

Second Year Students' Problems in Mastering English Sonnet

المشاكل التي تواجه طلبة المرحلة الثانية في إتقان القصائد الانكليزية السونيتية

Assistant Instructor:- Shurooq Talab Ja'far

م.م شروق طلب جعفر

Department of English Language and Literature

AL-Yarmouk University College

Email: yoti.lugain@gmail.com

Abstract

This paper is an attempt to analyze students' problems in Mastering English Sonnet for Second Year Iraqi Students of The Department of English at AL-Yarmouk University. This study aims at investigating the difficulties face by Iraqi EFL college students in identifying and producing English Poetry and finding out areas of difficulty in this respect, and the achievement of Second year college students in the area of English Poetry. In addition, the paper also aims to highlight the main Discrimination between students in learning English Poetry. The population of the present study comprised all the 40 students at the mentioned College for the academic year 2015-2016. The sample of the study included (20 students (male and female) of the same College for the academic year 2015-2016.

A test was presented in the type of Recognition and Production level see appendix (A). The Students papers were scored by the researcher herself. The obtaining data reveal the following findings:-

1- The Item Difficulty of the test in (task one and task two) Recognition test rate from (20-80) percent and its acceptable according to Bloom, Madaus and Hastings (1981: 202).

2- The Item Discrimination of the test in (task one and two) Recognition test rate from (27- 85) percent. It is acceptable due to Brown (1981: 104) who states that "The item is acceptable when its discriminating power is 20 percent and above".

3- The Item Difficulty of the test in (task three and four) Production test rate from (63- 73) percent, and it's higher than the Recognition test. The test shows that students perform in recognition test better than production one. In another way, students find some difficulties in production tasks which demands produce English poetry more than recognize it.

4- The Item Discrimination of the test in (task three and four) Production test rate from (81- 85) percent, and it's higher than the Recognition test. The test shows that students perform in recognition test better than production

one. In another way, task three and four (production) seems more discriminate the high level students from the low level students in English poetry more than in recognition test.

5- The test shows that, the computed t-value is lower than the tabulated one, this proves that our subjects (2nd year students) have failed to identify and produce English Poetry by form and function on the whole test.

مستخلص الدراسة

يتناول البحث المشاكل التي تواجه طلبة السنة الثانية في اتقان القصائد الانكليزية – قسم اللغة الإنكليزية في كلية اليرموك الجامعة. وتهدف هذه الدراسة إلى التعرف على الصعوبات التي تواجه طلاب الجامعات العراقية في ادراك وانتاج الشعر الإنكليزي ومعرفة مجالات الصعوبة في هذا الصدد. هدف البحث هو تسليط الضوء على التمييز بين الطلبة في تعلم الشعر الإنكليزي. ويبلغ عدد مجتمع الدراسة (٤٠ طالبا) من طلاب السنة الجامعية الثانية من قسم اللغة الإنكليزية - كلية اليرموك الجامعة للعام الدراسي ٢٠١٥-٢٠١٦. عينة الدراسة شملت (٢٠ طالب وطالبة) من طلاب السنة الجامعية الثانية من قسم اللغة الإنكليزية وآدابها كلية اليرموك الجامعة للعام الدراسي ٢٠١٥-٢٠١٦.

على أية حال، ينقسم الاختبار إلى

جزئين ادراكي وانتاجي انظر الملحق (أ). من الجدير بالذكر، ان جميع الاوراق قد تم تصحيحها من قبل الباحثة ومن نتائج الاختبار خلصت الباحثة الى ما يلي:-

١- في الاختبار الادراكي(السؤال الاول والثاني) وجد ان صعوبة الفقرات تنحصر ما بين (٢٠-٨٠) بالمئة وهي نسبة مقبولة وفق تصنيف بلوم ومداس وهاستنك (1981: 202).

٢- في الاختبار الادراكي(السؤال الاول والثاني) وجد ان عامل التمييز بين الفقرات ينحصر ما بين (٢٧-٨٥) بالمئة. براون (١٩٨١:١٠٤) بين ان "الفقرة تكون مقبولة عندما تكون قوة تمييز الفقرة ٢٠ فما فوق".

