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Appendix 11 Criteria of Admission for Secondary Education

***The Authority of Education* (Translated)**

Decree No. (333) 2009 for determining the criteria for regulating the admission process of the holders of the Basic Education Certificate to secondary education specialization The holders of basic education certificate should be admitted in secondary education according to the following criteria:

1- General Criteria:
- a- the society needs for the different specializations;
- b- the intake capacity of secondary schools and the mid-vocational institutions;
- c- The geographical distribution of secondary schools and mid-vocational institutions;
- d- Students' average scores and wishes;
- e- Students over 17 years old should not be admitted in secondary schools;
- f- Students who achieved an excellent average (85%) can join any specialization regardless their ages.

2- General Criteria

A- Life Sciences Specialization
- 1- The candidate should successfully pass Basic Education stage with at least very good average (75%).
- 2- The candidate should have achieved an excellent average (85%) in Biology and Chemistry

B- Engineering Specialization
- 1- The candidate should successfully pass Basic Education stage.
- 2- The candidate should have achieved a 'good' average (65%) in 'Mathematics'.

C- Basic Sciences
- 1- The candidate should successfully pass Basic Education stage.
- 2- The candidate should have achieved at least a 'good' average (65%) in Mathematics and Physics

D- Economic Sciences
- 1- The candidate should successfully pass Basic Education stage with 'good' average (65%) or above.

E- Social Sciences
- 1- The candidate should successfully pass Basic Education stage with an average score of 'very good' (75%)

F- Languages Specialization
- 1- The candidate should successfully pass Basic Education stage.
- **2**- The candidate should have received at least an average score of 'good' (65%) in Arabic Language for Arabic language specialization and at least an average score of 'good' (65%) in English for English specialization and in French for French specialization.

G- Middle Training Centres
- 1- Students who wish to join the training programmes in these centres regardless their success average scores.
- 2- Those students who do not the required criteria for joining secondary schools

H- Participatory secondary education […] (Page 5)

Approved by The Authority of Education, Issued on: 18/07/2009

(Source Shihiba, 2011: 396-397)

Appendix 12 Criteria for Regulating Secondary School Students' Admission for University Education

The Authority of Education (Translated)

Decree No. (333) 2009 for determining the criteria for regulating the admission process of the holders of the Secondary Education Certificate to the University. And the process of regulating the admission process of the holders of basic education certificate to secondary education.

6- The students who finished their secondary education for the Discipline of Languages should be admitted in the following colleges according to the following criteria:

A- Arabic Language Specialization can join the following colleges:
1- Colleges of Law: Students achieved (85%)
2- Colleges of Arts: Students achieved (75%)
3- Colleges of Education: Students achieved (65%)

B-English Language Specialization can join the following colleges:
1-Colleges of Education: Students achieved (75%)
2-Colleges of Arts: Students achieved (65%)

C- The holders of secondary education certificate can join higher vocational institutions according
to their wishes regardless their average they scored; but their choice should go in line with their
secondary education specializations. (Page 3)

Item (3)

The personnel of the Education Authority in the region/city should assign committees for ensuring that these criteria are strictly followed through making visits to schools. Any breaches noticed in this regard should be reported immediately to the executive of the Authority of Education in the region. Half-monthly reports about the number of students admitted in schools should be written.
(Page 6).

Item (4)

This decree should be followed from its date of issue and concerned institutions should implement it verbatim. (Page 6)

Approved by the Authority of Education
Issued on: 18-07-2009

(Source Shihiba, 2011: 395)

Appendix 13 Syllabi Division for the Basic Education Stage, Grade 9, English Language Subject, Textbooks Prescribed and General Objectives

School year 2011/2012

Subject: English Language	Grade/Class: 9	Time allotted: 4 sessions a week.
Textbooks prescribed: English for Libya, Preparatory (3) Course Book + Workbook	Authors:	

General Objectives

Listening:

- Follow sequences in narrative texts.
- Follow process description.
- Extract specific information.
- Follow the detailed meaning of longer texts.
- Identify the context, purpose and setting of a dialogue.
- Identify the mood and role of speakers in dialogue.
- Understand the gist of texts.

Speaking:

- Ask for and give directions and supply information.
- Communicate the main points of a process or event.
- Describe activities in their lives, including hobbies and interests.
- Report events and occurrences in their lives in the past.
- Describe familiar and unfamiliar people, places and things.
- Describe past and present routines and abilities.
- Make and discuss arrangements.
- Express likes, dislikes and basic feelings.

Reading:

- Follow the sequence of information in a narrative text.
- Understand the general meaning of a factual text.
- Identify and differentiate between fact and opinion in a text.
- Follow sequence of information in a process description.
- Interpret, extract from and transfer information to maps and charts.

Writing:

- Convey information.
- Convey directions.
- Describe past events.
- Communicate news and information.
- Transcribe spoken texts of up to 50 words.
- Practise target language.

(ME, 2012: 87)

Appendix 14 Grades/Marks Distribution of English Language Subject for Basic Education Stage Certificate, for School Year 2011-2012

EHMAID
For Legal Translation

Grades/marks distribution of English language subject for Basic Education Stage Certificate, for School Year 2011-2012

Time Allocated: 4 periods a week

Maximum mark	Session assignment mark			Session total mark	Total marks of the two sessions	Final year examination BECE	Second attempt/reset exam
	An average mark of monthly tests	*Classroom tasks	Session final exam				
200	5	5	10	20	**40**	**160**	160

*** Marks distribution for classroom tasks and activities**

WrittenWork (W.W)		Reading Comprehension (R.C)	OralWork (O.W)	Classroom Activities (C.A)	Total
Notebook	Workbook				
1½	1	1	1	½	5

Notes:

1) On-goings tests should be done on at least monthly bases.
2) The student' s final mark is calculated up from the total marks gained in the first and seconds sessions, and from the final examination (BECE).
3) It is required for the student to be counted successful sitting for the final examination, and achieving the following:
   a) 40% of the required mark of the final examination (BECE), i.e. 64/160, and;
   b) 50% of the total required mark of the subject matter, i.e. 100/200.

Administration of Curricula

عمارات الجامع العالي
هاتف : 00218914533477-00218925504874

Appendix 15 Decree No.6, 2007 for Adopting New Form of Examinations in Libyan Schools

EHMAID
For Legal Translation

Decree No.6, 2007 for adopting new form of examinations in Libyan schools

The Authority of Education

Decree No. (6) 2007 for adopting the new examinations in Basic and Secondary Education Schools in Libya.

Item (1)

By this decree the authority of education decided to reform the examination system in Libyan schools through a change to the final examinations. The new reformed exams are called electronic and comprehensive examinations. They will be administered to all schools across all curricula and subjects, and to be given first to Secondary Schools students in the academic year 2007 – 2008. It will be administered to Grade 9 students of the Basic Education Stage next year, the academic year 2008 – 2009.

Item (2)

These examinations are adopted to achieve the following aims:

- To facilitate the way in which candidates answer the exam questions;
- To score the answer sheets mechanically, and hence to disseminate the results quickly, adequately and as transparently as possible;
- To eliminate the risk of cheating;
- To cover, comprehensively and equally, all the components and contents of the curriculum;
- To provide students with a gauge of their language learning achievement as far as the material of the prescribed syllabus is concerned.

Item (3)

All education executive offices, examination boards and inspectorates in all regions, cities and districts should consider this decree and implement it accordingly.

Approved by The Authority of Education
Issued in December, 2007

عمارات الجامع العالي

هاتف : 00218914533477-00218925504874

Appendix 16 Annual Evaluation Form Used by Inspectors as Criteria for Supervising Teachers in Classrooms

Ministry of Education, Educational Inspection Office

School: ……. Teacher's name: ……..……...

Specialization: …… Qualification and date of obtaining it: …….....

Date of employment: ……..…. Teacher's Class: ..……... Number of Weekly Classes: ….

Date of visit	Visited classes	Lesson topic	Attendants	Absentees	Comments

Visit Information	1st	2nd	3rd	4th	Mean of Marks	Comments
Division of Content						
Teacher's Subject Competence {23 marks}divided as follows:						
1-Lesson Planning and Documentation (8marks)						
2-Observing Written Assignments (15 marks)						
Syllabus Application and its Effect On Students' Progress{22 marks}:						
1-Amountofsyllabus covered (7marks)						
2-Students'achievementlevel(15 marks)						
Use of Teaching Aids						
Behaviour and personality and their effect on students' assessment{10}marks						
1-Appearance(5 marks)						
2-Teacher'srelationwithstudents (5marks)						
General Activity Related to the Subject {7 marks}						
Teacher's Cooperation with the Inspector {10 marks}						
Teaching Style and Methodology {18 marks}						
Total marks						
Means of total marks of evaluation						

GeneralNotes:EvaluationStatement(CompetencyReport):Weak/Satisfactory/Good/VeryGood/Excellent

Name of Inspector: Signature Date

Guide of evaluation:

Mark	***Less than50***	***50 to60***	***70 to79***	***80 to89***	***90 to100***
Average	***Weak***	***Satisfactory***	***Good***	***VeryGood***	***Excellent***

Accredited by the Head of the Inspection Office Name: Signature Date:

(Sources: Shihiba, 2011: 368 – 369)

Appendix 17 Grade 9 Students' Results in the BECE in English for the Last Seven Years

EHMAID
For Legal Translation

Ministry of Education, General Examination Administration

Misrata Examination Board

Statistics for the results of the students in Basic Education Certificate Examination (BECE) in English for the years: 2006 – 2012

Date: September, 2012 Serial No. m.t.m "148", 2012

s. No.	The school year	students sit the final exams	Students passed the exams	Success rate in %
1	2005 - 2006	13523	6204	45.88%
2	2006 - 2007	13446	5250	39.04%
3	2007 - 2008	14404	6978	48.44%
4	2008 - 2009	13973	9807	70.18%
5	2009 - 2010	13895	10137	72.95%
6	2010 - 2011	12105	9865	81.49%
7	2011 - 2012	10230	8795	85.97%

Green colour represents students' results for the school years with the old BECE.

Blue colour represents students' results for the school years with the new BECE.

Approved by Exams Board Director, Misurata Office
Issued in September, 2012

عمارات الجامع العالي
هاتف : 00218914533477-00218925504874

Appendix 18 Consent Form for Teachers

- I have been invited by the researcher (Mr. Abdulhamid Onaiba, sponsored by Libyan Higher Education) to participate in this research study. The general purpose of the study is to investigate the impact of the English examination that has recently been revised and administered to Libyan schools on aspects of classroom teaching and learning.

- I understand that I will participate in teacher interviews, and my behaviour as a result of introducing this exam will be observed in class by the researcher. I am also fully aware that I will be tape-recorded during the interview and classroom observations, the latter of which will extend over a period not less than 6 weeks.

- I understand that my participation in the project is voluntary and I can withdraw from the project (and also withdraw the data I have provided) at any time before the analysis is complete without providing a reason. In the event that I withdraw from the project, I understand that any information already provided will be destroyed by the researcher.

- I understand that any information obtained as a result of my participation in this research will be kept confidential by the researcher, and my identity and that of my institution will not be revealed in the published results of the study. Only the researcher and his research supervisor(s) will handle the data I provide.

- I understand that the information I provide will not be used for any other purpose and will not be made available to others without my written consent.

- I understand that the questionnaires, tape recordings of the interviews and the observed sessions, and the transcripts of the observations, and any other materials I provided during the research, such as copies of my on-going classroom tests, will be used for research purposes and will be retained only in anonymised form for the length of the project.

I hereby consent to participate in the research, to be surveyed, interviewed and observed, and for the interviews and classroom observations to be audio-taped. A signed copy of this consent form is being given to me to keep.

Signature and name of Subject: _____

Signature and name of Researcher: _____

Date: ___ / ___ /____

Appendix 19 Consent Form for Inspectors

- I have been invited by the researcher (Mr. Abdulhamid Onaiba, sponsored by Libyan Higher Education) to participate in this research study. The general purpose of the study is to investigate the impact of the English examination that has recently been revised and administered to Libyan schools on aspects of classroom teaching and learning.

