پۆلی دوانزەهێ ئامادهیی

100 responses

[Publish analytics](#)

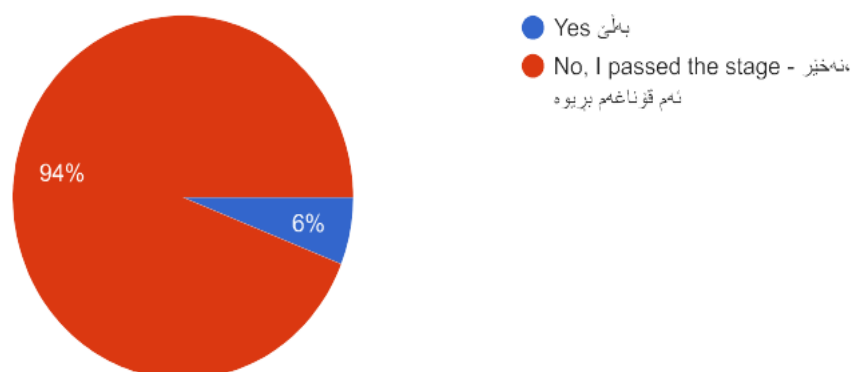
What is your gender? ڕه‌گه‌ز هه‌مەت دیاری بکە؟

100 responses



1. Are you still a 12th-grade student now? ئایا هێشتا پۆلی دوانزەهێ ئامادهیییت؟

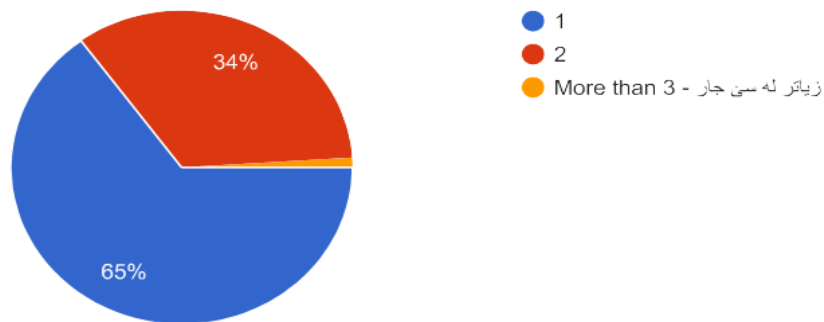
100 responses



2. How many times you have taken the 12th-grade ministerial exam? چەند جار

تأقیکردنەوی وەزاریت ئەنجام داوە

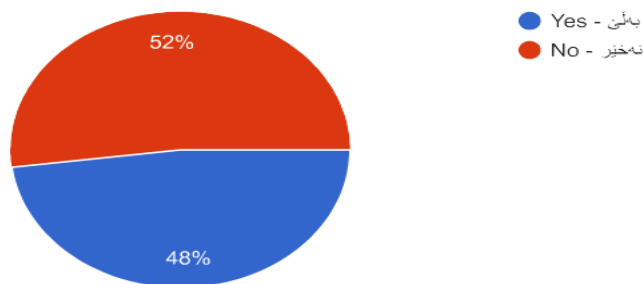
100 responses



3. Do (Did) the questions reflect all the inside class activities you have done during the academic year? ئایا پرسیار دکان رەنگدانەوی چالاکیه ئەنجامدر او دکانی ناو پۆلی

