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demonstrated best performance levels on the reading components (scanning a text and evaluating a text). The main reason behind these findings can be attributed to the difference in priority/ weight dedicated to these components in the curriculum and methods of teaching. On the other hand, the inappropriate weight and interest given to the reading components (Drawing a graph, noting details, recalling most important details and recognizing sequence of events) justify the low performance levels of the students on these components.

The statistical analysis of students' mean scores on each writing component indicated that the secondary school graduates demonstrated better performance levels on the writing components (Punctuation, grammar, spelling, using appropriate style, cover all information needed and vocabulary) comparing to the other components though the performance level of such components is low. These findings can be attributed to the reasons discussed before.

Findings also showed that there is no significant effect of quality on students' performance in reading & writing.

their practice and consequently on students' language performance levels. K k, 2007, for example, found significant differences between the beliefs held by EFL public and private school teachers about Foreign Language (FL) standards in favor of private school teachers. Yamashita, (2004), also, found significant differences between public and private school teachers' beliefs towards using student-centered approaches in classrooms in favor of private school teachers.

Education systems have also been reported critical in teachers' practice Marzano, (2010) where they are part of the contextual factors affecting students' performance levels. In Egypt, the educational system, as illustrated by Maniam, (2012), is mainly exam oriented. In this system, moreover, the teacher, along with school textbooks, is the sole source of information and the overarching aim is to pass exams. The English language syllabus differs in the three types of schools (Official schools, Official language schools and private language schools). Accordingly, Exams focus on evaluating the targeted skills of each syllabus and consequently, teachers provide students with the information related to the syllabus of the school that they belong to in order to help students pass exams with high marks. This finding is supported by Besco, 2013 who states that the knowledge and skills students are expected to master influence practices in two ways: directly through district and school policies (like textbook selection) and indirectly by influencing what is included on state assessments.

The statistical analysis of students' total mean scores on each reading component indicated that the secondary school graduates

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Official schools and the Official language schools), and in turn, expect high quality education.. In doing so, the teachers recruited adopt various learner-centered approaches (such as discovery and collaborative learning) to achieve this target; i.e. quality education. Second, it is well known that the greater the number of students from a school who achieve high marks on high- stakes assessments, the better the social accountability and reputation the school gains (Nation, & Macalister, (2010). Consequently, this motivates private language school teachers to adopt various roles to help their students pass high-stakes exams with high marks. Third, teachers recruited in private language schools are hired with specific experience and teaching certifications required; so most of them use their qualities to achieve the goals of their schools.

This finding is significant because it offers deeper insight about the practice of the teachers and administration of the Official, Official language and private language schools. Research results showed that competent teachers use a wide notion of their roles, use a variety of teaching approaches and actively involve their students in their classroom activities; less competent teachers, adopt a narrow notion of their roles, use very limited approaches of teaching and do not involve their students in classroom activities (Badr, 2013). Consequently, this finding also serves as a predicator of the teachers' beliefs that have an impact on the teaching approaches used in private language schools and Official schools. Accordingly, this finding supports the results of other studies that found that school policy has impact on teachers' beliefs which has a direct effect on

First: The different performance levels of SSGs' language skills in reading & writing in three types of schools (Official schools, Official language schools and private language schools in Cairo.

The total mean scores of students on the developed reading & writing test (See Tables 6 & 7) indicated the obviously low performance level of SSGs' language skills in reading & writing in the Official schools compared to the Official language schools and the private language schools. This result is attributed to a number of qualitative and quantitative reasons. The quantitative reasons are 1) the lack of instructional equipment in the Official schools that help facilitating learning (e.g. labs, means of technology, and illustration, information resources, etc.). The qualitative reasons include 1) vague curriculum 2) the lack of authentic assessment tools for evaluating students' achieved components. 3) traditional methods of teaching and inadequate teachers. 4) the lack of student motivation toward learning (Abou Hadid, 2000; & Simmons, (2007). All these reasons justify the low performance levels and the unsatisfactory status quo of current secondary school graduates of the Official schools.