- I understand that I will be interviewed, and asked some questions about the exam and its effects—positive or negative—on aspects of teaching and learning, regarding teachers and their classroom practices and teaching materials. I am also fully aware that I will be tape-recorded during the interview.

- I understand that my participation in the project is voluntary and I can withdraw from the project (and also withdraw the data I have provided) at any time before the analysis is complete without providing a reason. In the event that I withdraw from the project, I understand that any information already provided will be destroyed by the researcher.

- I understand that any information obtained as a result of my participation in this research will be kept confidential by the researcher, and my identity and that of my institution will not be revealed in the published results of the study. Only the researcher and his research supervisor(s) will handle the data I provide.

- I understand that the information I provide will not be used for any other purpose or released to others without my written consent.

- I understand that the interviews to be conducted with me, including the recordings and notes taken, will be retained only in anonymised form for the length of the project.

I hereby consent to participate in the research, to be interviewed, and for the interviews and classroom observations to be audio-taped. A signed copy of this consent form is being given to me to keep.

Signature and name of Subject: _____

Signature and name of Researcher: _____

Date: ___ / ___ /____

Appendix 20a Table of descriptives generated from the one-way ANOVA for qualification effect in relation to teachers' classroom teaching practices (section 4.2.4.1.1).

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max
						Lower Bound	Upper Bound		
Teaching according to the test content	Bachelor of Arts	70	4.3857	.49028	.05860	4.2688	4.5026	4.00	5.00
	Bachelor of Education	19	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Teacher's Diploma	11	4.0909	.30151	.09091	3.8884	4.2935	4.00	5.00
	Total	100	4.2800	.45126	.04513	4.1905	4.3695	4.00	5.00
Adopting new teaching methods	Bachelor of Arts	70	3.8143	.64365	.07693	3.6608	3.9678	2.00	5.00
	Bachelor of Education	19	2.0000	.00000	.00000	2.0000	2.0000	2.00	2.00
	Teacher's Diploma	11	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Total	100	3.4900	.90448	.09045	3.3105	3.6695	2.00	5.00
Emphasizing listening and speaking skills	Bachelor of Arts	70	1.4000	.49344	.05898	1.2823	1.5177	1.00	2.00
	Bachelor of Education	19	1.7895	.41885	.09609	1.5876	1.9914	1.00	2.00
	Teacher's Diploma	11	1.8182	.40452	.12197	1.5464	2.0899	1.00	2.00
	Total	100	1.5200	.50212	.05021	1.4204	1.6196	1.00	2.00

Appendix 20b Tukey Post-hoc test generated by the one-way ANOVA test for qualification effect in relation to teachers' classroom teaching practices (section 4.2.4.1.1).

Dependent Variable	(I) Academic qualification	(J) Academic qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Teaching according to the test content	Bachelor of Arts	Bachelor of Education	.38571*	.10986	.002	.1242	.6472
		Teacher's Diploma	.29481	.13774	.087	-.0331	.6227
	Bachelor of Education	Bachelor of Arts	-.38571*	.10986	.002	-.6472	-.1242
		Teacher's Diploma	-.09091	.16090	.839	-.4739	.2921
	Teacher's Diploma	Bachelor of Arts	-.29481	.13774	.087	-.6227	.0331
		Bachelor of Education	.09091	.16090	.839	-.2921	.4739
Adopting new teaching methods	Bachelor of Arts	Bachelor of Education	1.81429*	.14043	.000	1.4800	2.1485
		Teacher's Diploma	-.18571	.17607	.544	-.6048	.2334
	Bachelor of Education	Bachelor of Arts	-1.81429*	.14043	.000	-2.1485	-1.4800
		Teacher's Diploma	-2.00000*	.20567	.000	-2.4895	-1.5105
	Teacher's Diploma	Bachelor of Arts	.18571	.17607	.544	-.2334	.6048
		Bachelor of Education	2.00000*	.20567	.000	1.5105	2.4895
Emphasizing listening and speaking skills	Bachelor of Arts	Bachelor of Education	-.38947*	.12205	.005	-.6800	-.0990
		Teacher's Diploma	-.41818*	.15303	.020	-.7824	-.0539
	Bachelor of Education	Bachelor of Arts	.38947*	.12205	.005	.0990	.6800
		Teacher's Diploma	-.02871	.17876	.986	-.4542	.3968
	Teacher's Diploma	Bachelor of Arts	.41818*	.15303	.020	.0539	.7824
		Bachelor of Education	.02871	.17876	.986	-.3968	.4542

Appendix 21a Table of descriptives generated from the one-way ANOVA for qualification effect in relation to teachers' classroom testing practices (section 4.2.4.1.2).

Descriptives									
						95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min.	Max.
Familiarising students with the exam content and format of the revised exam	Bachelor of Arts	70	4.1000	.30217	.03612	4.0280	4.1720	4.00	5.00
	Bachelor of Education	19	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Teacher's Diploma	11	4.6364	.50452	.15212	4.2974	4.9753	4.00	5.00
	Total	100	4.1400	.34874	.03487	4.0708	4.2092	4.00	5.00
Organising more focused activities that reflect exam content	Bachelor of Arts	70	4.4429	.50031	.05980	4.3236	4.5622	4.00	5.00
	Bachelor of Education	19	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Teacher's Diploma	11	4.4545	.52223	.15746	4.1037	4.8054	4.00	5.00
	Total	100	4.3600	.48242	.04824	4.2643	4.4557	4.00	5.00

Appendix 21b Table of the Tukey Post hoc test generated from the one-way ANOVA for qualification effect in relation to testing practices (section 4..2.4.1.2).

Tukey HSD **"Multiple Comparisons"**

Dependent Variable	(I) Academic qualification	(J) Academic qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Familiarising students with the exam content and format of the revised exam	Bachelor of Arts	Bachelor of Education	.10000	.07812	.410	-.0859	.2859
		Teacher's Diploma	-.53636*	.09794	.000	-.7695	-.3032
	Bachelor of Education	Bachelor of Arts	-.10000	.07812	.410	-.2859	.0859
		Teacher's Diploma	-.63636*	.11441	.000	-.9087	-.3640
	Teacher's Diploma	Bachelor of Arts	.53636*	.09794	.000	.3032	.7695
		Bachelor of Education	.63636*	.11441	.000	.3640	.9087
Organising more focused activities that reflect exam content	Bachelor of Arts	Bachelor of Education	.44286*	.11746	.001	.1633	.7224
		Teacher's Diploma	-.01169	.14727	.997	-.3622	.3388
	Bachelor of Education	Bachelor of Arts	-.44286*	.11746	.001	-.7224	-.1633
		Teacher's Diploma	-.45455*	.17203	.026	-.8640	-.0451
	Teacher's Diploma	Bachelor of Arts	.01169	.14727	.997	-.3388	.3622
		Bachelor of Education	.45455*	.17203	.026	.0451	.8640

Appendix 22a Table of the descriptives generated from the one-way ANOVA for qualification effect in relation to teaching materials and curriculum use (section 4.2.4.1.3).

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max
						Lower Bound	Upper Bound		
Revising the existing teaching materials	Bachelor of Arts	70	3.7571	.64686	.07731	3.6029	3.9114	2.00	4.00
	Bachelor of Education	19	2.0000	.00000	.00000	2.0000	2.0000	2.00	2.00
	Teacher's Diploma	11	4.0909	.30151	.09091	3.8884	4.2935	4.00	5.00
	Total	100	3.4600	.90364	.09036	3.2807	3.6393	2.00	5.00
To focus on reading specifically the reading passages in the textbook	Bachelor of Arts	70	4.4286	.57914	.06922	4.2905	4.5667	2.00	5.00
	Bachelor of Education	19	3.5789	.83771	.19218	3.1752	3.9827	2.00	4.00
	Teacher's Diploma	11	4.3636	.50452	.15212	4.0247	4.7026	4.00	5.00
	Total	100	4.2600	.70525	.07052	4.1201	4.3999	2.00	5.00
To concentrate on the grammatical structures provided in textbooks	Bachelor of Arts	70	4.3571	.56558	.06760	4.2223	4.4920	2.00	5.00
	Bachelor of Education	19	3.8947	.31530	.07234	3.7428	4.0467	3.00	4.00
	Teacher's Diploma	11	4.2727	.46710	.14084	3.9589	4.5865	4.00	5.00
	Total	100	4.2600	.54346	.05435	4.1522	4.3678	2.00	5.00
To use teaching materials other than their current textbooks	Bachelor of Arts	70	2.5000	1.00362	.11996	2.2607	2.7393	1.00	4.00
	Bachelor of Education	19	1.3158	.47757	.10956	1.0856	1.5460	1.00	2.00
	Teacher's Diploma	11	3.6364	.80904	.24393	3.0928	4.1799	2.00	4.00
	Total	100	2.4000	1.10096	.11010	2.1815	2.6185	1.00	4.00

Appendix 22b Table of the Tukey Post-hoc test generated from the one-way ANOVA for qualification effect in relation to teaching materials and curriculum use (section 4.3.1.3). **Tukey HSD "Multiple Comparisons"**

Dependent Variable	(I) Academic qualification	(J) Academic qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Revising the existing teaching materials	Bachelor of Arts	Bachelor of Education	1.75714*	.14333	.000	1.4160	2.0983
		Teacher's Diploma	-.33377	.17971	.157	-.7615	.0940
	Bachelor of Education	Bachelor of Arts	-1.75714*	.14333	.000	-2.0983	-1.4160
		Teacher's Diploma	-2.09091*	.20993	.000	-2.5906	-1.5912
	Teacher's Diploma	Bachelor of Arts	.33377	.17971	.157	-.0940	.7615
		Bachelor of Education	2.09091*	.20993	.000	1.5912	2.5906
Focusing on reading specifically the reading passages in the textbook	Bachelor of Arts	Bachelor of Education	.84962*	.16259	.000	.4626	1.2366
		Teacher's Diploma	.06494	.20386	.946	-.4203	.5502
	Bachelor of Education	Bachelor of Arts	-.84962*	.16259	.000	-1.2366	-.4626
		Teacher's Diploma	-.78469*	.23813	.004	-1.3515	-.2179
	Teacher's Diploma	Bachelor of Arts	-.06494	.20386	.946	-.5502	.4203
		Bachelor of Education	.78469*	.23813	.004	.2179	1.3515
Using teaching materials other than their current textbooks	Bachelor of Arts	Bachelor of Education	1.18421*	.23515	.000	.6245	1.7439
		Teacher's Diploma	-1.13636*	.29483	.001	-1.8381	-.4346
	Bachelor of Education	Bachelor of Arts	-1.18421*	.23515	.000	-1.7439	-.6245
		Teacher's Diploma	-2.32057*	.34439	.000	-3.1403	-1.5008
	Teacher's Diploma	Bachelor of Arts	1.13636*	.29483	.001	.4346	1.8381
		Bachelor of Education	2.32057*	.34439	.000	1.5008	3.1403
Concentrating on the grammatical structures provided in textbooks	Bachelor of Arts	Bachelor of Education	.46241*	.13404	.002	.1434	.7814
		Teacher's Diploma	.08442	.16806	.870	-.3156	.4844
	Bachelor of Education	Bachelor of Arts	-.46241*	.13404	.002	-.7814	-.1434
		Teacher's Diploma	-.37799	.19631	.137	-.8453	.0893
	Teacher's Diploma	Bachelor of Arts	-.08442	.16806	.870	-.4844	.3156
		Bachelor of Education	.37799	.19631	.137	-.0893	.8453
Putting more emphasis on writing aspects	Bachelor of Arts	Bachelor of Education	.42256*	.16957	.038	.0189	.8262
		Teacher's Diploma	-.22338	.21260	.547	-.7294	.2827
	Bachelor of Education	Bachelor of Arts	-.42256*	.16957	.038	-.8262	-.0189
		Teacher's Diploma	-.64593*	.24835	.029	-1.2371	-.0548
	Teacher's Diploma	Bachelor of Arts	.22338	.21260	.547	-.2827	.7294
		Bachelor of Education	.64593*	.24835	.029	.0548	1.2371

*. The mean difference is significant at the 0.05 level.