٣- في الاختبار الانتاجي (السؤال الثالث والرابع) وجد ان صعوبة الفقرات تنحصر ما بين (٦٣-٧٣) بالمئة وهي نسبة اعلى مما هو عليه في الاختبار الادراكي. والاختبار بين ان اداء الطلبة في الاختبار الادراكي افضل من الاختبار الانتاجي. هذا يعني ان ، الطلاب قد

وجدوا بعض الصعوبات في الاختبار الانتاجي الذي يتطلب انتاج الشعر الانكليزي اكثر من ادراكية.

٤- في الاختبار الانتاجي(السؤال الثالث والرابع) وجد ان قوة التمييز انحصرت ما بين (٨١-٨٥) بالمئة وهي نسبة اعلى مئويا من الاختبار الادراكي . أظهر الاختبار ان اداء الطلبة في الاختبار الادراكي افضل مما هو عليه في الانتاجي . بمعنى اخر، يبدو ان السؤال الثالث والرابع اكثر تمييز للطلبة ذوي المستوى العالي عن الطلاب الضعيفي المستوى في انتاج الشعر الانكليزي الامر الذي لا نراه في الاختبار الادراكي.

٥- في الاختبار يتضح لنا ان القيمة المحسوبة للاختبار التائي اقل من القيمة الجدولية وهذا يبرهن ان موضوع الدراسة (طلبة المرحلة الثانية) فشلوا في ادراك وانتاج القصائد السونيتية الانكليزية.

Introduction

The word sonnet is derived from the Italian word "sonetto". It means a small or little song or lyric. In poetry, a sonnet has 14 lines and is written in pentameter. Each line has 10 syllables. It has a specific rhyme scheme and a "volta" or a specific turn. Generally, sonnets are divided into different types based on the rhyme scheme they follow. The rhymes of a sonnet are arranged according to a certain rhyme scheme. The rhyme scheme in English is usually abab-cdcd-efef-gg and in Italian abba-abba-cde-cde. (Rebholz, R. A.,1997)

Types of Sonnet in English Literature

Historically English sonnet passed on different period as following:

- 1- Italian Sonnet
- 2- Shakespearean Sonnet
- 3- Spenserian Sonnet
- 4- Miltonic Sonnet
- 5- Terza Rima Sonnet
- 6- Curtal Sonnet

However, Renaissance sonnet came in two types:

(1) The Italian (or Petrarchan) sonnet contains the following features:

An octave (eight lines) rhyming *abbaabba*. A sestet (six lines) of varying rhyme patterns, such as *cdecde* or *cdccdc*. Sir Thomas Wyatt in the early 1500s first introduced the Italian sonnet into English. It rapidly became all the rage.

(2) The English (or Shakespearean) sonnet contains the following features:
Three quatrains (sections of four lines, also called "staves"): *abab cdcd efef*.
A concluding couplet (two rhyming lines): *gg*. Sometimes, the concluding couplet after the turn is called the *gemel*. (Ibid, R. A., 1997)

Though this type of sonnet is called "Shakespearean," but Shakespeare did not invent it. It was actually introduced by the Earl of Surrey and other English experimenters in the 1500s. The first part of the sonnet introduced a problem or question of some sort, which is developed in the first octave (in Italian sonnets) or the first three quatrains (in English sonnets). Then, there is a change in direction, thought, or emotion called a *volta* or a *turn*. The last sestet (in Italian sonnets) or the final couplet (in English sonnets) illustrated this change in direction, thought, or emotion.

ITALIAN SONNET

A
B
B
A (Octave)
A
B
B
A

----- (Volta, or Turn)

C
D
E (Sestet)
C
D
E

ENGLISH SONNET

A
B
A (Quatrain #1)
B

C
D (Quatrain #2)
C
D
E
F (Quatrain #3)
E
F
----- (Volta, or Turn)
G
G (Couplet)

(Philip K., Ed, 2003: 29)

Rules of "Writing a Sonnet"

Here are the rules for writing a sonnet:

- It must consist of 14 lines.
- It must be written in iambic pentameter (duh-DUH-duh-DUH-duh-DUH-duh-DUH-duh-DUH).
- It must be written in one of various standard rhyme schemes.