The findings also showed that the total mean scores of SSGs of the private language schools on the developed reading & writing test indicated their higher performance levels than SSGs of the Official and Official language schools. This can be attributed to various reasons. One of these reasons is that the private language school teachers endorse various roles and responsibilities related to learner-centered approaches as they seek to satisfy their clients' (i.e. parents) requirements as they pay extra money (compared to the

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	language schools			
Total		4.6733	2.70097	150

Discussion:

The statistical analysis presented in this study resulted in answering the study questions and verifying its hypothesis. The study was conducted to develop a standard-based tool to evaluate the different performance levels of SSGs' language skills in reading & writing of three types of schools (Official language schools, Official schools, and private language schools) in light of the standards of NAQAA. The study also aimed at investigating SSGs language skills in reading & writing in accredited schools and non-accredited ones.

To achieve the aims of the study a reading & writing test was administered to 150 SSGs of three types of schools (Official language schools, Official schools, and private language schools) in Cairo. There are many findings obtained by the developed test that warrant further discussion. The results of the test are presented according to two themes:

1. The different performance levels of SSGs' language skills in reading & writing in three types of schools (Official, Official language and private language schools) in Cairo.
2. The different performance levels of SSGs' language skills in reading & writing in schools which are accredited and those are not accredited in three types of schools (Official schools, Official language schools and private language schools) in Cairo.

Official schools and private language schools) and the quality on the writing component (recalling most important details).

Table (6)

The total of students' scores and the standard deviation for students scores on the test in the total reading components

	Groups (Types of school)	Mean	Std Deviation	N
Total of Reading Components	Non accredited Official language schools	25.6400	5.67068	25
	accredited Official language schools	27.7600	3.30757	25
	Non accredited Official schools	16.7200	4.20833	25
	accredited Official schools	16.1200	3.50381	25
	Non accredited Private language schools	31.7600	4.42794	25
	accredited Private language schools	32.4800	3.68691	25
Total		25.0800	7.76200	150

Table (7)

The total of students' scores and the standard deviation for students scores on the test in the writing components

	Groups (Types of school)	Mean	Std Deviation	N
Total of writing components	Non accredited Official language schools	5.8400	2.30362	25
	accredited Official language schools	6.3200	1.40594	25
	Non accredited Official schools	1.2800	1.45831	25
	accredited Official schools	1.6800	.94516	25
	Non accredited Private language schools	6.6400	.75719	25
	accredited Private	6.2800	1.45831	25

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Table (5) ANOVA for the effects of the types of school and the Quality on each of the writing Components in Cairo

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Demonstrating values of target and mother culture	٢٧,٦٠٠	٥	٧,٥٢٠	٢٥,٥٤٠	,٠٠٠
	Generating meanings, ideas and emotions	٢٢,٥٧٣	٥	٦,٧١٥	٢٦,٦٢٢	,٠٠٠
	Covering all information needed	,٨٠٠	٥	,١٦٠	٤,٦٤٥	,٠٠١
	Using appropriate style	١,١٧٣	٥	,٢٣٥	٢,٢٤٩	,٠٠٨
	Giving examples to support ideas	١,٠١٣	٥	,٢٠٣	٢,٤٩٩	,٠٠٣
	Giving Appropriate response to the topic	,٨٠٠	٥	,١٦٠	٤,٦٤٥	,٠٠١
	Grammar	٢٩,٦٣	٥	٥,٩٢٧	٢٢٢,٢٧٢	,٠٠٠
	Spelling	٢٧,٤٤٠	٥	٥,٤٨٨	٨٥,٨٩٩	,٠٠٠
	Punctuation	١٤,١٩٣	٥	,٢,٨٣٩	٢٤,٨٠٤	,٠٠٠
	Linking ideas using connectors	١٦,٢٧٣	٥	,٣,٢٧٥	٢٢,٢٤٣	,٠٠٠
	Transition words	,٠٣٣	٥	,٠٠٧	١,٠٠٠	,٤٢٠
	Vocabulary (Using synonyms rather repeated words)	٢٧,٤٤٠	٥	٥,٤٨٨	٨٥,٨٩٩	,٠٠٠
	Total of Writing Components	٧٧٤,٩١٣	٥	١٥٤,٩٨٣	٧١,٥١٢	,٠٠٠