Appendix 23a Table of the descriptives generated from the one-way ANOVA for experience effect in relation to teachers teaching practices (section 4.2.4.2.1).

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
Teaching according to the test content	3-6	26	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	7-10	21	5.0000	.00000	.00000	5.0000	5.0000	5.00	5.00
	11-15	34	4.1176	.32703	.05609	4.0035	4.2318	4.00	5.00
	Above 15	19	4.1579	.37463	.08595	3.9773	4.3385	4.00	5.00
	Total	100	4.2800	.45126	.04513	4.1905	4.3695	4.00	5.00
Adopting new teaching methods	3-6	26	2.0000	.00000	.00000	2.0000	2.0000	2.00	2.00
	7-10	21	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	11-15	34	4.0294	.17150	.02941	3.9696	4.0893	4.00	5.00
	Above 15	19	4.0000	.33333	.07647	3.8393	4.1607	3.00	5.00
	Total	100	3.4900	.90448	.09045	3.3105	3.6695	2.00	5.00
Using a more communicative approach in teaching	3-6	26	1.3462	.48516	.09515	1.1502	1.5421	1.00	2.00
	7-10	21	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
	11-15	34	1.7941	.41043	.07039	1.6509	1.9373	1.00	2.00
	Above 15	19	1.4211	.50726	.11637	1.1766	1.6655	1.00	2.00
	Total	100	1.4400	.49889	.04989	1.3410	1.5390	1.00	2.00
Emphasizing listening and speaking skills	3-6	26	1.8462	.36795	.07216	1.6975	1.9948	1.00	2.00
	7-10	21	1.0000	.00000	.00000	1.0000	1.0000	1.00	1.00
	11-15	34	1.5882	.49955	.08567	1.4139	1.7625	1.00	2.00
	Above 15	19	1.5263	.51299	.11769	1.2791	1.7736	1.00	2.00
	Total	100	1.5200	.50212	.05021	1.4204	1.6196	1.00	2.00
Similarity between teachers' teaching to grade 9 and other grades	3-6	26	3.4615	.50839	.09970	3.2562	3.6669	3.00	4.00
	7-10	21	2.7143	.64365	.14046	2.4213	3.0073	2.00	4.00
	11-15	34	2.8824	.87956	.15084	2.5755	3.1892	2.00	4.00
	Above 15	19	2.7895	.63060	.14467	2.4855	3.0934	2.00	4.00
	Total	100	2.9800	.75183	.07518	2.8308	3.1292	2.00	4.00

Appendix 23b Table of the Tukey Post hoc test generated from the one-way ANOVA for experience effect in relation to teachers teaching practices (section 4.2.4.2.1).

Tukey HSD **"Multiple Comparisons"**

Dependent Variable	(I) Teaching experience	(J) Teaching experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Teaching according to the test content	3-6	7-10	-1.00000*	.07369	.000	-1.1927	-.8073
		11-15	-.11765	.06543	.281	-.2887	.0534
		Above 15	-.15789	.07580	.166	-.3561	.0403
	7-10	3-6	1.00000*	.07369	.000	.8073	1.1927
		11-15	.88235*	.06971	.000	.7001	1.0646
		Above 15	.84211*	.07952	.000	.6342	1.0500
	11-15	3-6	.11765	.06543	.281	-.0534	.2887
		7-10	-.88235*	.06971	.000	-1.0646	-.7001
		Above 15	-.04025	.07194	.944	-.2283	.1478
	Above 15	3-6	.15789	.07580	.166	-.0403	.3561
		7-10	-.84211*	.07952	.000	-1.0500	-.6342
		11-15	.04025	.07194	.944	-.1478	.2283
Adopting new teaching methods	3-6	7-10	-2.00000*	.05161	.000	-2.1349	-1.8651
		11-15	-2.02941*	.04583	.000	-2.1492	-1.9096
		Above 15	-2.00000*	.05309	.000	-2.1388	-1.8612
	7-10	3-6	2.00000*	.05161	.000	1.8651	2.1349
		11-15	-.02941	.04882	.931	-.1571	.0982
		Above 15	.00000	.05570	1.000	-.1456	.1456
	11-15	3-6	2.02941*	.04583	.000	1.9096	2.1492
		7-10	.02941	.04882	.931	-.0982	.1571
		Above 15	.02941	.05039	.937	-.1023	.1612
	Above 15	3-6	2.00000*	.05309	.000	1.8612	2.1388
		7-10	.00000	.05570	1.000	-.1456	.1456
		11-15	-.02941	.05039	.937	-.1612	.1023

Using a more communicative approach in teaching	3-6	7-10	.34615*	.12006	.025	.0322	.6601
		11-15	-.44796*	.10661	.000	-.7267	-.1692
		Above 15	-.07490	.12350	.930	-.3978	.2480
	7-10	3-6	-.34615*	.12006	.025	-.6601	-.0322
		11-15	-.79412*	.11357	.000	-1.0911	-.4972
		Above 15	-.42105*	.12956	.009	-.7598	-.0823
	11-15	3-6	.44796*	.10661	.000	.1692	.7267
		7-10	.79412*	.11357	.000	.4972	1.0911
		Above 15	.37307*	.11721	.010	.0666	.6795
	Above 15	3-6	.07490	.12350	.930	-.2480	.3978
		7-10	.42105*	.12956	.009	.0823	.7598
		11-15	-.37307*	.11721	.010	-.6795	-.0666
Emphasizing listening and speaking skills	3-6	7-10	.84615*	.12111	.000	.5295	1.1628
		11-15	.25792	.10754	.084	-.0233	.5391
		Above 15	.31984	.12458	.056	-.0059	.6456
	7-10	3-6	-.84615*	.12111	.000	-1.1628	-.5295
		11-15	-.58824*	.11456	.000	-.8878	-.2887
		Above 15	-.52632*	.13069	.001	-.8680	-.1846
	11-15	3-6	-.25792	.10754	.084	-.5391	.0233
		7-10	.58824*	.11456	.000	.2887	.8878
		Above 15	.06192	.11823	.953	-.2472	.3710
	Above 15	3-6	-.31984	.12458	.056	-.6456	.0059
		7-10	.52632*	.13069	.001	.1846	.8680
		11-15	-.06192	.11823	.953	-.3710	.2472
Similarity between teachers' teaching to grade 9 and other grades	3-6	7-10	.74725*	.20624	.003	.2080	1.2865
		11-15	.57919*	.18313	.011	.1004	1.0580
		Above 15	.67206*	.21216	.011	.1174	1.2268
	7-10	3-6	-.74725*	.20624	.003	-1.2865	-.2080
		11-15	-.16807	.19509	.825	-.6782	.3420
		Above 15	-.07519	.22256	.987	-.6571	.5067
	11-15	3-6	-.57919*	.18313	.011	-1.0580	-.1004
		7-10	.16807	.19509	.825	-.3420	.6782
		Above 15	.09288	.20134	.967	-.4335	.6193
	Above 15	3-6	-.67206*	.21216	.011	-1.2268	-.1174
		7-10	.07519	.22256	.987	-.5067	.6571
		11-15	-.09288	.20134	.967	-.6193	.4335

Appendix 24a Table of descriptives generated from the one-way ANOVA for experience factor effect in relation to teachers' testing practices (section 4.2.4.2.2).

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max
						Lower Bound	Upper Bound		
Familiarising students with the exam content and format of the revised exam	3-6	26	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	7-10	21	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	11-15	34	4.1471	.35949	.06165	4.0216	4.2725	4.00	5.00
	Above 15	19	4.4737	.51299	.11769	4.2264	4.7209	4.00	5.00
	Total	100	4.1400	.34874	.03487	4.0708	4.2092	4.00	5.00
Organising more focused activities that reflect exam content	3-6	26	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	7-10	21	4.5238	.51177	.11168	4.2909	4.7568	4.00	5.00
	11-15	34	4.5294	.50664	.08689	4.3526	4.7062	4.00	5.00
	Above 15	19	4.3684	.49559	.11370	4.1296	4.6073	4.00	5.00
	Total	100	4.3600	.48242	.04824	4.2643	4.4557	4.00	5.00
Using mock exams to review the drill of the revised exam	3-6	26	4.6923	.47068	.09231	4.5022	4.8824	4.00	5.00
	7-10	21	5.0000	.00000	.00000	5.0000	5.0000	5.00	5.00
	11-15	34	4.9412	.23883	.04096	4.8578	5.0245	4.00	5.00
	Above 15	19	4.6842	.47757	.10956	4.4540	4.9144	4.00	5.00
	Total	100	4.8400	.36845	.03685	4.7669	4.9131	4.00	5.00
consistency between teachers' on-going tests to grade 9 revised exam	3-6	26	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	7-10	21	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	11-15	34	3.7059	.46250	.07932	3.5445	3.8673	3.00	4.00
	Above 15	19	3.7368	.45241	.10379	3.5188	3.9549	3.00	4.00
	Total	100	3.8500	.35887	.03589	3.7788	3.9212	3.00	4.00

Appendix 24b Table of the Tukey Post-hoc test generated from the one-way ANOVA for experience factor effect in relation to teachers' classroom testing practices (section 4.2.4.2.2).

Tukey HSD **"Multiple Comparisons"**

Dependent Variable	(I) Teaching experience	(J) Teaching experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Familiarising students with the exam content and format of the revised exam	3-6	7-10	.00000	.08984	1.000	-.2349	.2349
		11-15	-.14706	.07978	.260	-.3556	.0615
		Above 15	-.47368*	.09242	.000	-.7153	-.2320
	7-10	3-6	.00000	.08984	1.000	-.2349	.2349
		11-15	-.14706	.08499	.314	-.3693	.0752
		Above 15	-.47368*	.09695	.000	-.7272	-.2202
	11-15	3-6	.14706	.07978	.260	-.0615	.3556
		7-10	.14706	.08499	.314	-.0752	.3693
		Above 15	-.32663*	.08771	.002	-.5560	-.0973
	Above 15	3-6	.47368*	.09242	.000	.2320	.7153
		7-10	.47368*	.09695	.000	.2202	.7272
		11-15	.32663*	.08771	.002	.0973	.5560
Organising more focused activities that reflect exam content	3-6	7-10	-.52381*	.12750	.000	-.8572	-.1904
		11-15	-.52941*	.11322	.000	-.8254	-.2334
		Above 15	-.36842*	.13116	.030	-.7114	-.0255
	7-10	3-6	.52381*	.12750	.000	.1904	.8572
		11-15	-.00560	.12061	1.000	-.3210	.3098
		Above 15	.15539	.13760	.672	-.2044	.5151
	11-15	3-6	.52941*	.11322	.000	.2334	.8254
		7-10	.00560	.12061	1.000	-.3098	.3210
		Above 15	.16099	.12447	.569	-.1645	.4864
	Above 15	3-6	.36842*	.13116	.030	.0255	.7114
		7-10	-.15539	.13760	.672	-.5151	.2044
		11-15	-.16099	.12447	.569	-.4864	.1645
Using mock exams to review the drill of the revised exam	3-6	7-10	-.30769*	.10166	.016	-.5735	-.0419
		11-15	-.24887*	.09027	.035	-.4849	-.0128
		Above 15	.00810	.10458	1.000	-.2653	.2815
	7-10	3-6	.30769*	.10166	.016	.0419	.5735
		11-15	.05882	.09617	.928	-.1926	.3103
		Above 15	.31579*	.10971	.025	.0289	.6026
	11-15	3-6	.24887*	.09027	.035	.0128	.4849
		7-10	-.05882	.09617	.928	-.3103	.1926
		Above 15	.25697	.09925	.053	-.0025	.5165
	Above 15	3-6	-.00810	.10458	1.000	-.2815	.2653
		7-10	-.31579*	.10971	.025	-.6026	-.0289
		11-15	-.25697	.09925	.053	-.5165	.0025
Consistency between teachers' on-going tests and the revised exam	3-6	7-10	.00000	.09815	1.000	-.2566	.2566
		11-15	.29412*	.08715	.006	.0662	.5220
		Above 15	.26316	.10096	.051	-.0008	.5271
	7-10	3-6	.00000	.09815	1.000	-.2566	.2566
		11-15	.29412*	.09285	.011	.0514	.5369
		Above 15	.26316	.10592	.069	-.0138	.5401
	11-15	3-6	-.29412*	.08715	.006	-.5220	-.0662
		7-10	-.29412*	.09285	.011	-.5369	-.0514
		Above 15	-.03096	.09582	.988	-.2815	.2196
	Above 15	3-6	-.26316	.10096	.051	-.5271	.0008
		7-10	-.26316	.10592	.069	-.5401	.0138
		11-15	.03096	.09582	.988	-.2196	.2815

Appendix 25a Table of the descriptives generated from the one-way ANOVA for experience effect in relation to teaching materials and curriculum use (section 4.2.4.2.3).

