Investigating Assessment Tools Used for Learning in Sunrise Textbook in High Schools of Sulaimani City

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Abstract

This paper is an extract from an MA thesis entitled "Investigating Assessment Tools Used for Learning in Sunrise Textbook in High Schools of Sulaimani City" that tackles the assessment tools in high schools. Assessment is generally defined as a tool that is used by teachers to collect information on students for the purpose of judging, appraising and deciding on students' level. Assessment underwent a lot of changes for many decades; therefore, our teacher should go with the changes that happened to assessment. The textbook that is studied in high school is Sunrise which is based on communicative language teaching. Each oral activity aims at preparing students to use the language in communication. It concentrates on both reception and production skills and more than half of the activities concentrate on oral skill: listening and speaking. The problem arises from the fact that the instructions of the Ministry of Education is in such a way that divided the marks for the items in the textbook just for written format test.

The thesis targets high school supervisors and teacher at various schools of West Directorate of Education (Rozhawa). To reach the aim of the study, the researcher relies on questionnaire based on data collection. The main questions of this study are whether teachers face problem in assessing and whether the map of Sunrise is covered in the test. It should be remembered that the relationship between Ministry of Education's instruction and its effect on the tools of assessment by teacher is the main target of current study as teachers are the main element of assessment. The questionnaire is prepared in two versions: one for the high school supervisors, and the other for high school teachers.

The findings of the study shows that the assessment tools that are used by the teacher lack many useful tools, and they confront problems in understanding and interpreting assessment tools and types, moreover, the concentration of teachers are only on written form. The Ministry of Education does not supply enough instructions regarding assessment tools and the mark distributions are not fairly given to the skills. Teachers and students do not pay much attention to the oral activities in Sunrise so students do not acquire language skills properly.

Key words: assessment tools, instructions of the Ministry of Education, Sunrise map, teaching and learning.

تحرّي أدوات التقييم المستخدمة للتعلم في كتاب "سنرايز" في المدارس الإعدادية لمدينة السليمانية

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المستخلص

هذه الدراسة هى خلاصة من أطروحة التى تحمل عنوان "التحقيق فى أدوات التقييم المستخدمة للتعلم في كتاب سنرايز في المدارس الإعدادية في المدينة السليمانية". التى تعالج أدوات التقييم فى المدارس الإعدادية. يتم تعريف التقييم بشكل عام على أنه أداة يستخدمها المدرسون لجمع المعلومات عن الطلاب بغرض الحكم، والتقييم، والبت فى المستوى الطلاب. وخضع التقييم للكثير من التغيرات لعقود العديدة، لذلك، يجب على معلمى المدارس الأعدادية اتباع التغيرات التى حدثت فى التقييم.إن الكتاب المدرسي في

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المدارس الإعدادية هو سنرايز القائم على تعليم اللغة التواصلية(ELT). يهدف كل نشاط فى سنرايز إلى إعداد الطلاب لاستخدام اللغة في التواصل.ويركز الكتاب على كل من المهارات الاستقبالية والإنتاجية وأكثر من نصف الأنشطة تركز على المهارات الشفوية: الاستماع والتحدث. وتبرز المشكلة من حقيقة أن تعليمات وزارة التربية والتعليم تقسم درجات الامتحانات للاختبارى الكتابى أو التحريرى فقط. ولا يوجد اختبار شفوى.

تستهدف الأطروحة المشرفين والمدرسين بالمدارس الإعدادية في مختلف مدارس مديرية التربية والتعليم غرب السليمانية (رؤذناوا). ولتحقيق أهداف الدراسة اعتمد الباحث على الاستبانة لجمع البيانات. الأسئلة الرئيسية هي ما إذا كان المدرسون يواجهون مشاكل وما إذا كان خريطة سنرايز مغطاة بالكامل فى الإختبارات. ويجدر بالذكر أن العلاقة بين تعليمات وزارة التربية والتعليم وتأثيرها على أدوات التقييم من المدرسين هى الهدف الرئيس للدراسة الحالية؛ لأن المدرسين هم العنصر الرئيس فى التقييم.

يكشف استنتاج البحث أن الأدوات التي يستخدمها المدرسون لتقيم الطلاب لها نواقص والعيوب، ويواجه المدرسون المشاكل في الاستيعاب والتحليل المبادء وأنواع التقييم، فضلا عن كون الامتحانات تحريرية فقط. ولم يزود وزارة التربية المدرسين بالتوصيات اللازمة لتحسين تقيم الطلاب، ولم يكن توزيع الدرجات على مهارات اللغة عادلا. ولم يهتم المدرسون والطلاب لم بالتمارين التى تتضمن الاستماع والتحدث فى منهج سنرايز.والنتيجة أن الطلاب لن يتعلموا اللغة الإنكليزية بصورة صحيحة.