The Table shows that there is a significant effect at 0.01 of the types of schools (Official language schools, Official schools and private language schools) and the quality on each writing component except for the writing component (**recalling most important details**) as there is no significant effect of the types of schools (Official language schools,

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Table (4) ANOVA for the effects of the types of school and Quality on each of the reading Components in Cairo

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	Deducing meaning of vocabulary in a context	٢٤١,٢٥٣	٥	٤٨,٢٥١	٢٩,٦١٢	...
	Distinguishing fact or opinion	١١٥,٣٤٠	٥	٢٣,٠٦٨	٤٥,١٨٢	...
	Making prediction	٨١,٨٧٣	٥	١٦,٣٧٥	٢٢,٦٠٣	...
	Making inference	٢١٧,٢٣٣	٥	٤٣,٤٤٧	٣٤,١٩٥	.000
	Evaluating a text	١٥٧,١٠٠	٥	٣١,٤٢٠	٨,٢٤٧	...
	scanning a text,	٤٨,٧٥٣	٥	٩,٧٥١	٩,٨٩٩	...
	Skimming a text	٢٤,٠٥٣	٥	٤,٨١١	٧,٣٢٠	...
	Summarizing a text	٥٠,٢١٣	٥	١٠,٠٤٣	٤,٠٠٢	.002
	Drawing a graph	٩,١٠٠	٥	١,٨٢٠	١,٨٦٥	.104
	Noting details	١٢٣	٥	٠,٢٧	١,٠٠٠	.420
	Recalling most important details	٤٣,١٥٣	٥	٨,٦٣١	٩,٠٤٣	...
	Recognizing sequence of events in a story.	٢٧,٧٤٠	٥	٥,٥٤٨	١٥,٠٤٠	...
	Total of Reading components	٦٤٢٦,٢٤٠	٥	١٢٨٥,٢٤٨	٧٢,٥٥٦	...

The Table shows that there is a significant effect at 0.01 of the three types of schools (Official schools, Official language schools and private language schools) and the quality on each reading component except for (drawing a graph and noting details) as there is not a significant effect of the types of schools (Official schools, Official language schools, and private language schools) and the quality on the reading components (drawing a graph and noting details).

There are significant statistical differences among mean scores obtained by participants of the three types of schools (Official schools, Official language schools, and private language schools) and quality on the reading & writing components.

To test this hypothesis, the researcher used MANOVA to study the effect of quality and the three types of schools (Official schools, Official language schools, and private language schools) on the reading components in Cairo, the results were as follows in table (3)
Table (3) MANOVA for of the effect of quality and the three types of schools (Official schools, Official language schools, and private language schools) on the reading components in Cairo Governorate

Effect	Test	Value	F	Hypothesis df	Error Df	Sig
Intercept	Pillai's Trace	.997	1.854E3a	23.000	122.000	.000
	Wilks' Lambda	.003	1.854E3a	23.000	122.000	.000
	Hotelling's Trace	349.554	1.854E3a	23.000	122.000	.000
	Roy's Largest Root	349.554	1.854E3a	23.000	122.000	.000
Group Q	Pillai's Trace	2.765	6.779	115.000	630.000	.000
	Wilks' Lambda	.003	12.366	115.000	603.537	.000
	Hotelling's Trace	28.486	29.823	115.000	602.000	.000
	Roy's Largest Root	23.614	1.294E2b	23.000	126.000	.000

The table shows that the Hotelling's Trace value was significant. To Know the Differences among means of scores for each dependent variable, the researcher used ANOVA for each component and the results were as follows:

The results of ANOVA for the effects of the types of schools on each of the reading components were as follows in table (4)

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events in a story, and 4 marks were given for prediction components. All marks for each item were put in (Table 4).