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max
						Lower Bound	Upper Bound		
Revising the existing teaching materials	3-6	26	2.0000	.00000	.00000	2.0000	2.0000	2.00	2.00
	7-10	21	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	11-15	34	3.9412	.34300	.05882	3.8215	4.0609	2.00	4.00
	Above 15	19	4.0000	.33333	.07647	3.8393	4.1607	3.00	5.00
	Total	100	3.4600	.90364	.09036	3.2807	3.6393	2.00	5.00
Focusing on reading specifically the reading passages in the textbook	3-6	26	3.6154	.80384	.15765	3.2907	3.9401	2.00	4.00
	7-10	21	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	11-15	34	4.8235	.38695	.06636	4.6885	4.9585	4.00	5.00
	Above 15	19	4.4211	.50726	.11637	4.1766	4.6655	4.00	5.00
	Total	100	4.2600	.70525	.07052	4.1201	4.3999	2.00	5.00
Emphasizing writing aspects	3-6	26	1.7308	.45234	.08871	1.5481	1.9135	1.00	2.00
	7-10	21	1.9048	.30079	.06564	1.7678	2.0417	1.00	2.00
	11-15	34	1.7647	.49597	.08506	1.5917	1.9378	1.00	3.00
	Above 15	19	1.6316	.49559	.11370	1.3927	1.8704	1.00	2.00
	Total	100	1.7600	.45216	.04522	1.6703	1.8497	1.00	3.00
Concentrating on the grammatical structures provided in textbooks	3-6	26	3.9231	.27175	.05329	3.8133	4.0328	3.00	4.00
	7-10	21	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	11-15	34	4.6471	.64584	.11076	4.4217	4.8724	2.00	5.00
	Above 15	19	4.3158	.47757	.10956	4.0856	4.5460	4.00	5.00
	Total	100	4.2600	.54346	.05435	4.1522	4.3678	2.00	5.00
Using teaching materials other than their current textbooks	3-6	26	1.4231	.70274	.13782	1.1392	1.7069	1.00	4.00
	7-10	21	2.1905	.60159	.13128	1.9166	2.4643	2.00	4.00
	11-15	34	2.8529	.98880	.16958	2.5079	3.1979	2.00	4.00
	Above 15	19	3.1579	1.16729	.26780	2.5953	3.7205	1.00	4.00
	Total	100	2.4000	1.10096	.11010	2.1815	2.6185	1.00	4.00

Appendix 25b Table of the Post-hoc test generated from the one-way ANOVA for experience effect in relation to teaching materials and curriculum use (section 4.2.4.2.3).

Dependent Variable	(I) Teaching experience	(J) Teaching experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Revising the existing teaching materials	3-6	7-10	-2.00000*	.07263	.000	-2.1899	-1.8101
		11-15	-1.94118*	.06449	.000	-2.1098	-1.7726
		Above 15	-2.00000*	.07471	.000	-2.1953	-1.8047
	7-10	3-6	2.00000*	.07263	.000	1.8101	2.1899
		11-15	.05882	.06870	.827	-.1208	.2385
		Above 15	.00000	.07838	1.000	-.2049	.2049
	11-15	3-6	1.94118*	.06449	.000	1.7726	2.1098
		7-10	-.05882	.06870	.827	-.2385	.1208
		Above 15	-.05882	.07090	.840	-.2442	.1266
	Above 15	3-6	2.00000*	.07471	.000	1.8047	2.1953
		7-10	.00000	.07838	1.000	-.2049	.2049
		11-15	.05882	.07090	.840	-.1266	.2442
Focusing on reading specifically the reading passages in the textbook	3-6	7-10	-.38462	.15188	.061	-.7817	.0125
		11-15	-1.20814*	.13487	.000	-1.5608	-.8555
		Above 15	-.80567*	.15624	.000	-1.2142	-.3972
	7-10	3-6	.38462	.15188	.061	-.0125	.7817
		11-15	-.82353*	.14368	.000	-1.1992	-.4479
		Above 15	-.42105	.16391	.056	-.8496	.0075
	11-15	3-6	1.20814*	.13487	.000	.8555	1.5608
		7-10	.82353*	.14368	.000	.4479	1.1992
		Above 15	.40248*	.14828	.039	.0148	.7902
	Above 15	3-6	.80567*	.15624	.000	.3972	1.2142
		7-10	.42105	.16391	.056	-.0075	.8496
		11-15	-.40248*	.14828	.039	-.7902	-.0148
Concentrating on the grammatical structures provided in textbooks	3-6	7-10	-.07692	.13296	.938	-.4246	.2707
		11-15	-.72398*	.11807	.000	-1.0327	-.4153
		Above 15	-.39271*	.13678	.025	-.7503	-.0351
	7-10	3-6	.07692	.13296	.938	-.2707	.4246
		11-15	-.64706*	.12578	.000	-.9759	-.3182
		Above 15	-.31579	.14349	.130	-.6910	.0594
	11-15	3-6	.72398*	.11807	.000	.4153	1.0327
		7-10	.64706*	.12578	.000	.3182	.9759
		Above 15	.33127	.12981	.058	-.0081	.6707
	Above 15	3-6	.39271*	.13678	.025	.0351	.7503
		7-10	.31579	.14349	.130	-.0594	.6910
		11-15	-.33127	.12981	.058	-.6707	.0081
Using teaching materials other than their current textbooks	3-6	7-10	-.76740*	.26169	.022	-1.4516	-.0832
		11-15	-1.42986*	.23238	.000	-2.0374	-.8223
		Above 15	-1.73482*	.26921	.000	-2.4387	-1.0310
	7-10	3-6	.76740*	.26169	.022	.0832	1.4516
		11-15	-.66246*	.24756	.043	-1.3097	-.0152
		Above 15	-.96742*	.28241	.005	-1.7058	-.2290
	11-15	3-6	1.42986*	.23238	.000	.8223	2.0374
		7-10	.66246*	.24756	.043	.0152	1.3097
		Above 15	-.30495	.25548	.632	-.9729	.3630
	Above 15	3-6	1.73482*	.26921	.000	1.0310	2.4387
		7-10	.96742*	.28241	.005	.2290	1.7058
		11-15	.30495	.25548	.632	-.3630	.9729
Putting more emphasis on writing aspects	3-6	7-10	-.09341	.16600	.943	-.5274	.3406
		11-15	-.86652*	.14741	.000	-1.2519	-.4811
		Above 15	-.64980*	.17077	.001	-1.0963	-.2033
	7-10	3-6	.09341	.16600	.943	-.3406	.5274
		11-15	-.77311*	.15704	.000	-1.1837	-.3625
		Above 15	-.55639*	.17915	.013	-1.0248	-.0880
	11-15	3-6	.86652*	.14741	.000	.4811	1.2519
		7-10	.77311*	.15704	.000	.3625	1.1837
		Above 15	.21672	.16206	.542	-.2070	.6405
	Above 15	3-6	.64980*	.17077	.001	.2033	1.0963

Appendix 26a Table of descriptives generated from the one-way ANOVA for grade(s) effect in relation to teachers' classroom teaching practices (section 4.2.4.3.1).

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
Adopting new teaching methods	Grade 5	29	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Grade 6	15	2.9333	1.03280	.26667	2.3614	3.5053	2.00	4.00
	Grade 7	24	3.0833	1.01795	.20779	2.6535	3.5132	2.00	4.00
	Grade 8	32	3.5938	.91084	.16102	3.2654	3.9221	2.00	5.00
	Total	100	3.4900	.90448	.09045	3.3105	3.6695	2.00	5.00
Emphasizing listening and speaking skills	Grade 5	29	1.4138	.50123	.09308	1.2231	1.6045	1.00	2.00
	Grade 6	15	1.6000	.50709	.13093	1.3192	1.8808	1.00	2.00
	Grade 7	24	1.7917	.41485	.08468	1.6165	1.9668	1.00	2.00
	Grade 8	32	1.3750	.49187	.08695	1.1977	1.5523	1.00	2.00
	Total	100	1.5200	.50212	.05021	1.4204	1.6196	1.00	2.00
Similarity in teaching grade 9 and other grades	Grade 5	29	2.0000	.00000	.00000	2.0000	2.0000	2.00	2.00
	Grade 6	15	3.3333	.48795	.12599	3.0631	3.6036	3.00	4.00
	Grade 7	24	3.9167	.28233	.05763	3.7974	4.0359	3.00	4.00
	Grade 8	32	3.0000	.00000	.00000	3.0000	3.0000	3.00	3.00
	Total	100	2.9800	.75183	.07518	2.8308	3.1292	2.00	4.00

Appendix 26b Table of the Tukey Post-hoc test generated from the one-way ANOVA for grade(s) effect in relation to teachers' classroom teaching practices (section 4.2.4.3.1).

Tukey HSD "Multiple Comparisons"

Dependent Variable	(I) Grades teachers teach other than Grade 9	(J) Grades teachers teach other than Grade 9	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Adopting new teaching methods	Grade 5	Grade 6	1.06667*	.26066	.001	.3851	1.7482
		Grade 7	.91667*	.22617	.001	.3253	1.5080
		Grade 8	.40625	.21013	.221	-.1432	.9557
	Grade 6	Grade 5	-1.06667*	.26066	.001	-1.7482	-.3851
		Grade 7	-.15000	.26976	.945	-.8553	.5553
		Grade 8	-.66042	.25646	.055	-1.3310	.0101
	Grade 7	Grade 5	-.91667*	.22617	.001	-1.5080	-.3253
		Grade 6	.15000	.26976	.945	-.5553	.8553
		Grade 8	-.51042	.22131	.104	-1.0891	.0682
	Grade 8	Grade 5	-.40625	.21013	.221	-.9557	.1432
		Grade 6	.66042	.25646	.055	-.0101	1.3310
		Grade 7	.51042	.22131	.104	-.0682	1.0891
Emphasizing listening and speaking skills	Grade 5	Grade 6	-.18621	.15257	.615	-.5851	.2127
		Grade 7	-.37787*	.13238	.027	-.7240	-.0318
		Grade 8	.03879	.12299	.989	-.2828	.3604
	Grade 6	Grade 5	.18621	.15257	.615	-.2127	.5851
		Grade 7	-.19167	.15790	.620	-.6045	.2212
		Grade 8	.22500	.15011	.442	-.1675	.6175
	Grade 7	Grade 5	.37787*	.13238	.027	.0318	.7240
		Grade 6	.19167	.15790	.620	-.2212	.6045
		Grade 8	.41667*	.12954	.009	.0780	.7554
	Grade 8	Grade 5	-.03879	.12299	.989	-.3604	.2828
		Grade 6	-.22500	.15011	.442	-.6175	.1675
		Grade 7	-.41667*	.12954	.009	-.7554	-.0780
Similarity between teaching grade 9 and other grades	Grade 5	Grade 6	-1.33333*	.07378	.000	-1.5262	-1.1404
		Grade 7	-1.91667*	.06402	.000	-2.0840	-1.7493
		Grade 8	-1.00000*	.05948	.000	-1.1555	-.8445
	Grade 6	Grade 5	1.33333*	.07378	.000	1.1404	1.5262
		Grade 7	-.58333*	.07636	.000	-.7830	-.3837
		Grade 8	.33333*	.07259	.000	.1435	.5231
	Grade 7	Grade 5	1.91667*	.06402	.000	1.7493	2.0840
		Grade 6	.58333*	.07636	.000	.3837	.7830
		Grade 8	.91667*	.06264	.000	.7529	1.0805
	Grade 8	Grade 5	1.00000*	.05948	.000	.8445	1.1555
		Grade 6	-.33333*	.07259	.000	-.5231	-.1435
		Grade 7	-.91667*	.06264	.000	-1.0805	-.7529

Appendix 27a Table of descriptives generated from the one-way ANOVA for grade factor effect in relation to teachers' classroom testing practices (section 4.2.4.3.2).