الكلمات الدالة: أدوات التقييم، تعليمات وزارة التربية ، خارطة "سن رايز"، التعليم والتعلم.

1. Introduction

Sunrise textbooks are taught and studies in high schools the method of which is Communicative Language Teaching (ELT). Students are required to be competent in all language skills, butthey confront problems in both teaching and assessment. Teachers, main elements of assessment, confront difficulties in assessment tools. The researcher attempted to present some research questions and to hypotheses to reach the aim of the study.

1.1. The Research Questions

- Do the assessment tools lead to accomplish the learning outcome of Sunrise map?
- Does teacher's assessment comply with the assessment criteria?
- Does "what is assessed" influence "what is taught and learned?"
- Do teachers confront problems in understanding and interpreting assessment principles?
- Are Ministry of Education instructions enough to conduct good language assessment?

1.2. The Hypotheses

- The map of Sunrise is not covered in the English midterm exam and end-of- the-term exam which lead to create problem for the learners in being competent in the oral skills.
- What is assessed by the teachers does not accomplish the principles of assessment.
- Mark distributions have influence on teachers' assessment tools.
- The teachers need to understand and use various assessment tools and techniques to prepare competent students.
- Ministry of Education does not prepare enough instructions, guideline and training courses for teachers on assessment.

1.3. The Procedures

1- The researcher attempted to depend on some theoretical background both about Sunrise and assessment.
2- The researcher constructed two questionnaires to the high schools supervisors and teachers in West Directorate of Education WDE (Rozhawa) as a diagnostic step to collect data about the research problem.

1.4.   The Aims of the Study
1- Investigating the impact of assessment on students' competence in language skills.
2- Exploring which assessment tools are appropriate with Sunrise so that they can be used by the teachers in testing and assessment.
3- Displaying the importance of the assessment.

2. Sunrise textbooks

Sunrise text books are designed to teach Kurdish students how to use English language efficiently. Each level consists of three books: Student's book, Activity book and Teacher's book. Student book is divided into main teaching units and revision units. "The main teaching units focus on objectives (topics) which are interesting, important and useful such as: healthy living, sports, emergencies, geography, direction, the world's changing climate, conversation, skills needed for future work and study, feeding a growing population and working together for a better world" [1], [2], [3]. They concentrate both on reception and production skills. The revision units which revise the previous units concentrate on the grammar and vocabulary items.. Each unit in Sunrise is embedded with an episode of the Literary Reader. The aim of the Literary Reader is to increase students' reading skill and extensive reading or reading for pleasure. The structure of the main teaching units consists of six lessons. In lesson 1 and 2 some vocabulary and grammar are introduced through listening and speaking activities. Further vocabulary and grammar are introduced in a piece of writing in lesson 3 and 4. The skills of speaking, listening and writing are presented through revising the grammar and vocabulary of the previous four units. Each lesson of the main teaching units is supported with corresponding pages in the activity Book which is designed to be done at home by students. The activities in the Activity Book are about grammar and vocabulary. There is an exception in the lesson 5 and 6 of the activity book because the students need to move between Students' and Activity books to carry out the task. Lesson 5 and 6 are recommended to be done in the class; therefore the students should bring them together. Teacher's Book design contains instructions to be followed by teachers. 'It is really designed like a lesson plan'[1,p.5], [2,p.5],[3,p5]. It provides the teachers with ideas suggestions and alternative activities; moreover it contains the answers to every activity in the Student's Book as well as the Activity Book answers. Teachers' Book also explains the aim of each activity with the detail how to be taught by teachers. It also supplies the solution of each activity in the Student's Book and Activity Book; moreover it provided the solution of the Literary Reader. It can be said that the Teacher's Book is teachers' continuous friend which guides them to an effective way of teaching. Therefore it can be said that Sunrise is provided with many useful activities that support learning and students competence in all language skills. Teaching Sunrise and assessing according to the assessment criteria and communicative language teaching will definitely bring up students who will be competence in every skill.