However, Bera (2014: 64-80) states that the most familiar kind of sonnet, the Shakespearean, and the rhyme scheme is this: *abab-cdcd-efef-gg*. Every A rhymes with every A, every B rhymes with every B, and so forth. You'll notice this type of sonnet consists

of three quatrains (that is, four consecutive lines of verse that make up a stanza or division of lines in a poem) and one couplet (two consecutive rhyming lines of verse). However, there is more to a sonnet than just its structure. A sonnet is also an argument. It builds up in a certain way. And how it builds up is related to its metaphors and how it moves from one metaphor to the next. In a Shakespearean sonnet, the argument builds up like this:

- First quatrain: An exposition of the main theme and main metaphor.
- Second quatrain: Theme and metaphor extended or complicated; often, some imaginative example is given.
- Third quatrain: Peripeteia (a twist or conflict), often introduced by a "but" (very often leading off the ninth line).
- Couplet: Summarizes and leaves the reader with a new, concluding image. (Wang & Niu, 2014 :64)

Methodology

Aims of the study

This study aims at investigating:

- 1- the difficulties faced AL-Yarmouk students in identifying and producing English Sonnet , and
- 2- the achievement of second year college students in the area of English Sonnet of the Department of English Language and literature at AL-Yarmouk University College.
- 3- In addition, the paper aims to highlight the main Discrimination between students in mastering English sonnet.

Hypothesis of the study

It is hypothesized that Iraqi EFL college students fail to master and produce English Poetry by form and function.

Procedure of the Study

Data were collected and presented in the form of table , which further illustrated in the form of percentages as well as results were drawn.

Population of the Study

The population of the present study comprised all the (40 students) of the Second year college students of Department of English Language and literature – AL-Yarmouk University College for the academic year 2015-2016.

Sample of the Study

The sample of the study included (20 students male and female) chosen randomly of the Second year college students of Department of English Language – AL-Yarmouk University College for the academic year 2015-2016.

Limits of the Study

The Limitation of the study was narrowed down to the Second year college students of Department of English Language and literature in the field of English Poetry, to test the achievement of the second Year students in the area of English Poetry.

Procedures

In carrying out this study, the following procedures are followed:

- 1-selecting a sample of college students to represent the population of the present study,
- 2-setting up elicitation tools employing various techniques that elicit as a full picture of our subject (English sonnet in English Poetry) in this area as possible,
- 3-constructing a test which consists of two basic parts: recognition and production test. Each part in turn consists of two sections used to test

the hypothesis of the present study, and
4-using a suitable statistical methods (Like: T Test, Item Discrimination, Item Difficulty, and Theoretical Mean) for processing data analysis and gaining results.

The Recognition Tasks

The researcher used these tasks to show the students real thinking ability besides their real understanding of the material needed to be studied. In other words, its test object ability. It is one which is asked in such a way that there is only one correct answer beside multiple incorrect answers. Usually, in these types of tasks the incorrect answers are more than two but in this test they are three to prevent guess among the students.

In the present study, recognition tasks are divided into two sections: task one and task two.

1. Task One: Circling Task

In this task, students were asked to circle the appropriate choice from the choices in parentheses. In this type of tests, a number of questions or problematic statements were provided a long with multiple answers to these questions or problems ranging into three answers set as choices. Among choices there was either one correct answer or one best choice for each item and the other choices were either wrong or of secondary relation to the question or the problem.

Task one includes (15) items; all surrounding on Students' curriculum books:

1- The Sixteenth Century Poetry (2011) by Ala'uddin H. Al-Jobori; A.W. Al-Wakil; Dr. Khalid Mahir; and Dr. Issam Al-khatib.

2- The Seventeenth Century Poetry: (2011) by Ala'uddin H. Al-Jobori; A.W. Al-Wakil; Dr. Khalid Mahir; and Dr. Issam Al-khatib.