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max
						Lower Bound	Upper Bound		
Familiarising students with the exam content and format of the revised exam	Grade 5	29	4.2759	.45486	.08447	4.1028	4.4489	4.00	5.00
	Grade 6	15	4.1333	.35187	.09085	3.9385	4.3282	4.00	5.00
	Grade 7	24	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Grade 8	32	4.1250	.33601	.05940	4.0039	4.2461	4.00	5.00
	Total	100	4.1400	.34874	.03487	4.0708	4.2092	4.00	5.00
Using mock exams to review the drills of the revised exam	Grade 5	29	3.8966	.30993	.05755	3.7787	4.0144	3.00	4.00
	Grade 6	15	3.7333	.45774	.11819	3.4798	3.9868	3.00	4.00
	Grade 7	24	4.0000	.00000	.00000	4.0000	4.0000	4.00	4.00
	Grade 8	32	4.0000	.25400	.04490	3.9084	4.0916	3.00	5.00
	Total	100	3.9300	.29319	.02932	3.8718	3.9882	3.00	5.00
	Grade 6	15	2.0000	.00000	.00000	2.0000	2.0000	2.00	2.00
	Grade 7	24	3.5417	.50898	.10389	3.3267	3.7566	3.00	4.00
	Grade 8	32	3.6250	.49187	.08695	3.4477	3.8023	3.00	4.00
	Total	100	3.2500	.79614	.07961	3.0920	3.4080	2.00	4.00

Appendix 27b Table of the Tukey Post hoc test generated from the one-way ANOVA for grade factor effect in relation to teachers' classroom testing practices (section 4.2.4.3.2).

Tukey HSD "Multiple Comparisons"

Dependent Variable	(I) Grades teachers teach other than Grade Nine	(J) Grades teachers teachother than Grade Nine	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Familiarising students with the exam content and format of the revised exam	Grade 5	Grade 6	.14253	.10779	.551	-.1393	.4243
		Grade 7	.27586*	.09352	.021	.0313	.5204
		Grade 8	.15086	.08689	.311	-.0763	.3780
	Grade 6	Grade 5	-.14253	.10779	.551	-.4243	.1393
		Grade 7	.13333	.11155	.631	-.1583	.4250
		Grade 8	.00833	.10605	1.000	-.2689	.2856
	Grade 7	Grade 5	-.27586*	.09352	.021	-.5204	-.0313
		Grade 6	-.13333	.11155	.631	-.4250	.1583
		Grade 8	-.12500	.09152	.524	-.3643	.1143
	Grade 8	Grade 5	-.15086	.08689	.311	-.3780	.0763
		Grade 6	-.00833	.10605	1.000	-.2856	.2689
		Grade 7	.12500	.09152	.524	-.1143	.3643
Using mock exams to review the drills of the revised exam	Grade 5	Grade 6	.16322	.08962	.270	-.0711	.3975
		Grade 7	-.10345	.07776	.546	-.3068	.0999
		Grade 8	-.10345	.07225	.483	-.2923	.0854
	Grade 6	Grade 5	-.16322	.08962	.270	-.3975	.0711
		Grade 7	-.26667*	.09275	.025	-.5092	-.0242
		Grade 8	-.26667*	.08818	.017	-.4972	-.0361
	Grade 7	Grade 5	.10345	.07776	.546	-.0999	.3068
		Grade 6	.26667*	.09275	.025	.0242	.5092
		Grade 8	.00000	.07609	1.000	-.1990	.1990
	Grade 8	Grade 5	.10345	.07225	.483	-.0854	.2923
		Grade 6	.26667*	.08818	.017	.0361	.4972
		Grade 7	.00000	.07609	1.000	-.1990	.1990

Appendix 28 Table of the Tukey Post-hoc test generated from the One-way ANOVA for grade(s) effect in relation to teachers' selection of teaching materials and curriculum use (section 4.2.4.3.3).

Tukey HSD "Multiple Comparisons"

Dependent Variable	(I) Grades teachers teach other than Grade Nine	(J) Grades currently teach other than Grade Nine	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Revising the existence teaching materials	Grade 5	Grade 6	.99770*	.26471	.002	.3056	1.6898
		Grade 7	.84770*	.22968	.002	.2472	1.4482
		Grade 8	.99853*	.21339	.001	.1894	1.0265
	Grade 6	Grade 5	-.99770*	.26471	.002	-1.6898	-.3056
		Grade 7	-.15000	.27395	.947	-.8663	.5663
		Grade 8	-.62917	.26044	.081	-1.3101	.0518
	Grade 7	Grade 5	-.84770*	.22968	.002	-1.4482	-.2472
		Grade 6	.15000	.27395	.947	-.5663	.8663
		Grade 8	-.47917	.22475	.150	-1.0668	.1085
	Grade 8	Grade 5	-.99853	.21339	.001	-1.0265	-.1894
		Grade 6	.62917	.26044	.081	-.0518	1.3101
		Grade 7	.47917	.22475	.150	-.1085	1.0668

*. The mean difference is significant at the 0.05 level.

Appendix 29a Table of the Group Statistics generated for class size factor that showed no significant effects on most of teachers' classroom instructional practices, across the three studied dependent variables (section 4.2.4.4).

	The typical size of each class teachers teach in terms of students' numbers	N	Mean	Std. Deviation	Std. Error Mean
Teaching according to the test content	20-30 students	15	4.2000	.41404	.10690
	31-40 students	85	4.2941	.45835	.04971
Adopting new teaching methods	20-30 students	15	3.2667	1.16292	.30026
	31-40 students	85	3.5294	.85340	.09256
Using a more communicative approach in teaching	20-30 students	15	1.4667	.51640	.13333
	31-40 students	85	1.4353	.49874	.05410
Emphasizing listening and speaking skills	20-30 students	15	1.3333	.48795	.12599
	31-40 students	85	1.5529	.50014	.05425
Similarity between teachers' teaching to grade 9 and other grades	20-30 students	15	3.2000	.67612	.17457
	31-40 students	85	2.9412	.76147	.08259
Familiarising students with the content and format of the revised exam	20-30 students	15	4.2667	.45774	.11819
	31-40 students	85	4.1176	.32410	.03515
Organising more focused activities that reflect exam content	20-30 students	15	4.1333	.35187	.09085
	31-40 students	85	4.4000	.49281	.05345
Using mock exams to review the drills of the revised exam	20-30 students	15	4.5333	.51640	.13333
	31-40 students	85	4.8941	.30951	.03357
Consistency between teachers' on-going tests and the revised exam	20-30 students	15	3.6667	.48795	.12599
	31-40 students	85	3.8824	.32410	.03515
Consistency between teachers' on-going tests to grade 9 and to other grades	20-30 students	15	3.0000	.75593	.19518
	31-40 students	85	3.2941	.79916	.08668

Revising the existence teaching materials	20-30 students	15	3.1333	.99043	.25573
	31-40 students	85	3.5176	.88118	.09558
Focusing the speaking and listening skills and their components	20-30 students	15	1.5333	.51640	.13333
	31-40 students	85	1.4471	.52340	.05677
Focusing more on reading passages in the textbook	20-30 students	15	3.9333	.88372	.22817
	31-40 students	85	4.3176	.65849	.07142
Putting more emphasis on writing aspects	20-30 students	15	1.4667	.63994	.16523
	31-40 students	85	1.8118	.39322	.04265
Concentrating on the grammatical structures provided in textbooks	20-30 students	15	3.8667	.51640	.13333
	31-40 students	85	4.3294	.52072	.05648
Using teaching materials other than their current textbooks	20-30 students	15	2.0000	1.00000	.25820
	31-40 students	85	2.4706	1.10828	.12021

- *Teachers' teaching practices, methods and techniques.*
- *Teachers' classroom testing practices, on-going tests.*
- *Teachers' choice, selection and use of teaching materials and curriculum.*

Appendix 29b Results obtained from the Independent Samples test for class size factor that showed no significant effects on most of teachers' classroom instructional practices, across the three studied dependent variables (section 4.2.4.4.).

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. 2-tailed	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teaching according to the test content	Equal variances assumed	2.938	.090	-.743	98	.459	-.09412	.12667	-.34548	.15725
	Equal variances not assumed			-.798	20.550	.434	-.09412	.11790	-.33963	.15139
Adopting new teaching methods	Equal variances assumed	6.915	.010	-1.038	98	.302	-.26275	.25321	-.76522	.23973
	Equal variances not assumed			-.836	16.762	.415	-.26275	.31421	-.92638	.40089
Using a more communicative approach in teaching	Equal variances assumed	.129	.720	.223	98	.824	.03137	.14039	-.24723	.30998
	Equal variances not assumed			.218	18.903	.830	.03137	.14389	-.26990	.33264
Emphasizing listening and speaking skills	Equal variances assumed	5.145	.026	-1.573	98	.119	-.21961	.13958	-.49661	.05739
	Equal variances not assumed			-1.601	19.560	.125	-.21961	.13717	-.50615	.06694
Similarity between teachers teaching to grade 9 and other grades	Equal variances assumed	.255	.615	1.232	98	.221	.25882	.21001	-.15793	.67557
	Equal variances not assumed			1.340	20.795	.195	.25882	.19313	-.14305	.66069
Familiarising students with the content and format of the revised exam	Equal variances assumed	7.256	.008	1.536	98	.128	.14902	.09700	-.04348	.34152
	Equal variances not assumed			1.209	16.565	.244	.14902	.12330	-.11165	.40969
Organising more focused activities	Equal variances assumed	44.27	.000	-2.004	98	.048	-.26667	.13309	-.53079	-.00255

that reflect exam content	Equal variances not assumed			-2.530	24.873	.018	-.26667	.10541	-.48382	-.04952
Using mock exams to review the drills of the revised exam	Equal variances assumed	23.696	.000	-3.716	98	.000	-.36078	.09710	-.55347	-.16810
	Equal variances not assumed			-2.624	15.821	.019	-.36078	.13749	-.65253	-.06904
Consistency between teachers' on-going tests and the revised exam	Equal variances assumed	12.67	.001	-2.187	98	.031	-.21569	.09864	-.41143	-.01994
	Equal variances not assumed			-1.649	16.248	.118	-.21569	.13080	-.49263	.06125
Consistency between teachers' on-going tests to grade 9 and to other grades.	Equal variances assumed	2.914	.091	-1.324	98	.189	-.29412	.22212	-.73491	.14667
	Equal variances not assumed			-1.377	19.938	.184	-.29412	.21356	-.73969	.15145
Revising the existence teaching materials	Equal variances assumed	2.076	.153	-1.529	98	.130	-.38431	.25138	-.88316	.11454
	Equal variances not assumed			-1.408	18.125	.176	-.38431	.27301	-.95759	.18896
Focusing peaking and listening skills and their components	Equal variances assumed	.047	.829	.590	98	.557	.08627	.14630	-.20406	.37661
	Equal variances not assumed			.595	19.430	.558	.08627	.14492	-.21659	.38913
Focusing more on reading passages in the textbook	Equal variances assumed	.013	.909	-1.974	98	.051	-.38431	.19468	-.77065	.00202
	Equal variances not assumed			-1.607	16.851	.127	-.38431	.23909	-.88909	.12047
Emphasising writing aspects	Equal variances assumed	13.30	.000	-2.819	98	.006	-.34510	.12241	-.58801	-.10219
	Equal variances not assumed			-2.022	15.916	.060	-.34510	.17065	-.70701	.01681
Concentrating on the grammatical structures provided in textbooks	Equal variances assumed	9.634	.002	-3.177	98	.002	-.46275	.14566	-.75180	-.17369
	Equal variances not assumed			-3.196	19.371	.005	-.46275	.14480	-.76543	-.16006
Using teaching materials other than their current textbooks	Equal variances assumed	3.840	.053	-1.537	98	.128	-.47059	.30623	-1.0783	.13712
	Equal variances not assumed			-1.652	20.566	.114	-.47059	.28481	-1.0636	.12247

- *Teachers' teaching practices, methods and techniques.*
- *Teachers' classroom testing practices, on-going tests.*
- *Teachers' choice, selection and use of teaching materials and curriculum.*
- *Probability value not significant, $p > .05$*
- *Probability value significant, $p < .05$*

Appendix 29c Group statistics for class size effect with eta squared values in relation to some of teachers' testing and teaching practices. (section 4.2.4.4.).