TABLE (1) Scoring the Reading Test

Question No	Reading Component	Cod	Mark
Q4 Passage A&B	Deducing meaning of vocabulary in a context	Ded	6
Q10 Passage A&B	Distinguishing fact or opinion	Fac	4
Q12 Passage B	Prediction	Pre	4
Q2 Passage A&B	Inference	Inf	6
Q5 Passage A&B	Evaluating a text (State your opinion)	Eva	12
Q3 Passage A&B	Scanning a text	Sca	6
Q1 Passage A&B	Skimming a text	Ski	4
Q8 Passage A&B	Summarizing a text	Sum	6
Q9 Passage A&B	Drawing a graph	graf	6
Q7 Passage A&B	Noting details	No	4
Q6 Passage A&B	Recalling most important details	Rec	4
Q11 Passage B	Recognizing sequence of events	Seq	2
Total Mark			64

For the scale of writing assessment (see table 2)

TABLE (2) Scale of the Writing Test

No	Writing Components	Cod	Mark
1	Demonstrating values of target and mother culture	Dem	2
2	Generating meanings ideas and emotions	Gen	2
3	Covering all information needed	Cov	2
4	Using appropriate style	App	2
5	Giving examples to support ideas	exa	2
6	Appropriate response to the topic	res	2
7	Grammar	gr	1
8	Spelling	spe	1
9	Punctuation	pun	1
10	Linking ideas using connectors	lin	2
11	Transitional words	tra	1
12	Vocabulary (using synonyms rather repeated words)	voc	2
Total			20

5. Results

Hypothesis

21. punctuation, that means the set of marks to regulate texts and clarify their meanings
22. linking ideas using connectors, which means to link large groups of words or paragraphs to give them coherence.
23. transitional words, which means to use phrases or words to connect one idea to the next.
24. Vocabulary, that means using synonyms rather repeated words

The content of the reading & writing tasks were explained clearly for the students through instructions. Moreover, the researcher made sure that the students understood what was required in each activity.

4.3.1.3 Scoring the Test

In order to easily and objectively score the test, the researcher developed a model answer for all the items included in the reading test and that was after consulting the jury members concerning the distribution of marks for the reading & writing sections. For the multiple-choice questions, one mark was given for each correct answer (Q. 2,3&4) in the two texts, so their total mark was 24 marks. There was no penalty for a wrong answer; no points were given for incorrect answers. For Q. 4, which measures the component of deducing the meaning from a context, one point was given for each correct answer so the total mark is 6. Four marks were given for skimming the two texts (Q.1). 3marks were given for each opinion question (opend-ended questions). So the total mark was 12 marks (Q5). Question 6 measures the ability to recall the most important details in the two texts and 4 marks were specified for this question. For noting details 4 marks were given (Q.7). Six marks were given to each of the components of summarizing the two texts and drawing graphs (Q.8 & 9). For distinguishing the fact or opinion, one mark was given for each statement and the total mark was 3(Q. 10). Two marks for recognizing sequence of

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7. skimming a text, that means to identify the main ideas of a text
8. summarizing a text, that means to discern the most important ideas in a text and ignore irrelevant information
9. drawing graphs illustrates relationships between concepts in a text using diagrams.
10. noting details is recording important information in a text, and retrieving it when necessary.
11. recalling most important details, and
12. recognizing sequence of events in a story.
13. demonstrating values of target and mother culture which means to give a practical explanation for values of both target and mother culture.
14. generating meanings, ideas and emotions, which means to create meaningful ideas and express feelings clearly.
15. covering all information needed which means to respond to a writing task covering all information needed.
16. using appropriate style which means to choose the suitable design and arrangement of ideas of a writing task.
17. giving examples to support ideas which means to provide the information that supports topic sentences like evidence supports argument
18. giving appropriate response to the topic.
19. grammar means the ability to write correct sentences
20. spelling that means writing a word or words with the necessary letters

The items were constructed according to multiple sources, including course books, previous researches, studies, and similar exams.