2 Task Two: Multiple – Choice Test

In this task, students were asked to write the letter of the correct answer from others three incorrect answers. A number of questions or problematic statements were provided a long with multiple options to these questions ranging into four answers set as choices. The options are ranging into (A, B, C and D), and the correct answer appeared in a random order. The researcher was attended that all options should be related to the same general area or activity, and all distracters should be attractive to the students who are not sure of the correct answer.

Task two also included (15) items just like task one; all surrounding on the students' curriculum books as mentioned above.

The Production Task

The production tests were intended to measure the student's ability to produce lines or stanza of certain English poetry views or phenomena. In such a test, students were asked to write and comment on specific demands which supplied by the researcher.

In the present study, production task was divided into two sections: task three and task four.

Task Three: write and comment

In this task, students were asked to write a poem of fourteen lines each line contains ten syllabuses on the rhyme-scheme of English form (Shakespearian Form). These kinds of test are used rarely in Teaching English Literature at

Iraq but the researcher used it in order to show students ability in production task, without gave formal expectation without evidence. However, it was used to make students used their own mental ability as well as their information about English Poetry that they have owned from studying and learning their curriculum. In the present study, the third task elicits knowledge on the production level. It is made up of one question to elicit students' ability in producing a poem from their own choice.

Task Four: Mention and Explanation

'Mention and Explanation' was intended to measure the ability of students to discuss different statement present on the basis of previously gained knowledge that results from being involved in certain experience of English Poetry.

However, in the present study, task four was included to categorize the six major types of the sonnet in English Poetry.

Test Validity

Validity refers to the correspondence between the test and what it intends or claims to measure (AL-Juboury, 2004, p.6). Test validity, or the validation of a test, explicitly means validating the use of a test in a specific context, such as college admission or placement into a course. Therefore, when determining the validity of a test, it is important to study the test results in the setting in which they are used. Validity is a matter of degree, not all or none

Messick (1989: p. 102-3) a renowned psychometrical, defines validity as "...an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationale support the adequacy and appropriateness of

inferences and actions based on test scores and other modes of assessment." Messick points out that validity is a matter of degree, not absolutely valid or absolutely invalid. He advocates that, over time, validity evidence will continue to gather, either enhancing or contradicting previous findings. So, Validity refers to the correspondence between the test and what it intends or claims to measure.

Anyway, before applying the test, the researcher would like to present the procedures she followed in order to ensure both content and face validity.

1- Content Validity

Content validity addresses the match between test questions and the content or subject area they are intended to assess. This concept of match was sometimes referred to as alignment, while the content or subject area of the test may be referred to as a performance domain. Content-related evidence of validity comes from the judgments of people who are either experts in the testing of that particular content area or are content experts (Messick, 1990: p.13). In any test, it is not enough to depend only on face validity to judge the suitability of a test. Content validity is also needed to (a) make sure that the test adequately samples the material it is supposed to measure, and (b) Supply information about the nature of the test (Ibid: p.13). Hence, to achieve the content validity, the test covers all the topics of the curriculum book such as (History of Sonnet, types of Sonnet, Sonnet Scheme, the poets, the poems...etc.) (See appendix – Test Form)

2. Face Validity

Face Validity refers to the extent to which a test or the questions on a test appear to measure a particular construct as viewed by laypersons, clients, examinees, test users, the public, or other stakeholders. In other words, it looks like a reasonable test for whatever purpose it is being used. This common sense approach to validity is often important in convincing laypersons to allow the use of a test, regardless of the availability of more scientific means. (Holden, 2010, p.637).

Hence, a test which does not have face validity may not be accepted by candidates, teachers, education authorities, or employers. Therefore, the researcher exposed the test to a jury of experts in different positions. The four tasks of the test were examined by a number of specialists in English literature and methodology. Each specialist was requested to point out his/her remarks and suggestion about the suitability of the test to the level of the students and to the aims of the study. The majority of specialists have verified the validity of test items. The jury consisted of the following members:

- 1- Dr. Najia Ali Anber, Head Department of English Language and Literature, AL- Yarmouk University College.
- 2- Dr. Muslih Ed-Dien Nasief Lecturer at the Department of English Language and Literature, AL- Yarmouk University College.
- 3- Dr. Mohannad Mohammed Kadhim Lecturer at the Department of English Language and Literature, AL- Yarmouk University College.