	Students' numbers	N	Mean	Std. Deviation	Std. Error Mean	eta²
Organising more focused activities that reflect exam content	20-30 students	15	4.1333	.35187	.09085	0.06
	31-40 students	85	4.4000	.49281	.05345	
Using mock exams to review the drills of the revised exam	20-30 students	15	4.5333	.51640	.13333	0.06
	31-40 students	85	4.8941	.30951	.03357	
Concentrating on the grammatical structures provided in textbooks	20-30 students	15	3.8667	.51640	.13333	0.09
	31-40 students	85	4.3294	.52072	.05648	

Appendix 30a Table of the Group Statistics generated for gender factor that showed no significant effects on most of teachers' classroom instructional practices, across the three studied dependent variables (section 4.2.4.5).

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Teaching according to the test content	Female	74	4.3243	.47132	.05479
	Male	26	4.1538	.36795	.07216
Adopting new teaching methods	Female	74	3.4189	.93643	.10886
	Male	26	3.6923	.78838	.15461
Using a more communicative approach in teaching	Female	74	1.4054	.49432	.05746
	Male	26	1.5385	.50839	.09970
Emphasizing the listening and speaking skills	Female	74	1.5270	.50268	.05844
	Male	26	1.5000	.50990	.10000
Similarity between teachers' teaching to grade 9 and other grades	Female	74	3.0000	.75851	.08818
	Male	26	2.9231	.74421	.14595
Familiarising students with the content and format of the revised exam	Female	74	4.0811	.27482	.03195
	Male	26	4.3077	.47068	.09231
Organising more focused activities that reflect exam content	Female	74	4.3649	.48468	.05634
	Male	26	4.3462	.48516	.09515
Use previous years' tests to review the drills and format of the revised exam	Female	74	3.9054	.29465	.03425
	Male	26	4.0000	.28284	.05547
Consistency between teachers' on-going tests and the revised exam	Female	74	3.8784	.32908	.03825
	Male	26	3.7692	.42967	.08427
Consistency between teachers' on-going tests to grade 9 and to other grades	Female	74	3.2568	.81191	.09438
	Male	26	3.2308	.76460	.14995

Focusing the speaking and listening skills and their components	Female	74	1.5000	.52993	.06160
	Male	26	1.3462	.48516	.09515
focusing more on reading passages in the textbook	Female	74	4.2703	.66821	.07768
	Male	26	4.2308	.81524	.15988
Emphasizing writing aspects	Female	74	1.5270	.64581	.07507
	Male	26	1.9231	.68836	.13500
Concentrating on the grammatical structures provided in textbooks	Female	74	4.2703	.53115	.06174
	Male	26	4.2308	.58704	.11513
Using teaching materials other than their current textbooks	Female	74	2.1892	.96053	.11166
	Male	26	3.0000	1.26491	.24807

- *Teachers' teaching practices, methods and techniques.*
- *Teachers' classroom testing practices, on-going tests.*
- *Teachers' choice, selection and use of teaching materials and curriculum.*
- *Items in which gender induced effect/difference.*

Appendix 30b Results obtained from the Independent Samples test for the gender factor that showed no significant effects on most of teachers' classroom instructional practices, across the three studied dependent variables (section 4.2.4.5).

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Teaching according to the test content	Equal variances assumed	16.470	.000	1.672	98	.098	.17048	.10196	-.03185	.37281
	Equal variances not assumed			1.882	55.784	.065	.17048	.09060	-.01104	.35199
Adopting new teaching methods	Equal variances assumed	7.490	.007	-1.331	98	.186	-.27339	.20540	-.68101	.13423
	Equal variances not assumed			-1.446	51.587	.154	-.27339	.18909	-.65290	.10612
Using a more communicative approach in teaching	Equal variances assumed	.622	.432	-1.172	98	.244	-.13306	.11352	-.35834	.09223
	Equal variances not assumed			-1.156	42.752	.254	-.13306	.11508	-.36517	.09906
Emphasizing listening and speaking skills	Equal variances assumed	.075	.785	.235	98	.815	.02703	.11502	-.20123	.25529
	Equal variances not assumed			.233	43.261	.817	.02703	.11582	-.20651	.26056
Similarity between teachers teaching to grade 9 and other grades	Equal variances assumed	.000	.997	.447	98	.656	.07692	.17210	-.26460	.41845
	Equal variances not assumed			.451	44.547	.654	.07692	.17052	-.26662	.42046
Familiarising students with the content and format of the revised exam	Equal variances assumed	30.855	.000	-2.960	98	.004	-.22661	.07656	-.37854	-.07468
	Equal variances not assumed			-2.320	31.195	.027	-.22661	.09768	-.42578	-.02744
Organising more focused activities that reflect exam content	Equal variances assumed	.122	.728	.169	98	.866	.01871	.11053	-.20062	.23805
	Equal variances not assumed			.169	43.763	.866	.01871	.11058	-.20418	.24160
Using mock exams to review the drills of the revised exam	Equal variances assumed	2.793	.098	-1.423	98	.158	-.09459	.06650	-.22656	.03737
	Equal variances not assumed			-1.451	45.438	.154	-.09459	.06519	-.22587	.03668

Consistency between teachers' on-going tests and the revised exam	Equal variances assumed	6.425	.013	1.339	98	.184	.10915	.08149	-.05257	.27086
	Equal variances not assumed			1.179	35.845	.246	.10915	.09254	-.07856	.29686
Consistency between teachers' on-going tests to grade 9 and to other grades	Equal variances assumed	.756	.387	.142	98	.887	.02599	.18241	-.33600	.38797
	Equal variances not assumed			.147	46.247	.884	.02599	.17718	-.33061	.38258
Revising the existence teaching materials	Equal variances assumed	12.217	.001	-1.796	98	.076	-.36590	.20373	-.77021	.03840
	Equal variances not assumed			-1.957	51.956	.056	-.36590	.18693	-.74102	.00921
Focusing speaking and listening skills and their components	Equal variances assumed	4.523	.036	1.301	98	.196	.15385	.11829	-.08090	.38860
	Equal variances not assumed			1.357	47.494	.181	.15385	.11335	-.07412	.38181
Focusing more on reading passages in the textbook	Equal variances assumed	.569	.452	.245	98	.807	.03950	.16155	-.28109	.36009
	Equal variances not assumed			.222	37.480	.825	.03950	.17775	-.32050	.39951
Emphasizing writing aspects	Equal variances assumed	1.341	.250	-2.644	98	.010	-.39605	.14977	-.69326	-.09884
	Equal variances not assumed			-2.564	41.494	.014	-.39605	.15447	-.70790	-.08420
Concentrating on the grammatical structures provided in textbooks	Equal variances assumed	.311	.578	.317	98	.752	.03950	.12447	-.20750	.28650
	Equal variances not assumed			.302	40.308	.764	.03950	.13064	-.22447	.30347
Using teaching materials other than their current textbooks	Equal variances assumed	10.90	.001	-3.398	98	.001	-.81081	.23861	-1.2843	-.33730
	Equal variances not assumed			-2.980	35.655	.005	-.81081	.27204	-1.3627	-.25890

- *Teachers' teaching practices, methods and techniques.*
- *Teachers' classroom testing practices, on-going tests.*
- *Teachers' choice, selection and use of teaching materials and curriculum.*
- *Probability value not significant, $p > .05$*
- *Probability value significant, $p < .05$*

Appendix 31 A Sample of Teachers' Classroom On-going Tests

That Alrimal School, Misrata-Libya

Mid-term English Examination for Year Nine/ Basic Education, 2010-2011

Time Allowed: 90 mints. ***Total Marks: 50***

Name: ……

Q1. Choose "A" if the sentence is true, and "B" if the sentence is false

1- Almonds are grown in North Africa.

A)True B)False

2- Lettuce are usually eaten in soup.

A)True B)False

3- One-third of the world's rainforests are in Brazil.

A)True B)False

4- Tomatoes are grown in Britain.

A)True B)False

5- Water travels up the plants.

A)True B)False

6- Dried and frozen dates are imported to Britain.

A)True B)False

7- Tropical rainforests are dry areas

A)True B)False.

8- Transpiration is when plants do not grow.

A)True B)False

9- If you put a stone in water, it floats.

A)True B)False

10- Lettuce is usually cooked before you eat it.

A)True B)False

11- If food is delicious, it tastes very well.

A)True B)False

12- Potatoes are usually eaten raw.

A)True B)False

13- Roots are soft and green and you find them on top of the earth.

A)True B)False

14- Plants lose water through their roots.

A)True B)False

15- If you heat water to 100 ^{o}C, it boils.

A)True B)False

16- When time is 4pm in Libya, it is 2pm in France.

A)True B)False

17- Fresh local food is popular in Britain.

A)True B)False

18- Corks always sink in water.

A)True B)False

19- Big Ben is a clock in Cairo.

A)True B)False

20- The TajMahal is in India.

A)True B)False

Q2. Choose the right answer

21- Hassan stirred his coffee and the sugar ……

A) dissolved B) sank C) melts D) nice

22- The opposite of empty is …….

A) Full B) late C) date D) cold

23- Almonds and peanuts are ……

A) Fruits B) vegetables C) nuts D) cloths

24- Density is …….

A) plants lose water B) food that contains a lot of sugar

C) Green flat parts of plants D)the heaviness of an object for its size

25- They are teaching people to cook good healthy meals on TV. …….

A) Chefs B) shoppers C) teachers D) students

26- If you heat air, it ……..

A) Rise B) rose C) risen D) rises

27- It was so cold last night, the pool has ……..

A) Free B) froze C) Freezes D) frozen

28- Eat you ice cream or it will ……

A) Heat B) cool C) die D) melt

29- If you cool water to 0 ^{o}C, it ……..

A) Changes into ice B) runs fast C) boils D) warms up

30- Remember to …… the plants or they will die.

A) Boil B) rise C) water D) dissolves

31- The noun of the verb treat is ……

A) Treatment B) treated C) treasure D) true

32- ……. grow underground.

A) Tomatoes B) potatoes C) peas D) melon

33- If you …… green potatoes in the sun, they turn red.

A) Leaves B) leave C) left D) leaven

34- The opposite of light is …….

A) Flight B) site C) float C) heavy

35- Naguib Mahfouz was ……

A) A scientist B) an officer C) a writer D) an astronaut.

36- If you go to bed late, you …….

A) Sleeps B) slept C) oversleeps D) overslept

37- The earth …….. round the sun.

A) Move B) moved C) moved D) is moving

38- In the film Titanic, the ship ……

A) Sinks B) sank C) sunk D) sinked

39- The microscope was invented in …….

A) The 16th century B) the 19th century C) the 17th century D) the 18th century

40- The opposite of wet is ……..

A) Hot B) dark C) dry D) rainy

Q3. Matching questions

Q41 - Era	a) How much a journey costs
Q42- If you heat butter	b) Usually happens in forests
Q43- Fare	c) A period of time in history
Q44- Lemons and oranges	d) it melts
Q45- Transpiration	e) are citrus fruit
Q46 - Children like	f) South America
Q47 - Alhambra	g) is in China
Q48 - The Amazon rain forests are in	h) computer games
Q49 - The Great Wall	i) is in India
Q50 - Mount Everest	j) is located in Spain

GOOD LUCK FOR ALL

Appendix 32 A Sample of Summaries of Reading Texts and Grammatical Points Some Teachers Prepared in a Form of Discrete-items/questions for Their Students

English Test in Unit 5 for Grade Nine Students

Student's name: ……..……..… ***Class***: …….