3. Listening skill in Sunrise

Sunrise 10, 11, 12 Student Books are designed in units of teaching. Sunrise ten has ten units, sunrise eleven has nine units and sunrise 12 has only eight units. The units are classified in to two main types: main teaching units and revision units. The main teaching units are designed to cover all the language skills of listening, speaking, reading and writing; moreover they contain vocabulary, grammar and pronunciation. Student's Books contain at least four listening activities. The aim or objective of each activity is different. Teacher's Book provides the teachers with the aim, the

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procedures to follow to do each activity. So Teacher's Book is an easy-to-follow lesson plan that teacher can depend on. Each teaching unit begins with a listening activity in Sunrise 10, 11, and 12. The listening activities appear in lessons 1, 2, and 5.The aim of the activities according to Teacher's Book is: ' to improve students' listening skills and to use the unit vocabulary and grammar in a new context'. ,' to practice listening to and saying sentences and phrases in which intonation is used to indicate interest and attention' 'to recycle and introduce unit vocabulary. Students also practice listening for the order of specific information.' [2, pp. 29,30, 33]. The aims of other listening activities according to Teachers' Book are: to improve students' abilities to listen to and read for specific information'.,"to improve students' ability to listen and read for specific information'. The listening tasks are rearranging words, completing the missing information, looking for specific information, highlighted word, boxes containing words and pronunciation. They are provided with pictures, tables, questions, charts. All the listening activities are intensive reading (bottom-up) in which learners use components parts: words, grammar, and the like to process meaning according to[4, p. 26, 329]. The revision units are provided with extensive listening (top- down). Top-down is the process of using background knowledge to process meaning [4 , p. 26, 336). The students listen to much longer story and try to retell and take out the main events in each part of the recording. The same types of listening activities exist in both Sunrise 10 and 12.

4. Speaking skill in Sunrise

The speaking skill activities in high school Sunrise appear at the end of each lesson mostly lesson one, two and five. They occasionally appear in lesson three and four. The speaking activities are not fixed as it is for the listening activities, which exist in lesson one, two and five. The numbers of speaking activities are more than the listening activities in both the main teaching unit and the revision units, the aims of which are planned in the Teacher's Book. Sunrise Student Books contain many activities so that the students will attempt speaking skills. E.g.it asks the students to work in pair to talk about projects or buildings in the local area. When they finish the preparation, they say what they have prepared to the rest of the class. Another one asks students to practice expressing certainty and possibility in the past, or to practice using verbs in different passive form according to the Teacher's Book page[3]. The aim of some activities according to the Teacher's Book is to do a role play which practices the language of the text in a new context or, to prepare and make a presentation about treasure items that consolidates structures and language from the unit. The speaking skills are all intensive. The aim of the extensive speaking according to the Teachers' Book is, 'to prepare and make a presentation to revise and consolidate vocabulary and structures.'

5. Sunrise test

Sunrise text books are designed to cover the four language skills: listening, speaking, reading, and writing, but two most important skills are not included in the tests. Each text book is taught in two semesters and each semester has monthly-exam or mid-term test and end-of the –term test. The tests are pen- and paper tests which include covering the materials in the included units. The tests include: grammar vocabulary, pronunciation, reading, writing. There is no listening and speaking tests although the map of Sunrise text books referred to both skills. If these two skills are not included in the texts, the result may lead to lacking of competence in the two skills. The teacher may not include these two skills in daily assessment of their students as Hughes[5, p.27] confirms that areas that are not tested are likely to

become areas ignored in teaching and learning. Moreover, the current system renders validity. It is clear that a valid test is a test that is appropriate for its intended purpose[4, p.336].

6. Mark distribution

The following tables show mark distributions according to the instructions of the Ministry of Education (MOE).

Table 1:Mid-term test (monthly exam) mark distribution

Subject of question	Marks	Type of question
Reading and dialogue texts	4 marks	Choice
Vocabulary	4 marks	Choice
Pronunciation	4 marks	Choice
Grammar	8 marks	Written
Total	20	/

This table explains the distribution of the mark for the mid-of-the-term test. The test is written. Students will take the test in unit one and two.

Table 2: End-of-the-term test mark distribution

Subject of question	Marks	Type of question
Reading and dialogues	8 marks	choice
Unseen passage	6 marks	written
Vocabulary	4 marks	choice
Spelling	4 marks	written
Pronunciation	6 marks	choice
Grammar	12 marks	choice
Grammar B	8 marks	written
Unit task	4 marks	written
The story	8 marks	written
Total	**60 marks**	
Evaluation mark	20	?? !!

This table explains the distribution of the mark for the end-of-the-term test which is out of 60. This test is also a written test. The table also contains the evaluation mark which is 20 marks. For the evaluation marks, there is no any tool or criterion to depend on by teachers. Teachers either give learners marks randomly or they make it a written test.. So it seems that there is no oral test in high schools, in spite the fact that the previous textbook (The New English Course for Iraq), the oral test was done out of 30% of the total marks.

7. The distribution of listening and speaking activities in high school Sunrise

The following three tables (table 4, 5, 6) show the listening and speaking activities in Sunrise textbooks of high school.