Scoring Scheme

Thissen, and Wainer (2001: p.1) define 'test score' as "a piece of

information, usually a number, that conveys the performance of an examinee on a test". It is a summary of the evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured.

For the purpose of objectivity and reliability, a scoring scheme should be developed for the test. However, the test comprised of four tasks. Tasks One and Two comprised of (15 items) every item was marked as correct or incorrect. An item correctly rendered scores one point, and incorrect rendering scores zero, despite (Task three and four) which test the production level. Task three and four comprised of direct questions. Each question score from the scale of (15 Marks). Failure to answer the questions was considered a wrong answer. However, all the papers were scored by the researcher herself, and the full mark of the test was sixty.

Item Analysis

Item difficulty is simply the percentage of students taking the test who answered the item correctly. The larger the percentage getting an item right, the easier the item. The higher the difficulty index, the easier the item is understood to be (Wood, 1960: p.12). To compute the item difficulty, divide the number of people answering the item correctly by the total number of people answering item. The proportion for the item is usually denoted as item difficulty (Crocker & Algina, 1986: p122).

The first step was scoring the test out of 60 marks and classifying it into high and low mark. Then the 27% highest and the 27% lowest subjects were taken a basis for testing the level of difficulty.

AL-Juboury (2004: p.70-71) stated that “the Level of difficulty of the test items is represented by the percentage of students who answer the item correctly to the total number of students. To find out the level of difficulty for each item, the following statistical formula is used:

$$\text{Level of Difficulty} = \frac{\text{High correct} + \text{Low correct}}{\text{Total number of sample}}$$

However, Madsen(1983: p.181) elicited that “the accepted range of the level of difficulty is from (0,30 to 0,70)”. Bloom (1981: p. 95) stated that "a good spread of results can be obtained if the average difficulty of the item is a round (0,50 to 0,60) percent and items vary in difficulty from (0,20 to 0, 80) percent ". While Thompson and Levitov (1985: p.163-168) pointed that “the ideal percentage of correct answers on a four-choice multiple-choice test is not 70-90%. It would be halfway between the percentage of pure guess (25%) and 100%, (25% + {(100% - 25%)/2}). Therefore, for a test with 100 items with four alternatives each, the ideal mean percentage of correct items, for the purpose of maximizing score reliability, is roughly 63%”. The researcher didn’t use Thompson and Levitovs’ item difficulty, since the test divided into two parts (recognition and production). So, Thompson and Levitovs’ item difficulty couldn’t be used.

However, from the above mention, the researcher depends on the most common item difficulty of Bloom from (0,20 to 0,80) percent. The results of the

present study indicate that most of the items have an acceptable level of difficulty which ranges between (0,20 to 0,80).

The second step then, after Item difficulty, was the item discrimination. Lopez (1998: p.626) stated that “item discrimination is a measure of how well an item is able to distinguish between examinees who are knowledgeable and those who are not, or between masters and non-masters”. (Kelley, Ebel, and Linacre(2002: p. 883-4) stated that “to obtain the index of discrimination, subtract the number of correct answer in the low group from that of the high group; divide the difference by the total number of the students in one group, the following formula is used:

$$\text{Item Discrimination} = \frac{\text{High correct} - \text{Low correct}}{\text{Half the number of students}}$$

However, after the application of item discrimination formula, the researcher has been found that the discrimination power of this study rangers between (0,27- 0,85) percent, (See Table (1)). According to Brown (1981: 104) who stated that "The item is acceptable when its discriminating power is 20 percent and above". Therefore, the discriminating power of the present study is satisfactory.