Q1. Put "F" if the sentence is false, or "T" if the sentence is true) **اسئلة الصواب والخطأ**

1- Fog does not cause problems. ( )

2- "It' s been" is the contraction form of "it has been". ( )

3- Desert can be very hot or cold. ( )

4- The largest deserts in the world are in the southern hemisphere. ( )

5- Tropical rain forests are located near the Equator. ( )

6- One-third of the rainforests are in Africa. ( )

7- The arctic fox and polar bear live in deserts. ( )

8- We use "the" to refer to unique or special things. ( )

9- If the sky is red at night, the next day will be fine. ( )

10- The average temperature in tropical rainforests is 20 – 35 ºC. ( )

11- The trees and plants in tropical forests are huge and very green. ( )

12- Medicines, rubber and oil are come from rainforests. ( )

13- Tropical rainforests are not a part of the world weather system. ( )

14- Water is life and we mustn't share it. ( )

15- The word "drought" means a long period when there is little or no rain. ( )

16- The grounds in the polar regions are frozen. ( )

17- The weather in Britain is rainy and very cold in summer. ( )

18- In very cold conditions rain might turn to snow. ( )

19- When people destroy rainforests, there are more floods and droughts. ( )

20- The opposite of "wet" is "rainy". ( )

Q2. **(Choose the correct word)أسئلة الاختيار المتعدد**

21- If there is a circle of light around the moon, this means: ……

a) There will be a stormy weather.

b) We will probably have a windy night

c) It will probably be a cold night.

d) It will probably rain.

22- A type of weather is common in summer is ……

a) Heat

b) Rain

c) Floods

d) Cold

23- ..... of the world' s rainforests are in Brazil.

a) Two quarters

b) One quarter

c) Two thirds

d) One third

24- The climate around the Equator is ……..

a) Desert

b) Cold

c) Tropical

d) Mild

25- The word “expensive” means ……..

a) Cheap

b) Valuable

c) Extinct

d) Rare

26- We mustn’t …….. water.

a) Use

b) Take

c) Waste

d) Look for

27- The climate in north of Europe is ……..

a) Very hot

b) Cold

c) Windy

d) Desert

28- It means a kind of animal or plan: ……

a) Leaf

b) Species

c) Mistakes

d) Parts

29- Tropical rainforests are located near the ……

a) Seas

b) Lakes

c) Rivers

d) Equator

30- The rainforest are ……. for many plants and animals.

a) Schools

b) Tents

c) Rooms

d) Home

Q3.(Matching questions) **اسئلة المزاوجة (عليك ان تختار من جمل العمود الايسر ما يتناسب مع جمل العمو الايمن)**

31- The tundra and polar regions are	a) melt recently.
32- Rainforest grow very	b) fast.
33- The ice has started to	c) so cold.
34- We've is a contraction form of	d) causes.
35- Arctic fox and polar bear live in	e) Amazon rain forests.
36- The Amazon forest is in	f) South America.
37- The largest rainforest is	g) if you want to use less fuel.
38- Makes things happen means	h) I could not see very well.
39- There was heavy fog, so	i) cold regions.
40- Don't drive so fast	j) we have.

Appendix 33 A Sample Unit (Unit Five) From the English Course-book Prescribed for Grade 9

Unit 5 Saving the planet

5.1 It's been very wet this winter

Drought!

More floods

Fog causes problems

A **Which types of weather are common in summer and which are common in winter in your area?**

wind sun drought floods rain cold heat snow fog thunderstorms

B **Read the e-mail messages. What is the weather like in England and Libya at the moment?**

Hi Ibrahim,

Happy New Year! We've been on holiday this week, but it has rained every day. There have been floods in our town near the river, but my house is still dry. Now that we are going back to school, the rain has stopped and it is cold and windy. I prefer the cold to the rain, though. You are lucky to have warm winters in Libya.

Best wishes,

Henry

Hi Henry,

It's been quite cold in Libya, too, eight degrees Celsius in Tripoli this week, and in some places there's even been some snow. We like the rain best though, because it is so hot in the summer. This year there was a heatwave for two months, and temperatures reached 50–55 degrees Celsius. When it rains in summer, the children run outside and play!

Best wishes,

Tarek

Look! **Contractions**

I've been = I have been
It's been = It has been
We've been = We have been

C **Talk about the weather this week in your area.** WB 43

38 Unit 5: Lesson 1

5.2 Climates in different parts of the world

A Look at the map of the world. What does it show?

B Read the information below and answer the questions.

Deserts

Deserts can be very hot or cold, but they are always very, very dry. The world's largest deserts are in the northern hemisphere: the Sahara and the Gobi. Can you find some other deserts on the map?

Tropical rainforests

Tropical rainforests are located near the Equator. Fifty-seven per cent of all tropical rainforests are found in Latin America. One-third of the world's tropical rainforests are in Brazil. Where else can you find tropical rainforests?

Cold regions

The tundra and polar regions of the world are so cold that the ground is permanently frozen. In summer, the top layer of soil thaws so that small plants can grow. Animals such as the Arctic fox and the polar bear live in these regions. Where are they located?

Temperate forests

Temperate areas have four seasons, and the natural vegetation is grassland and forests. Temperate forests are interesting because the trees are 'deciduous'. This means that their leaves change colour in autumn, fall off the trees in winter and new leaves grow again in spring. Where can you see temperate forests?

Look! **Articles: *the***

We use *the* in front of nouns when they refer to particular members of a group, e.g., *the largest deserts.*

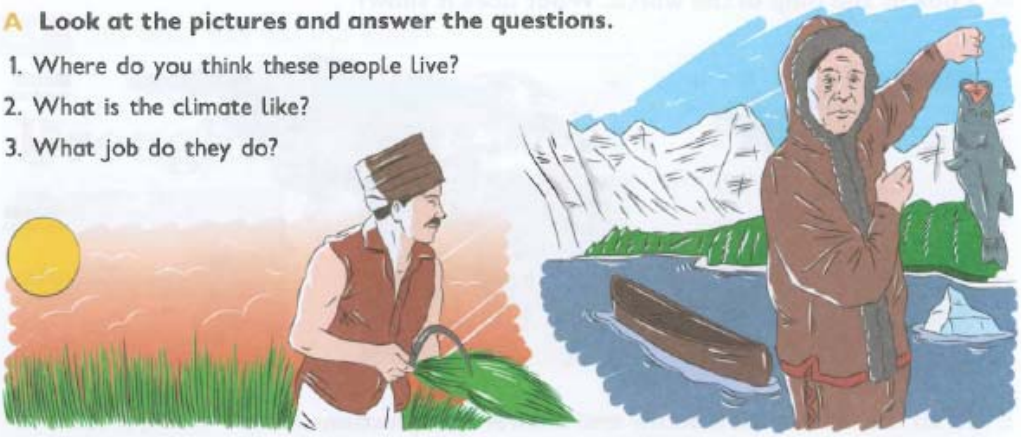
We also use *the* to refer to unique or special things, e.g., *the Sahara Desert, the Equator, the Sun*

WB 44/45

5.3 The climate has changed

A Look at the pictures and answer the questions.

1. Where do you think these people live?
2. What is the climate like?
3. What job do they do?



B Now listen to what the people in Exercise A say. Were your answers correct?

1 When I was a child, my village was not on the beach, but in the rice fields. My grandfather was born in this village, and people have lived here for at least one hundred years. Until two months ago, I was a rice farmer. I lived in a house my father built 20 years ago. It took us a whole day to go out to the sea and come back home.

But the weather became more stormy and the sea moved nearer and nearer to our home until it was only 100 metres away. Two months ago, a big wave destroyed our farm. My wife and I had no time to save anything. Once the water washed over the house, it collapsed.

2 When my grandfather was young, the winters were very cold, and there was a lot of ice. The ice was thicker than it is today. The spring comes earlier now, and the sea is warmer. When it comes, the rivers run very fast, and sometimes there are floods.

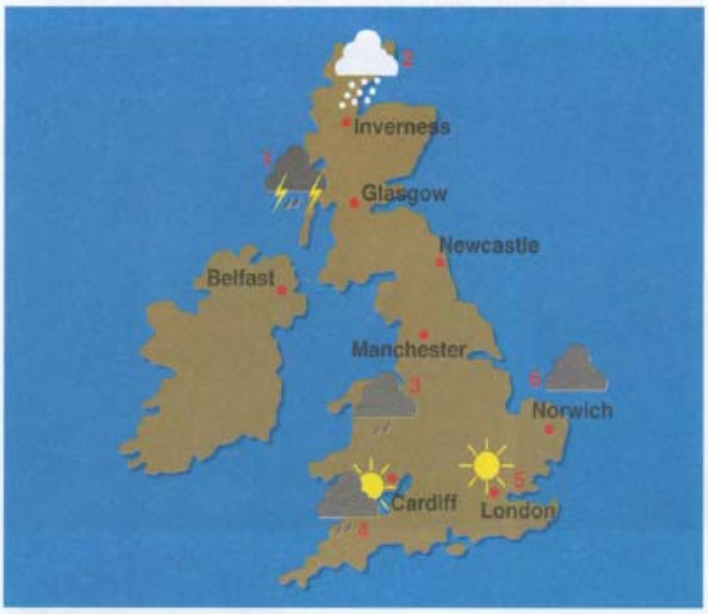
Many people in my country are hunters or fishermen like me. Everyone has seen the ice melting, and they are worried that there won't be enough fish or seals to eat. Some old people say that there is less wild fruit than before, and this year we haven't seen many ducks. One old woman said that the birds have changed their songs.

C Talk about changes in climate. Has the climate changed in your area? How? Why?

WB 45/46

5.4 The weather forecast

A Look at the weather map and match the numbers with the phrases on the right.



- [4] sun and showers in the Southwest
- [2] snow showers in the Highlands
- [1] thunderstorms in the west of Scotland
- [6] cloudy and dull in the east of England
- [3] heavy rain on the west coast
- [5] sunshine in the London area

B Read the British weather forecast for tomorrow.
What time of year is it?

Presenter: It has been very wet this week, but will the weather change tomorrow? Here is the weather forecast with Dennis Fish.

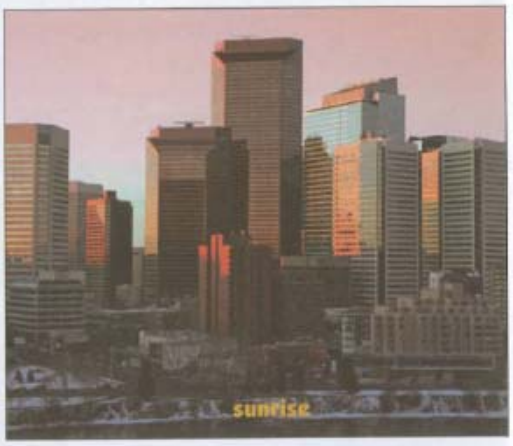
Dennis Fish: Thank you. Yes, it has been very cold and wet all week, and I'm afraid it won't be much better tomorrow.
More rain is coming from the west. There is likely to be heavy rain on the west coast, and thunderstorms in the west of Scotland. The rain might even turn to snow in the north, with snow showers in the Highlands.
In the east, it will be dry in the morning, but quite cloudy and dull. The rain will come later in the afternoon.
In the evening, things will probably brighten up a bit.
There will be some sun and showers in the Southwest, and in the London area there may be quite a bit of sunshine. Things will definitely brighten up at the end of the week.

WB 46/47

5.5 Red sky at night

A Read the rhyme and discuss what it means with a partner.

Red sky at night, shepherd's delight.
Red sky in the morning, shepherd's warning.



B Match the questions below to their answers.