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Table 4: The distribution of speaking and listening activities in sunrise 10

Types of activities	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
Listen and do	1	1	1		1	1	1	1		/
Speak Speak and write	4	5	5		4	4	5	2	1	/
Listen and read	1	1	1		1	1	1	1		/
Think about it	1					1				/
Read and speak	1	1			1	1	1	2		/
listen	1									/
pronunciation	1	1	1			1				/
Listen and speak/ understand		1	1		1	1	1	1		/
Extensive listening				1					1	/
total	10	10	9	1	8	10	9	7	2	/
Total activities in each unit	17	19	18	3	16	18	16	14	6	/

8. Assessment

When we mention assessment, it is better to mention two more attributes to have clear understanding of assessment.

8.1. Assessment

On the other hand, assessment is continuous process which covers a wider domain, when the teacher enters the classroom, the process of assessment starts. The students attempt to produce a simple sentence. Not only do the teachers encourage the students to produce meaningful sentence, but also they attempts to assess their ability and performance. From the above clarification and based on Brown's definition [6] , ' test can be classified as a subset of assessment'. Definitely, test is a useful device or of assessing student among other devices. Do the teachers need to assess their students continuously? The answer is yes. According to Frank [7] teachers need to identify students' needs, document their progress and decide what to do. On the other hand, Bachman [8] argues that teachers need to collect information about interesting thing according to systematic procedures to reach an outcome which is defined as assessment. Assessment has a great role and there are some attributes and factors that improve learning and student behaviour such as: grades, comments, rewarding, and reinforcement.

8.2. Testing

Tests are prepared by the teachers with the help of the administrative board of any educational institution. Tests are fulfilled at a point of time in a given domain of the syllabus by the students to measure what is achieved. So test is a method of measuring person's ability or knowledge in a given domain.[6, p. 384].

8.3. Evaluation

Evaluation, on the other hand, is used in two different meaning. In USA and some countries, the term evaluation denotes the same meaning as the assessment in UK and some other countries does. In the UK, 'evaluation' denotes the meaning of

collecting evidence and making judgments about programmes, system, materials, procedures and processes.

9. The Principles of Assessment
9.1. Validity
One of the most significant criteria for test is validity. Gronlund, [9, p 29] defines validity as: ' the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.' A test is valid if it measures what it claims to measure. How do we know if a test is valid? There some evidences that show that a test is valid. Brown[9, pp. 29- 36]counts five evidences: content, criterion, construct, consequential, and face validity although in some authors count only three.

9.2. Practicality
There are some criteria which can be used to measure the practicality of the test. First the time is one of the most important elements of practical test in which it could be done within a limited time. The cost of the test should not be so much on the part of both the test-taker and the teacher. Brown[6 p. 386], [9, p.26] attributes some points to be related to the practicality of the test like:' the means of financial, time constrain, administration, scoring and interpretation.'It means if a test is not expensive and it can be administered easily, it can be performed with a limited time, it will be considered as a practical test. A practical test also has procedure that is easy to score or evaluate. An impractical test could be a test that takes few minutes for students to take and several hours for the examiner to evaluate.

9.3. Reliability
When we think about the reliability of a test, we will remember dependability of the test. If a test is given to the same students or two different groups, the same or similar results should appear. There are some factors that have great effect on reliability of a test. These factors should be taken into consideration by the teacher since the aim is learning. Brown [9, p.p. 27-29] counts four factors that affect reliability which are: student, rater, administration, and the test itself or its nature. Student related factor lies in their illness, fatigue, anxiety, physical or psychological factor as Harmer [10] identifies sickness, bad day and no sleep which affect the true score of the student or lower the real score. Regarding the rater reliability, it involves two kinds inter rater and intra rater reliability since the papers are scored by one teacher or two teachers. Their shortcoming, problems and lack of attention will render the reliability of the test or assessment. Other factors that cause unreliability of the assessment are: administration of the test, physical environment, and the test itself.

9.4. Authenticity
Hutchinson and Waters [4, p.208] define authenticity as those that are not originally constructed for language teaching purpose. Any task in a test which is described as authentic should reflect the real world i.e. it should be the real sample or representative of the real world. If the items are isolated and do not have any relationship, the authenticity of the test will render. Sunrise textbooks are full of tasks where authenticity spread throughout the text in such a way that its topics and tasks are relevant and interesting to the students. In each text book, there is a story which talks about familiar characters until the end of the book. These related stories are really authentic which give the text book a thematic organization. So the contextualized tasks almost give the book authenticity. The stories in sunrise are in form of episodes.