The reading section of the test consisted of 22 items. The first passage is titled as "Why don't you get a Proper Job" and the second one is a chapter from a story called "On the Great Alkali Plain". In the writing section students were asked to choose one of two topics to write an essay about.

The reading & writing items were separated to make it easy for understanding and measuring their components. The reading & writing items are as follows:

1. deducing meaning of vocabulary in a context which means that the students are able to guess the meaning of new vocabulary from a text,
2. distinguishing fact or opinion, which means that Ss are able to differentiate between the facts given in a text, and the opinion of the writer of that text.
3. making prediction, which means that Ss are able to guess events based on clues in the text
4. making inference, which means to reach an idea or conclusion that is drawn from evidence and reasoning
5. evaluating a text, which means that students are able to state personal opinion about a text
6. scanning a text, which means to look only for a specific fact or piece of information without reading everything.

To evaluate the language skills in English Language in reading & writing in light of standards of NAQAAE and to test the research hypothesis, the researcher used a Reading & Writing performance test to measure the participants' levels of performance in reading & writing.

4.3.1 Reading & Writing Test

4.3.1.1. Test Construction

The test was constructed in the light of the following resources:

- Related studies to testing reading & writing.
- "Hello series" English text book for the secondary stage in Egypt.
- The reading & writing standards of NAQAAE for SSGs.

4.3.1.2. Test Description

The Reading & Writing test was constructed and administered by the researcher. To achieve the main aim of designing the test of reading & writing, it was important to:

1. precisely identify the reading & writing language skills that should be assessed, and that are assumed to be mastered by the secondary school graduates according to the standards of NAQAAE , and also by reviewing the literature related to reading & writing components that are necessary for the secondary school graduates to acquire.
2. define the cognitive complexity levels upon which the test items should be constructed, and
3. determine the appropriate relative weight of the test items to reflect the importance degree of each tested outcome.

were overstressed by their final exams, the researcher administered the reading & writing test at the beginning of the academic university year of the respondents on October, 2014. The students were selected randomly from different universities in Cairo, as Cairo is the capital city so it represents a large number of populations of Egypt. Faculties of Arts and Education in Ain Shams University, and the faculty of Engineering in Cairo University. The researcher put into consideration that the sample members have been graduated from the three types of schools (Official schools, Official language schools and private language schools). Some of these schools were accredited by NAQAAE. On administering the test, the sample members were asked to fill in a demographic section concerning their personal information including, their age, the name and type of school they graduated from and which section they belonged to (Art / Math / science). Sample was selected according to the following table:

4.2. Research Design

The present study is a descriptive study. The goals of this study are to develop a test to assess the language skills in reading & writing for SSGs, based on the standards of the NAQAAE (NAQAA, 2009). The study also aims to identify the differences between the levels of reading & writing performance of the graduates of three types of schools and the differences between the accredited schools and non-accredited ones.

4.3. Instruments:

connection, is a major cause of the students' writing ability. In brief, "any significant deficiency in writing entails a parallel deficiency in reading". (Paul & Elder, 2006). "Therefore, EFL writing teachers are encouraged to increase their students' awareness of the importance of reading for accomplishing writing tasks. They also should teach their students that better writing is preceded by good deal of reading and that reading is the basis for writing. EFL writing teachers should also realize that one of the best ways to improve writing is to improve reading, and vice versa." (A- Omrani, 2014).

Tuan (2012) found that in order to exploit reading in writing classes, teachers have to follow two steps. They have to let students know how their writing pieces are evaluated, and then guide them to read like a writer to acquire writers' ideas and crafts, so that they can improve their writing proficiency and get higher writing scores.

4. Methods

4.1. Sample:

The target population of the present study is the secondary school graduates of the three types of schools Official schools, Official language schools and private language schools. 150 students (N= 150) were randomly selected to involve in the present study. All the students were native speakers of Arabic. As for demographics, all the sample members were graduates of secondary school stage and their average age was 18.4. As it was difficult to administer the study at the end of the academic year for the secondary school graduates, as they

occupationally, and socially. "Students' educational success depends on their abilities to read and critically analyze information presented in textbooks and other classroom materials." (Berman, 2009).