Table (1)
The Item Difficulty and Item Discriminating Power of the test

Question	Item	Item Difficulty	Item Discrimination
Q 1	1	0,78	0,67
	2	0,49	0,59
	3	0,52	0,57
	4	0,80	0,51
	5	0,50	0,37
	6	0,64	0,28
	7	0,41	0,43
	8	0,46	0,70
	9	0,67	0,77
	10	0,80	0,53
	11	0,69	0,28
	12	0,41	0,60
	13	0,56	0,51
	14	0,79	0,27
	15	0,45	0,48
Q 2	1	0,63	0,81
	2	0,57	0,72
	3	0,41	0,80
	4	0,67	0,31
	5	0,49	0,37
	6	0,77	0,69
	7	0,68	0,75
	8	0,57	0,29
	9	0,60	0,49
	10	0,21	0,77
	11	0,69	0,55
	12	0,57	0,67
	13	0,44	0,71
	14	0,32	0,53
	15	0,20	0,45
Q 3	#	0,72	0,85
Q 4	#	0,63	0,81

Presentation of Results

In order to prove the hypothesis of the present study "It is hypothesized that Iraqi EFL college students fail to master and produce English Poetry by form". The researcher used t-test formula to specify the ability of the students in mastering and producing English Poetry by form. Table (2) shows that the mean

score of the students' performance is (28,6) with a standard deviation of (12,34) . The mean score of the students is at both Recognition and Production tasks. Levels are compared with the theoretical mean (27,5), which is computed by using the following formula:

$$\text{Theoretical Mean (M)} = \frac{\text{Higher Score} + \text{Lower Score}}{2}$$

After eliciting the Mean, Theoretical Mean and Degree of Freedom (Sample-1), the researcher used the T- Test Formula to estimate the calculated t-value of the test, and used it also to find the level of the sample in recognition and production skills: The following formula was used:

$$T = \frac{\bar{X} - M}{S / \sqrt{N}}$$

Where: T = t-test
 \bar{X} = mean
M = Theoretical Mean
S = Standard Deviation
N = Number of Subjects

Then by using the t-test formula, it has been found that the computed t-value (0.7045) matched with the tabulated t-value is (2.750) at level of significance (0,01) with a degree of freedom (36), and (2.542) at level of significance (0,05).

Since the computed t-value is lower than the tabulated one, this proves that our students (2nd year) have failed to identify and produce English Poetry by form on the whole test. This proves that the hypothesis of the present study is accepted.

Table (2)

T-test value/subject performance of the test

Sample		37
Mean		28,6
Theoretical Mean		27,5
S.D.		12,34
D.F.		36
T.Value	Comp.	0.7045
	Tabu.	(2.750) at Level of Significance (0,01)
		(2.542) at Level of Significance (0,05)

Conclusions:-

From the above mentioned view, the researcher analyzed the results of the test and concluded the following:-

1- The Item Difficulty of the test in (task one and two) Recognition test rate from (20-80) percent and it is acceptable according to Bloom (1981: p. 95).

2- The Item Discrimination of the test in (task one and two) Recognition test rate from (27- 85) percent. According to Brown (1981: 104) who states that "The item is acceptable when its discriminating power is 20 percent and above".

3- The Item Difficulty of the test in (task three and four) Production test rate from (63- 73) percent, and it's higher than the Recognition test. The test shows that students perform in recognition test better than production one. In other words, students find some difficulties in

production tasks that need to produce English poetry more than recognize it.

4- The Item Discrimination of the test in (task three and task four) Production test rate from (81- 85) percent, and it's higher than the Recognition test. The test shows that (students perform in recognition test better than production one). In other words, task three and four (production) seemed more discriminate the high level students from the low level students in English poetry more than in recognition test.

4- The test shows that, the computed t-value is lower than the tabulated one, this proved that our students (2nd year) have failed to identify and produce English Poetry by form.