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9.5. Wash Back

Wash back is one of the most significant principles of language assessment, teaching and learning. When the teachers correct the students' papers and give them back to the students, the only thing that they think about is the score behind their responses and they feel confident that they have done what is expected from them. These scores don't give students anything important to their language competence if it is not provided with comments, diagnostic feedback. If the scores are supplied with productive comments relating to the task and its objectives, it will motivate the students intrinsically. Teachers can highlight their wash backs about linguistic information in form of diagnostic advice, weaknesses and strength both inside the classroom to support learning and on their test papers. Brown [9 p. 28] recommends: 'teachers can suggest strategies for success as part of their coaching role." And he also recommends that another form of wash back is to generously commend on the students' performance. Teachers can praise students but not exaggerate in it.Wash back will definitely create a motivating experience so that they will feel that they have completed the tasks well or challenge them to a better work for the following time. It is clear that formative assessment provides more wash back than summative one in a form of information to the learner on a progress towards goals.'

10. Formative assessment

Another thing which should be taken into consideration in assessment is its function. Two functions of assessment have been identified: formative and summative assessment. Formative assessment is the on-going process of evaluating students' progress in forming competence and skills inside the classroom with the aim of aiding students to grow their competence and skills. Therefore formative assessment is mostly done inside the classroom when teachers deliver their feedbacks orally. They monitor students' performance to continue forming learning.

11. Summative Assessment

Summative assessment measures and summarizes what the students have achieved during a semester or a unit. The teachers' aim is to know to what extend the students have gained the course or the unit's objectives. Final and midterm exams are examples of summative assessment since each unit has some objectives (topics), which require the students, to master. One problem is that the students have impression that when they do summative tests, they feel they have done it and they do not need to remember the stuff anymore. Brown [9, p 8] thinks that it is important to convert summative assessment or tests into learning experience or to change this attitude and to give some formative quality to your students.

12. Language testing

Up to now some of the common terms that are related to assessment have been clarified to have an overview of what language assessment is. Now, we attempt to narrow down assessment to language testing since the claim of our research centred through tests; moreover in our schools, the widespread process goes round tests. The history of language testing trends has changed with the changes that have happened to language teaching methods, i.e. , when a new method of testing appeared it has taken with it some of the useful and positive techniques from the previous one. Brown [6, pp. 16, 17) has named this as 'changing wind and shifting sand'. These changes has gone side by side with language teaching. The teaching methods from grammar translation method to the direct method and to the current Communicative Language

Teaching all aimed at improving the quality of teaching so that it would have effect on students for both formative and summative purposes. Therefore, the methods were invented for two purposes: student learning and student preparation for tests the aim of which are to create leaning experience. As it has been explained, Sunrise textbooks of high school which are the main purpose of our study have been designed to cover the four language skills. The skills have been set in the map of sunrise in order that teachers will assess students during the class lessons and design required tests to cover all the skills. Two major approaches to language testing have appeared: discrete point and integrative testing. In discrete point tests, language is broken down into its component parts and it can be tested successfully. The four skills of Listening, speaking, reading, and writing are components of language; moreover, discrete points may be language units of morphology, phonology, syntax, discourse and lexicon. This approach requires decontextualization of language testing according to some authors. High school teachers fulfil this type of testing. However new approaches appeared to focus on contextualization, authenticity, and communication. As a result, Oller [6] thought that language consists of a unified set of interacting ability that cannot be tested separately. As a result, the on going changes to language teaching and testing convince us that both teaching and testing need method. The methods involve theoretical beliefs about language, designing curriculum, and the activities or tasks to carry out teaching and testing strategies.

13. Test usefulness and effectiveness

Test has some qualities or usefulness as it is attributed by Bachman and Palmer [11, p.p.18 -28]. He refers to test usefulness is equal to the combination of reliability, construct validity, authenticity, interactiveness, impact and practicality although there may be conflict among the qualities, e.g. reliability and validity [11, p. 8]. They think that we cannot set tests which are both reliable and authentic. Since there is conflict among them, the teacher is able to resort to creating balance among them accroding to different circumstances. To raise the level of usefulness of a test, all the qulities should be taken into consideration rather than one individual one. One test quality cannot be evaluated indipendantly or by itself, rather we should evaluate them regarding the effect of all the qualities on the test. The teacher can decide about the usefulness and how to balance the qualities according to the test situation . Brown [6, p 408] mentions some points as qualities of designing effective classroom tests because he wants to change the bad impression about tests. In his opinion, tests have a bad image from the students' point of view as the students approach the classroom after spending a tiring night preparing for the test, they cannot achieve the desired result. To design an effective test, they ought to convert traditional test into authentic, motivating test that will provide best performance and desirable feedback. The principles are: strategies for test-takers, face validity, authenticity and washback. The aim of the test should be to support learning. The strategies should be given before, during and after the test. Before the test, the students need information about what will the test cover and the important topics. During the test, informing them to read the paper completely and have overview of the whole parts. After the test, providing feedback on their performance and advising them to the teacher comments, and listening to question about the test items.