Goceik (2007) also explained that reading & writing became curricularly linked at the turn of the 19th century when Harvard and other universities decided that reading literature was essential to learning to write. Before, students did not typically write analyses of what they read, but instead wrote themes on a variety of prescribed topics such as Vanity, Democracy and Ethics. The reasons behind integrating both skills were clarified by educators who were in favor of the integration. They claimed that reading inspires students introducing them to great ideas and improving their ability to think critically and analytically. In addition, reading provides students with something to write about. Goceik also gave an example that at eighteen, student often lack the experience to come up with sophisticated subjects for their essays, but texts provide these ideas. Finally, reading illustrates models of truly excellent writing, thereby offering students instruction in voice organization, syntax and language.

Al Omrani (2014) asserted that not only does connecting reading & writing in second language instruction enhance L2 writing ability, but it also develops learning generally and L2 reading skills especially in the academic settings. However, Al Omrani argued that the division between teaching reading & writing in the EFL classroom, which entails a considerable lack of emphasis on the reading-writing

addition and subtraction, reading comprehension, etc. They measure whether or not the student had mastered specific material. The students are not ranked with other students. Three characteristics are common to criterion referenced tests:

- They measure mastery of specific subject
- They measure the results of the instruction.
- Their scores are judged by a specific standard or criteria. Seventy percent, or seven out of ten was considered a passing score.

“For the new criterion referenced tests, each state developed its own sequence of Common Core Standards and then created the tests to measure the mastery of the components. A valid test score is the result. To best teach and support the students, both parents and school-level educators need to be apprised of the syllabus and the standards that will be tested.” (Durham & Guinevere, 2014).

3.3. Language Skills in Reading & Writing

Reading & writing are very important in the context of language teaching and use. Writing is the most concrete and systematic area of English language. “The more developed writing, the more systematic the individual's overall use of language. Thus, a person can speak, read and listen in a more accurate and effective way.” (Bryson,2003). Among language skills, reading together with writing is the first skill to be learnt. “It is also known that, in the learning process, there is a high correlation between reading, writing and academic achievement.” (Durukan, 2011).

Reading is critical to students' success in and out of school. One potential means for improving students' reading is writing. Graham and Herbert (2011) presented evidence that writing about read material improves students' comprehension of it, reading fluency, and word reading. To Graham and Herbert, Reading is one of the most critical skills that students must master to be successful educationally,

reference tool for ensuring total quality assurance in the education system. They also see standards as an efficient means for comparing delivered education across districts and from school to school.

3.2. Standardized Tests

Standardized tests have been used in schools for many years. These tests were usually in the form of nationally normed achievement tests. They test what students knew. These tests were one tool in the scheme of a student's education. But the tests did not test what the students at each grade level had been taught through their textbooks used in their school system. The scoring system ranked the students with their peers, not a pass or fail grade.

Then came the accountability movement, the outgrowth of which resulted in the No Child Left Behind Act of 2000. The goal of the law was that every student would perform on or above grade level. In 2001, states were charged with creating their standards and the tests to measure these standards.

In 2009, the law was changed to Race for the Top. At that time, a new set of standards were developed, called Common Core Standards. All but five states concurred with these standards, and they set about to revise their tests accordingly. Everyone was accountable, from the state boards of education down to the classroom teacher. The standards of 2001 were redeveloped for kindergarten through twelve. The next step was to recreate, or purchase nationally, the tests that would determine whether or not the students had mastered the required skills. For the tests to be valid, the test questions had to measure the skills that were being taught in the classrooms; the Common Core Standards in USA.

These tests were called criterion referenced tests. This type of test is written to measure knowledge of a specific subject-that is, spelling,

2. Hypothesis

There are statistically significant differences among mean scores obtained by sample members of the three types of schools (Official schools, Official language schools and private language schools) and quality in reading & writing in Cairo.