References:-

- 1- Al-Juboury, Nejat Ahmed (2004) Measurement And Evaluation. Baghdad: Al-Yaqdha Printing Press.
- 2- Banks, J. (2005). Discrete-Event System Simulation. Upper Saddle River, New Jersey: Prentice Hall
- 3- Bera, Dr. Sunitkr, Asstt. Teacher(2014) The History of English sonnet . Deptt. Of English, Kurpai High School (H.S.), WB, INDIA. International Journal of Humanities and Social Science Invention ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714 www.ijhssi.org Volume 3 Issue 4 || April. 2014 || PP.64-80.
- 4- Bloom, B.S.; Madaus, G. F.; & Hastings, J. T. (1981) Evaluation to

- Improve Learning. New York: McGraw.Hill.
- 5- Brown, F. (1981) Measuring Classroom Achievement, New York, Holt Rinehart, Inc.
 - 6- Crocker, L., & Algina, J. (1986). Introduction to classical and modern test theory. New York: Holt, Rinehart and Winston.
 - 7- Holden, Ronald B. (2010). "Face validity". In Weiner, Irving B.; Craighead, W. Edward. The Corsini Encyclopedia of Psychology (4th ed.). Hoboken, New Jersey: Wiley. p. 637–638. ISBN 978-0-470-17024-3.
 - 8- Jason, Philip K., Ed. —Sir Thomas Wyattll. Critical Survey of Poetry, Vol. 7. , 2nd Revised Edition. ed. Frank N., Magill 1st Ed. Pasadena, Hackensack : Salem Press, INC, 2003, 4245-4253. Print.
 - 9- Kelley T., Ebel R., Linacre, JM.(2002) item Discrimination Indices. Rasch Measurement Transactions, 16:3 p.883-4.
 - 10-Lopez A., Tristan (1998) The Item Discrimination Index: Does it Work? Rasch Measurement Transactions, 1998, 12:1 p. 626.
 - 11-Madsen, H.S (1983) Techniques in Testing. New York: Oxford University Press.
 - 12-Messick, Samuel(1989). Validity. In R. Linn (Ed.), Educational measurement (3rd ed., pp. 13–103). Washington, DC: American Council on Education / Macmillan.
 - 13-Messick, Samuel(1990) Validity of Test Interpretation and Use . Reprinted by ETS - Measuring the Power of Learning. Copyright © 2016 by Educational Testing Service. All rights reserved. All trademarks are property of their respective owners.
 - 14-Rebholz, R. A. ed. Sir Thomas Wyatt: The Complete Poems. Penguin Group, 1997. Print.
 - 15-Timpani, John (2008) 5 Tips for Writing Poems, Credit: "Sonnet 18," © 2008 Jinx!, used under a Creative Commons Attribution 2.0 Generic license: [http: // creativecommons.org/licenses/by/2.0/legalcode](http://creativecommons.org/licenses/by/2.0/legalcode) www.ijhssi.org 64 | Page .
 - 16- Thissen, D., & Wainer, H. (2001). Test Scoring. Mahwah, NJ: Erlbaum. Page 1, sentence 1.
 - 17-Thompson, B., & Levitov, J.E. (1985). Using microcomputers to score and evaluate test items. Collegiate Microcomputer, 3, 163-168.
 - 18-Wang, Jiancheng and Niu, Jilian (2014) Metrical Art of Thomas Wyatt's Sonnets International Journal on Studies in English Language and Literature (IJSELL) Volume 2, Issue 8, August 2014, PP 40-43 ISSN 2347-3126 (Print) & ISSN 2347-3134 (Online) www.arcjournals.org.
 - 19-Wood, D.A. (1960). Test construction: Development and interpretation of achievement tests. Columbus, OH: Charles E. Merrill Books, Inc.

Appendix – The formal test

Recognition Test

Q1 / Circle the appropriate answer from the choices in parentheses: (15 Marks)

- 1- The word sonnet is derived from the Italian word (sonetto, sonnet, son net, sonnetta).
- 2- In poetry, a sonnet has (fifteen, sixteen, fourteen, thirteen) lines and is written in iambic pentameter.
- 3- In a poem, each line has (10 syllables, 11 syllables, 12 syllables, 13 syllables).
- 4- A poem has a specific rhyme scheme and a “volta” or a (specific rhyme, specific sonnet, specific turn, specific phenomena).
- 5- Sonnets are divided into different groups based on the (idea present, poem mood, poet view, rhyme scheme) they follow.
- 6- The sonnets can be categorized into (four, five, six, seven) major types.
- 7- The Italian (or Petrarchan) sonnet contains (octave, sestet. octave and sestet, quatrains).
- 8- An octave contains eight lines rhyming (*abab cd cdefef*, *abba abba*, *ababbcbcb*, *abbbgege*).
- 9- A sestet contains six lines of varying rhyme patterns, such as (*cdecde*, *efefggg*, *cdcdee*, *dcdcee*).
- 10- In the early 1500s first introduced the Italian sonnet into English was (Shakespeare, Henry Howard, Sir Thomas Wyatt, Edmund Spenser)
- 11- The English (or Shakespearean) sonnet contains (one quatrains ,