14. Teachers' task in tests (testing)

Teachers should consider that when they try to assess student skills, they willassess their competence, i.e. their ability, knowledge to do the skills successfully because competence is students' ability to do something well or " competence is the

speaker / hearer's knowledge of his language", according to Cook and Newson [12, p. 15]. Hymes [13, p.245] thinks that through competence learners will be able to send message and interpret message interpersonally not intrapersonally. Sometimes there are some student-related reliability that affect the result; therefore, the teacher should triangulate their assessment with depending on more than one assessment resource to measure students' competence as Brown [9, p. 159] confirms that teachers should depend on more than one performance to reach the conclusion so he lists five points to triangulate the assessment. There are some techniques to triangulate: teachers can count more than one test, a test with many tasks that represent multiple tasks, students' in-class and out class activities or alternative assessment. This technique makes the test more reliable and valid. Sunrise textbooks contain four types performances in the main teaching units which are intensive, responsive, selective and extensive listening according to Brown's definition of listening performance [9, pp. 164 -167). The objectives of the skills can be divided into two major parts, micro skill and macro skill. The micro skill is a bottom-up process and macro skill is a top-down process. On the micro skill level, the students try to recognize English sounds, stress pattern, reduced form and so on. On the macro skill level, they try to process top-down and they understand the meanings, they understand what the utterance means according to different circumstances, they should know how to reach the conclusion of the events.

15. Test types

There are lots of types of listening and speaking test types but the content of Sunrise activities and tasks should be taken into consideration when the tests are designed in order to suit their level and the types of test task in the curriculum. The following are some kinds of test types which may be appropriate to Sunrise textbooks.

15.1. Listening test types

15.1.1. Appropriate response to a question

15.1.2. Open-ended response to a question

15.1.3. Cloze test

The test-takers listen to a monologue, dialogue, or a story three times and then try to fill in the blanks which are arranged in such a way that every 7th word is deleted. They listen to write the missing words.. The omitted words may be prepositions, verbs, nouns, adjectives or articles. Nunan [13] defines cloze as completion activity where teachers leave every fifth words to fill in.

15.1.4. Information transfer

The test-taker listens to a piece of information about a visual representation like: showing route on a map, identifying an element in a picture, labelling a diagram. One example contains four different pictures. The narrator describes one of them. The test-taker should identify the one which is mentioned.

15.1.5. Sentence repetition

The task is to repeat a sentence or part of a sentence by the test-takers

15.1.6. Dictation

The dictation is a tool which is used to assess listening skill. The students listen to a track which may be a story, conversation, or an event. The test developers or the teachers read the story slowly while the students listen carefully. The second listening will have stop after each sentence so that the test-takers have time to write what they hear. Finally, the teacher reads it again slowly for the purpose of letting them correct any mistake they have done or skipped any words.

15.1.7. Communicative stimulus-response task

This kind of assessment type presents the students with a conversation or monologue which is authentic and then they have to answer some questions.

15.2. Types of speaking

Speaking is, unlike listening, a productive performance which requires the speaker to produce sounds to communicate with the other people, but they are closely related to each other. Oral productive tasks and activities always need aural comprehension, i.e. they cannot be isolated. Sunrise text books are full of speaking tasks in both the main teaching units and revision units. The speaking activities occur at the end of the whole lessons of each unit. The speaking tasks demand from the students to do variety of activities such as:

- The grammatical points to talk about some different projects in the past present or future.
- Variety of contexts is presented to the students to talk about them.
- Role-play or act out conversations in pairs.
- Ask and answer questions.
- Talking about him/herby comparing to the picture which appears in the lessons.
- Talking about projects which were finished in the past.

15.2.1. Imitative speaking

The repetition of words, phrases and sentence is considered to be part of assessment. Repetition of these chunks of language can enhance student's accuracy.

15.2.2. Intensive speaking

At the intensive level the student is demanded to repeat a short stretches of language which should not be more that a sentences. The test-taker uses single, two to three words or short answer to reply to the prompt. Another way to use intensive tool is that the test-takers are prompted two or three words in random and asked to rearrange them in a meaningful sentence: e.g. was reading / my mother / a magazine.

15.2.3. Sentence / dialogue completion tasks and oral production

In this type of intensive, the test takers are given incomplete dialogue so that they can read it for a while and then the test administers say the part of the dialogue orally and the test-takers are demanded to respond.

15.2.4. Picture-cued tasks

Picture-cued stimulus which asks for description calls the test-takers to identify a word, phrase or to tell a story from a series of pictures.