1. What does it mean if the sky is red at night? [e]
2. What does it mean if the stars shine very brightly? [c]
3. What sort of weather will we have if the moon is red? [b]
4. What does it mean if the clouds are tall and dark grey? [d]
5. What does it mean if there is a circle of light around the moon? [a]

a) There will be stormy weather.
b) We will probably have a windy night.
c) The next day will be fine.
d) It will probably rain.
e) It will probably be a cold night.

C Listen and check your answers.

Look!	Conditional type 1
	If + present simple / *will*
	If the clouds **are** tall and grey, the weather **will** be stormy.

D Make more sentences about the weather using the conditional type 1. WB 47/48

5.6 Tropical rainforests

A Talk about the questions in your Workbook. Then read the text and check your answers.

Location

Tropical rainforests grow near the Equator. They are found in places such as Africa, Asia, Central and South America, and on Pacific islands. The largest tropical rainforest is the Amazon rainforest. It is in South America.

Climate

The average temperature in a tropical rainforest is 20–35 degrees Celsius. It rains heavily every day. About 200 centimetres of rain falls every year. There may be more than 200 thunderstorms every year! The trees themselves give off water through their leaves, and this is called transpiration. It causes about half of the rain in the Amazon rainforest.

Plants and animals

Many of the plants and trees in tropical rainforests are huge and very green. They grow fast and close together. The forests are home to about 30 million species of plants and animals. They include beautiful butterflies, birds and monkeys. That's more than half of the world's species.

Why people destroy them

There are many reasons why people are destroying the rainforests. Some companies cut down the trees for their valuable wood. Others clear the land and grow grass for their animals. Local farmers use the land to grow crops for food. Many of the products we use every day come from the rainforests. These include medicines, rubber and oils.

Why they are important

Tropical rainforests are an important part of the world weather system. When people destroy rainforests, there are more floods and droughts. Rainforests are also important for the plant and animal species that live there. These species cannot live in other climates, so more and more of them are becoming extinct.

WB 49/50

5.7 Help to save the planet

A Match the headings a–g to the pictures 1–7. How do these things affect the environment?

a) Using water
b) Riding a bike
c) Wasting energy
d) Eating fast food
e) Recycling
f) Using chemicals
g) Using fuel

B Here are seven ideas for using less energy and causing less damage to the Earth. Read them and decide which ones are the best ideas.

1 Use less water

Water is life and we must share it! Do you have long showers or leave taps running? We should try to use less water and we shouldn't use hot water if it isn't necessary.

2 Ride a bike

Do you have to travel by car on short journeys? When the weather is cool, a bicycle is the perfect way to travel. Riding a bike doesn't pollute the air and it helps keep us healthy.

3 Don't waste energy

Most people waste energy. They turn the air conditioning too 'high' and they forget to turn the lights off. We should all try to save energy and turn off lights, computers and televisions at night.

4 Don't eat fast food

Fast food is a problem because it uses a lot of packaging and uses ingredients that come from other parts of the world by plane and boat. It's much better to eat fresh, local food which is healthier and less expensive.

5 Recycle

People in Europe and America use too many resources. If we all recycle paper, plastic bags and bottles, we won't waste so many raw materials.

6 Cut down on chemicals

Chemicals are used in cleaning products, fuels and even clothes. They pollute our water and land. If we wear natural clothes and use products without chemicals, we will help keep the Earth clean.

7 Use less fuel

We must stop driving so fast. If we drive at 55 miles per hour, we use 15 per cent less fuel than if we drive at 70 miles per hour. We also need to look at new types of fuel so that we use less oil.

Look!

We **must**	save energy.
We **have to**	
We **should**	

WB 50

5.8 What can we do to help?

A Here are some sporting events that raised money for charity. What sort of events were they?

B Now read about another race and answer the questions below.

1. What is a triathlon?
2. Which charity gets money from the race?

Take part in a triathlon and raise money for the Rainforest Foundation

The London Triathlon is the largest triathlon event in the world, and over 8,000 people are going to take part this year. Around half the participants will be new to the sport, so why don't you apply to take part this summer and help raise money for the Rainforest Foundation?

Please contact the team for more information.

C What information would you like to have about the London Triathlon? Think of some questions to ask the team.

What do you have to do in a triathlon?

How do you raise money?

Do you have to be 18 to race?

WB 50/51

Appendix 34 Cheng's Questionnaire for Teachers used in her HKCEE Study

Dear Colleague,
We would like to ask you for your opinions of the ***new 1996*** Hong Kong Certificate of Education Examination (HKCEE) in English and the necessary preparation you intend to carry out in order to cope with the changes in the syllabus. To help us, please fill in this questionnaire according to your own experience. ***All information will be treated in the strictest confidence***. Thank you very much.

PART ONE Please tick the appropriate answer.

(1) Your gender:
❑F ❑ M
(2) Your age:
❑ 20-30 ❑ 31-40 ❑ 41-50 ❑ above 50
(3) Your academic qualifications:
❑ BA ❑ BSc ❑ Masters ❑ Others
(4) Your professional qualifications:
❑ Teacher's Certificate ❑ P.C.Ed/Diploma in Education
❑ Advanced Diploma in Education ❑ RSA ❑ M. Ed
(5) Number of years you have been teaching:
❑ 1-3 ❑ 4-6 ❑ 7-9 ❑ 10 and above 10
(6) Major forms you currently teach:
❑ F1-F3 ❑ F4-F5 ❑ F6-F7
(7) Number of periods you teach English per week:
❑ 16-21 ❑ 22-27 ❑ 28-33 ❑ above 33
(8) The band of your school:
❑ Band 1 ❑ Band 2 ❑ Band 3 ❑ Band 4 ❑ Band 5

PART TWO Please grade the following on a 5-point scale format where
1= Strongly disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly agree.
Put 1, 2, 3, 4 or 5 in the brackets provided.

(1) What do you see as the major reasons for the HKEA (Hong Kong Examinations Authority) to change the present HKCEE in English?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ To meet the demands of tertiary education.
2❑ To prepare students for their future career.
3❑ To refine testing methods.
4❑ To narrow the gap between HKCEE and UE.
5❑ To cope with the present decline in English standards.
6❑ To widen the gap between the top and low students.
7❑ To motivate students to use integrated skills
8❑ To encourage students to play an active role in learning.

9❑ To enable students to communicate more with others.
10❑ To encourage better textbooks

(2) What are the major changes that you have perceived in the exam papers of the 1996 HKCEE in English?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ More related to Target Orientated Curriculum principles
2❑ More integrated and task-based approaches
3❑ More practical and closer to real life
4❑ Closer to the Use of English in the oral paper
5❑ More role play and group discussion
6❑ More emphasis on oral activities
7❑ More emphasis on listening
8❑ Less emphasis on grammatical usage

(3) What kind of extra work or pressure if any do you think the 1996 HKCEE in English will put on you in your teaching?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ Following a new syllabus
2❑ Doing more lesson preparation
3❑ Preparing more materials for students
4❑ Revising the existing materials
5❑ Employing new teaching methods
6❑ Setting up new teaching objectives
7❑ Meeting new challenges in teaching
8❑ Organising more exam practices

(4) What are the major changes you are likely to make in your teaching in the context of the 1996 new HKCEE?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ To teach according to the new test formats
2❑ To adopt new teaching methods
3❑ To use a more communicative approach in teaching
4❑ To put more stress on role play and group discussion
5❑ To put more emphasis on the oral and listening components
6❑ To put more emphasis on the integration of skills
7❑ To employ more real life language tasks
8❑ To encourage more students' participation in class

(5) What do you find the most difficult aspects of teaching the 1996 HKCEE in English if any?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ Students' current English level
2❑ Class size
3❑ Inadequate textbooks and other available teaching resources
4❑ Noisy learning environment
5❑ The lack of teaching and learning aids and facilities
6❑ Too heavy work load
7❑ Inadequate time for students' practice of English outside the language classroom

(6) What are the learning strategies you would recommend to your students in the context of the 1996 new HKCEE?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ To learn to take better notes
2❑ To expose themselves to various English media
3❑ To learn to express their opinions in class
4❑ To put more emphasis on listening and speaking
5❑ To learn to initiate questions
6❑ To be more active in classroom participation
7❑ To use English more in their daily life
8❑ To change from passive learning to active learning
9❑ To communicate more in English

(7) What types of activities do you think should be involved with language learning?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ Task-oriented activities
2❑ Language games
3❑ Role play and group discussion
4❑ Exposure to various English media
5❑ Authentic materials
6❑ Training in basic language knowledge
7❑ Extracurricular activities

(8) What do you think are the major aims for learning English in Hong Kong?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ To pursue further studies
2❑ To pass examinations
3❑ To obtain jobs
4❑ To satisfy school requirements
5❑ To satisfy parents' requirements

(9) In what ways do you think you would like to motivate your students in learning English?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ To do more mock exam papers
2❑ To use more authentic materials
3❑ To organise real life language activities
4❑ To do more interesting language games
5❑ To give students more encouragement to learn
6❑ To create a positive attitude toward language learning
7❑ To provide students with effective language learning strategies
8❑ To have better classroom discipline

(10) What do you think are the basic functions of mock tests in school?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ To give feedback to teachers
2❑ To assess students' learning difficulties
3❑ To motivate students
4❑ To direct students' learning
5❑ To prepare students for public examination
6❑ To identify area of re-teaching

(11) How is your teaching assessed in your school?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ Your own reflections on teaching
2❑ The performance of your students in tests and public exams
3❑ The overall inspection of your students' work by your school
4❑ The overall completion of the subject contents
5❑ Anonymous student evaluation of teaching
6❑ Evaluation by colleagues
7❑ Evaluation by principal or school inspectors

(12) The factors that most influence your teaching are?
1= strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree

1❑ Professional training
2❑ Academic seminars or workshops
3❑ Teaching experience and belief
4❑ Teaching syllabus
5❑ Past experience as a language learner
6❑ The need to obtain satisfaction in teaching
7❑ Textbooks
8❑ Public examinations
9❑ Learners' expectations
10❑ Peers' expectations
11❑ Principal's expectations
12❑ Social expectations

PART THREE Please tick the right answer or provide written answers.

(1) What is your ***current*** reaction to the 1996 HKCEE in English?
1❑ sceptical about the change
2❑ neutral
3❑ welcome the change
4❑ enthusiastically endorse the change

(2) What is the medium of instruction you use when you teach English in the classroom?
1❑ English only
2❑ English supplemented with occasional Chinese explanation
3❑ Half English and half Chinese
4❑ Mainly Chinese

(3) Who generally makes the decision on the arrangement of lessons?
1❑ Principal
2❑ Panel chair
3❑ English teachers together
4❑ Yourself

(4) How do you arrange your teaching in your school?
1❑ According to the textbook arrangement
2❑ According to the school scheme of work
3❑ According to separate skills such as reading or listening
4❑ According to the contents and materials to be taught
5❑ According to language activities/tasks

(5) Who makes the major decision on the choice of textbooks?
1❑ Principal
2❑ Panel chair
3❑ English teachers together
4❑ Yourself

(6) What are the primary functions of textbooks in teaching?
1❑ To provide practical activities
2❑ To provide a structured language program to follow
3❑ To provide language models
4❑ To provide information about the language

Please grade the following on a 5-point scale *where 1= never, 2= seldom, 3= sometimes, 4= often, 5= always and put 1,2,3,4 or 5 in the brackets provided.*

(7) How often do you consider the following aspects when you prepare your lessons?
1= never, 2= seldom, 3= sometimes, 4= often, 5= always
1❑ The methods of teaching
2❑ The contents of teaching
3❑ The tasks to be performed in teaching
4❑ The skills to be taught
5❑ Any supplementary materials to be used
6❑ How to motivate students to learn
7❑ Homework to give to students

(8) How often do you do the following in class?
1= never, 2= seldom, 3= sometimes, 4= often, 5= always
1❑ Talk to the whole class
2❑ Talk to groups of students
3❑ Talk to individual students
4❑ Keep silent

(9) How often do you use the following teaching and learning aids in your teaching?
[ ] Course-book
[ ] Workbook
[ ] Teacher's book
[ ] Language laboratory
[ ] Pictures and cards
[ ] The blackboard
[ ] Television/radio

Thank you very much for your help!