تەواوی سەله (بوو)؟

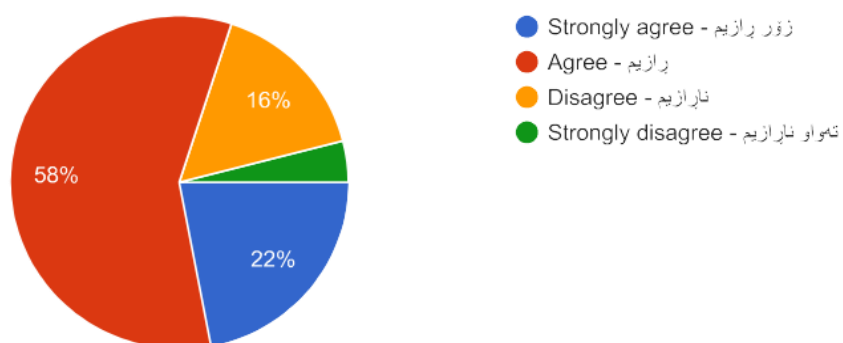
100 responses



4. Are you satisfied with the MCQ (multiple choice questions)? تا چەند لە

شیوازی پرسیار هەلبژاردن رازیت؟

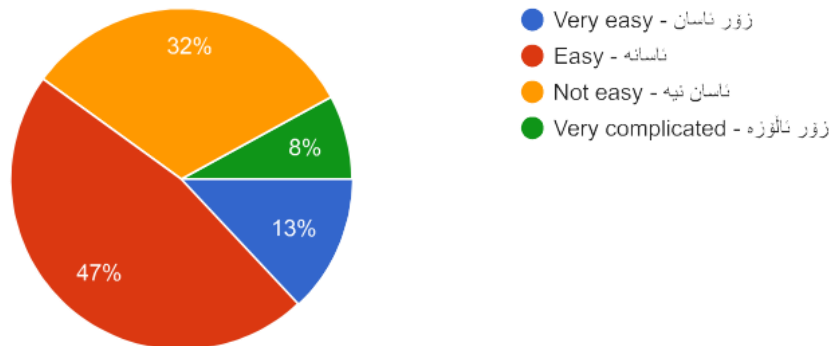
100 responses



5. How do you find answering the MCQ questions? نایا وه لامدانوه دی شیوازی

پرسیاری هه لئزاردنت پی چونه؟

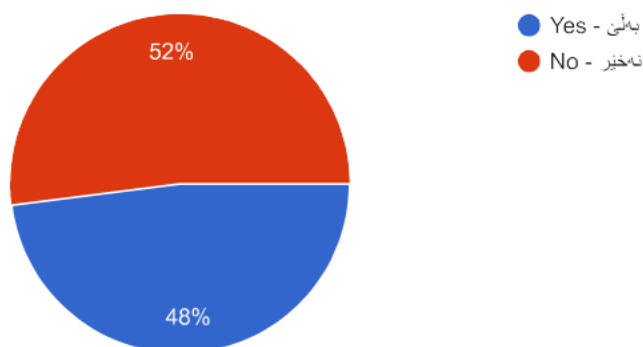
100 responses



6. Do/ Did you memorize any questions with the answer head of the exam? هیچ پرسیار و وه لامیکت پیش چونه ناو تاقیکردنه دهکان نه زبهر دهکسیت/ کردبوو؟