15.2.5. Responsive speaking

- Unlike intensive task, responsive task contain short interaction which requires much creativity from the side of the test-takers. It includes Question eliciting open-ended response, elicitation of questions from the test-taker, eliciting direction and instruction or paraphrasing a story.

15.2.6. Extensive speaking

- The task of extensive speaking is definitely longer and more complex than the previous kind of speaking tasks: Oral production, picture cued story-telling, or retelling story. Sunrise provides only one extensive speaking activity.

16. Demographic Characteristic of the participants

The demographic feature of the questionnaire contained two items which provide gender and academic degree.

Item one provides the subject gender which demonstrated that among the 70 participants, 37 were female participants and 33 were male participants in high

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schools of West Directorate of Education with three supervisors: two male and one female.

Table: 7 Participant's gender

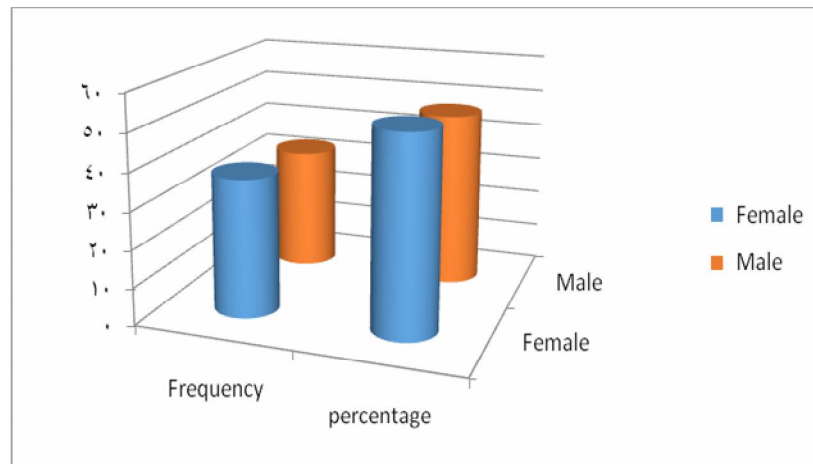| Gender	Frequency	percentage
Female	37	52.85
Male	33	47.14
Total	70	100%

Figure 1: Participant's gender

High academic degree was the other one of the demographic features of the participants. More than 91% of the participants were BA holders and only 8.57 % of them were MA holders.

Table 8: Academic degree

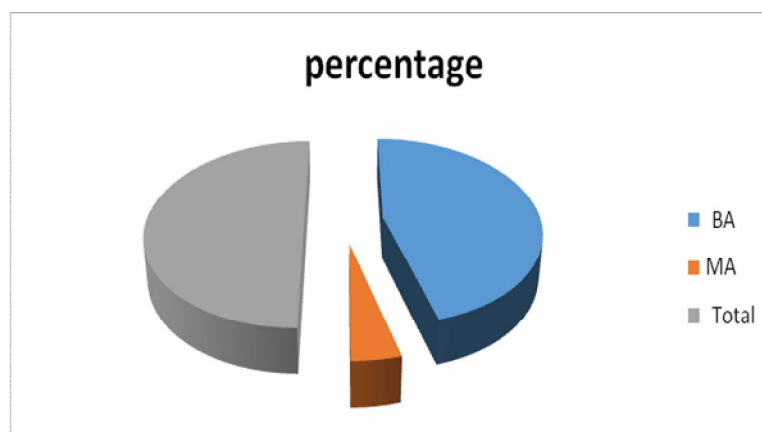| Academic Degree	Frequency	percentage
BA	64	91.42%
MA	6	8.57%
Total	70	100%

Figure 2: Academic degree

17.Data collection tool

To investigate the hypotheses and answer the research questions, two questionnaires were adapted. The hypotheses have been confirmed and the questions have been answered. The researcher attempted to fill in gap which could be perceived in the literature on high school assessment process in Sulaimani high schools and to

show how improving high school assessment tools affect English language teaching and learning for both teachers and learners. As it has been mentioned above, the tools are two questionnaires that were used to collect data. They were adapted from other researches and the researcher's teaching experience. They were organized in such a way that could meet high school needs. The questionnaires were sent to a lot of expert in the field of applied linguistics and English language teaching (ELT) and English language supervisors as jury members. Their opinions were taken into consideration for the final draft.