two quatrains ,three quatrains, four quatrains).

- 12- In English sonnet the sections of four lines, also called (octave, sestet. octave and sestet, staves).
- 13- In English sonnet the two rhyming lines (*gg*) is called (couplet, octave, sestet. quatrain).
- 14- Sometimes, the concluding couplet after the turn is called the (octave, sestet, gemel, staves).
- 15- The change in direction, thought, or emotion called a turn or (staves, gemel, sestet, volta).

Q2/ Write the letter of correct choice that carries the suitable answer: (15 Marks)

- 1- ----- is a most known poem written by Henry Howard, Earl of Surrey.
a) False love. b) Spring. c) A Promise. d) Farewell
- 2- The Nightingale is a most known poem written by ----- .
a) Sir Philp Sidney. b) Sir Walter Raleigh. c) Sir Thomas Wyatt. d) William Shakespeare.
- 3- Dr. Faustus is a sort of play written in a form of sonnets by ----- .
a) Christopher Marlowe. b) William Shakespeare. c) Thomas Campion. d) Sir Walter Raleigh.
- 4- When Sir Thomas Wyatt first introduced the sonnet into England, he attempted to follow the original form known as the Italian or ----- .
a) English form. b) Spenser's form. c) Petrarchan form. d) Sidney's form.

5- The Sonnet was the most popular form of the lyrics with the ----- .

- a) Dark age. b) Elizabethan age. c) Middle age. d) Iron age.

6- In the 13th century, the fourteen-line sonnet probably used by two Italian masters -----.

- a) Dante and Petrarch. b) Marlowe and Shakespeare. c) Wyatt and Howard. d) Spenser and Raleigh.

7- In the 16th century, the fourteen-line sonnet are credited with introducing and promoting the form in England early by ----- .

- a) Dante and Petrarch. b) Marlowe and Shakespeare. c) Wyatt and Howard. d) Spenser and Raleigh.

8- Elizabethan age might be called the ----- .

- a) Age of war. b) Age of peace. c) Age of love. d) Age of Sonnet.

9- Some poet were themselves ----- .

- a) politician. b) musicians. c) magician. d) proletarian.

10- Music which was a part of Elizabethan educational program, helped to establish ----- in 16th century England.

- a) songs and lyrics. b) folk stories. c) folk songs. d) myth.

11- Renaissance was a shift of emphasis of classical studies from the -----.

- a) English to Roman. b) Rome to English. c) Rome to Greek. d) Greek to Rome.

12- By the end of the Middle Ages many were convinced that the Roman Catholic Church needed -----.

- a) reforming. b) supporting. c) fighting. d) accepting.

13- The ----- helped in spreading ideas of reformation.

- a) invention of trains. b) invention of vehicles. c) invention of lyrics. d) invention of printing.

14- The leaders of the reformation sought to restore Christianity to its early purity as a simple religion based on the ----- .

- a) teaching of the church rules. b) teaching kingdom rules. c) teaching of the Bible. d) teaching poetry.

15- ----- though 16th century poetry was (it had its own appeal independent of Music) the vogue for publishing songs and lyrics in anthologies without musical accompaniment.

- a) Songs. b) Melodious c) Lyrics. d) Prose.

Production Test

Q 3 / Write a poem from your own choose of fourteen lines each line contains ten syllabus on the rhyme-scheme of English form (Shakespeare Form). (15 Marks)

Q4 / The sonnets can be categorized into six major types, mention them with explanation one of them. (15 Marks)