هیچ پرسیار و وه لامیکت پیش چونه ناو تاقیکردنه دهکان نه زبهر دهکسیت/ کردبوو؟

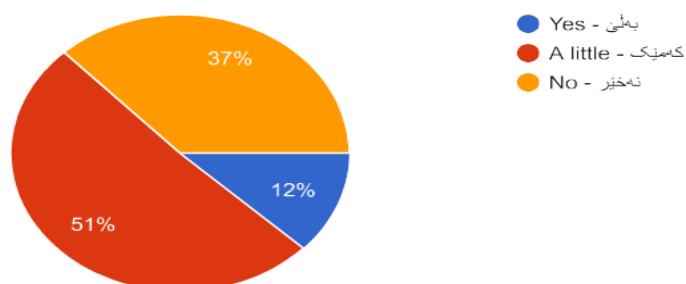
100 responses



7. Have you learnt any English from 12th grade course book? نایا له ریگه ی

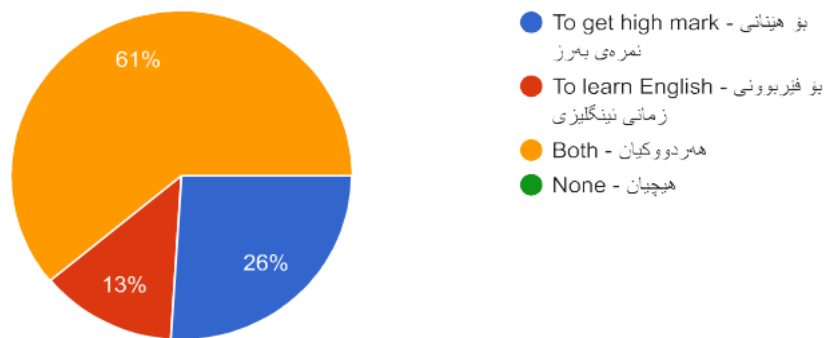
پهر تووکی نینگلیزی پولى شمش هیچ فیزی زمانی نینگلیزی بویت؟

100 responses



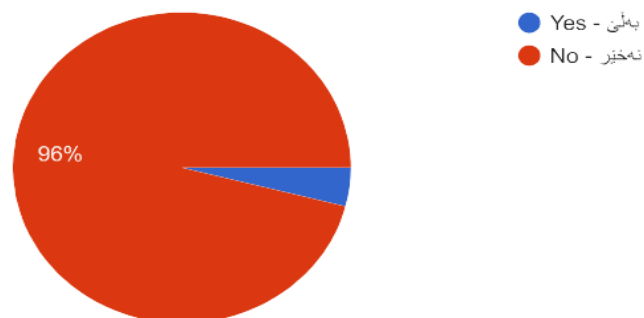
8. Why do you study English? بۆچی ئینگلیزی دەخوینیت؟

100 responses



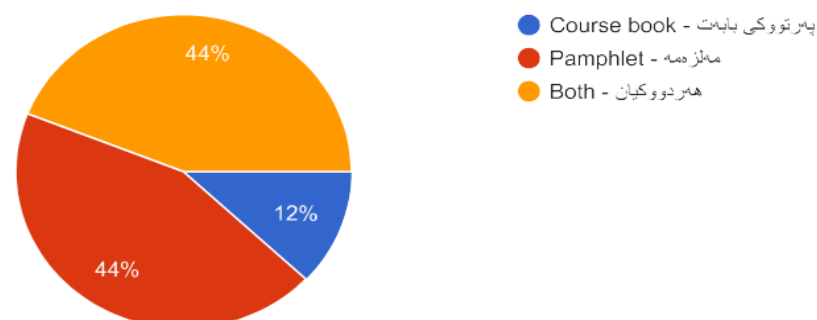
9. Do (Did) you have English private tutor head of the ministerial exam? ئایا مامۆستای تایبەتی بابەتی ئینگلیزیت ههیه (هه‌بوو) پێش تاقیکردنه‌وه‌ی وه‌زاری؟

100 responses



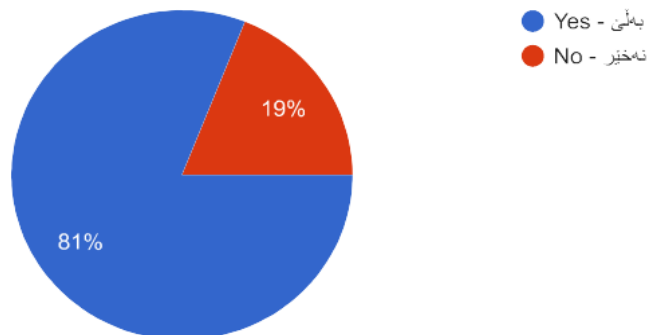
10. How do (did) you study? (ده‌خویند)؟ لێسه‌ر چی ده‌خوینیت؟

100 responses



11. Do your teacher has his/her own pamphlet? ئایا مامۆستایه‌که‌ت مه‌لزمه‌یه‌ی خۆی هه‌یه‌؟

100 responses



12. Do you think "luck" plays any role in choosing the right answer in the ministerial exam? بێروا ده‌که‌یه‌ت "به‌خت" کاریه‌گری هه‌یه‌ت له‌ هه‌له‌بژاردنی وه‌لامی راست له‌ تاقیه‌کردنه‌وه‌ی وه‌زاری؟

100 responses