18. The questionnaires

The questionnaire consists of two versions: one for high school supervisors and one for high school teachers in West Directorate of Education in Sulaimani. Supervisor questionnaire of two parts: part one consists of twenty likert scale question tool to measure supervisors response and seven open-ended questions to clarify how to deal with the problems of high school assessment tools. The second questionnaire consists of three parts. Part one consists of twenty likert-scale questions to measure teachers' response. The second part consist of seven yes- no questions. The third part consists of seven questions to show teachers perception about assessment tools. Both questionnaires contain many axis: principles of assessment, question design, sunrise contents, the instructions of the Ministry of Education, Sunrise map, students' problems, teachers' problems in interpretation of assessment and CLT.

19. The participants

The researcher tries to expose the questionnaires to English language supervisors in West Directorate of Education (Rozhawa). Three supervisors out of five were available. Although the researcher wants all the supervisors to participate, two of them did not like to participate. The reason for this strong desire was that the supervisors have direct contact with teacher and school administration and they know more about the issue. The second a group of participants were English language teachers in high school belonging to West Directorate of Education (Rozhawa) who have taught English language for many years.

20. Pilot test

It is better to prepare a pilot test before conducting the study which is a small or mini version of the study. This pre-test is preferred to run a questionnaire. The pilot test was conducted with test English teachers. The result assured the researcher that the items were suitable. Therefore the questionnaire was given to more than seventy teachers. Regarding supervisor questionnaire, three of five supervisors were available and it was answered with discussion with the supervisors to fix the items based on their demand.

21. Validity of the questionnaire

Gronlund [14, p. 226] affirms that "the extent to which inferences made from assessment results are appropriate, meaningful , and useful in terms of the purpose of the assessment. A study can be considered valid if it measures the identified purpose not irrelevant one or what it claims to measure. Moreover the conclusion should match the data collection. Brown[9] points out that the test should measure exactly the test's proposition. Therefore the two questionnaires were exposed to a lot of experts and experienced figures to state their preference concerning the

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items and to inform the researcher about any irrelevant item. They have given many useful feedbacks to prepare the final draft as jury members.

22. Reliability of the questionnaire

The second quality of a good study or test is reliability. The study should be free of mistake so that it has reliability. Garson [15] points out that the reliability of a test is confirmed if different researchers achieve similar results. Therefore, reliability is regarded as crucial factor. Gronbach's Alpha scale was used to measure the reliability of the study. Gronbach's Alpha scale is 0.7 and our study is more than 0.7.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.964	20

Reliability Statistics

Cronbach's Alpha	N of Items
.868	7

22. The result of the questionnaire.

The questionnaire was designed in two versions: one for the high school supervisors and one for high school teachers. The supervisors questionnaire contain likert sclale items and open-ended questions. The supervisors are in favor of oral ability tests that are based on communicative language teaching (ELT) because Sunrise is designed by material developer for this purpose. Currently, teachers teach and test students about their ability about knowledge of langauge rather than their ability to use tye language. Supervisors have strong satesfaction about ELT design of assessment that demands students' linguistic competence, sociolinguistic competence, strategic competence and pragmatic competence. The assessment should cover: meaningful communication, authentic situation, unpredictable language input, creative language output and integrated skills. The supervisors think that teacher should be provided with explicit instructions about assessment tools, types and design, material development. Teacher could use alternative assessment, as well.

Teachers's questionnaire reveals that they confront many problems in understanding assessment in general. They concentrate on linguistic forms: grammar, pronunciation and vocabulary without contextualization. They never concentrate on authenticiy in assessment although Sunrise textbooks are full of authenticity. They problem arises from the fact that teaching and assessing in traditional format doest not need proficiency and skills neither by teachers nor by students. The current system of assessment never improves students' ability to use language in communications.

23. Conclusions

This paper has reached the following conclusions:
1- The instructions of MOE arenot sufficient to lead teachers to do reliable and valid assessment.
2- Alternative assessment is appropriate for students, especially interview as it is practical.
3- Students are tested about knowledge of language rather than how to use the language.
4- The formal Website of Ministry of Education do not assist teacher in assessment and it needs complete editions.

5- Majority of the map of Sunrise in high school is not fully taught and assessed because students are prepared for those items that are included for both monthly and end-of-the-term exams.

6- Some teachers think that listening and speaking tasks are additional tasks and they should be deleted from the textbooks.

7- Listening and speaking tasks in sunrise constitute more half of the task in the textbooks but they are not fully taught and assessed because they are not given any mark that encourage both teachers and learners to pay attention to .

8- Majority of high school teachers concentrate on the topics that are included for the Ministerial exams.

9- High school teacher are graduates of college of languages or arts and it is required that they should be given both sufficient instructions and continuous seminars and training courses in language teaching and assessment because the topics of these two colleges are about language and linguistics rather than about English language teaching.

10- Oral ability will improve students' competence in language learning.

CONFLICT OF INTERESTS
There are no conflicts of interest

Abstract

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