3. Theoretical Framework

3.1 The Purpose of (SBE):

Carnevale & Derochers (2004) point out that one of the most important reasons for using standards is that they have distinctive characteristics, advantages and contributions to the educational process as a whole. This can be clearly approved through the crucial role of standards in addressing the needs of most groups of stakeholders. For teachers, according to Zagranski, Whigham, & Dardenne (2008:8), "standards recognize, trust, and support teachers' professional expertise by placing curricular, instructional and assessment choices in their hands." In other words "when teachers use content standards, performance standards and assessments that are aligned in a single comprehensive system, instruction becomes more powerful than in a learning context where only details of curricula are addressed, assessments are generic, and there are no stated goals or standards against which to measure student progress" (Voltz & Fore, 2006).

Vogel & Linda (2010) add that the fundamental question that needs to be raised concerning any reform initiative is, "Does it change classroom instruction and improve the learning opportunities and outcomes for all students?". Zagranski, Whigham, & Dardenne (2008) argue that standards, for nations, are tantamount to a common

Standards in different academic disciplines are set by NAQAAE to help educational institutions in designing their programs to meet the accreditation requirements. "Standards are believed to result in an improvement in the students' language learning by defining what is to be taught and the expected learning outcomes." (Cizek, 2012). "The rationale for adopting a standards-based reform in language education is articulating student performance expectations and making learning outcomes easier to measure" (Boraie & Toba, 2006)

However, a slow response to the large-scale shifts in society, depriving another generation of the education that meets the needs of the changing labour market, as well as responding to the evolving political system. "Notably, there is a mismatch between the outcomes of the education system and the needs of the job market that is considered to be one of the key reasons for the unemployment in Egypt which is officially estimated at 12 percent but generally assumed to be significantly higher." (Ibrahim & Kirby, 2011)

1. The Problem of the study

Although the national standards set by NAQAAE have been settled, there is poor improvement of reading & writing performance of the secondary stage graduates. So, there is still a need for further researches for assessing the levels of language skills in reading & writing of the secondary stage graduates in light of NAQAAE standards as a frame of reference for feedback for efficient EFL educational process. The researcher suggests the use of NAQAAE standards to assess SSGs' reading & writing language skills in three types of schools and the differences between the accredited schools and non-accredited ones.

Introduction

The purpose of the educational process is no longer a quantitative one that is aiming at providing society with enormous number of graduates. It is rather a qualitative one as the graduates should be able to achieve a specific quality in different fields of knowledge. At the same time, education should enable students to match their needs and those of their society. (NAQAAE) was founded according to a Presidential Decree in 2006 to enhance the quality of education in Egypt. NAQAAE promotes the development of the educational process to maintain the quality of learning that requires a shift from traditional education to standards- based education. "This will produce capable graduates who are able to respond to community needs efficiently, address challenges with insights, contribute to the ongoing growth and development, and compete regionally and worldwide. According to NAQAAE (2009), good practice in education should encourage students to improve their innovative and creative capabilities, employ appropriate technologies and pursue independent and life-long learning. This demands setting out plans to develop the institutional capabilities and educational efficiency. Thus, educational institutions have to modify their programs to meet the demands of the labor market. In addition, "graduates should acquire the flexibility that enables them to adapt to the future needs of the labour market."(NAQAAE, 2009)

NAQAAE, in collaboration with the stakeholders, has developed an integrated system to assure education quality. A series of National

أداة مقننة مقترحة لتقييم مهارات اللغة لخريجي المرحلة الثانوية

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المستخلص

هدف هذا البحث الى تقويم المهارات اللغوية في القراءة والكتابة في اللغة الإنجليزية لدى خريجي المرحلة الثانوية في ثلاثة انواع من المدارس (المدارس الرسمية- المدارس الرسمية للغات - المدارس الخاصة للغات) في ضوء معايير جودة التعليم في مصر ولقد اشتملت ادوات الدراسة على اختبار لقياس مهارات القراءة والكتابة، وتمثل عينة الدراسة في (١٥٠) طالباً وطالبة من خريجي المرحلة الثانوية وتم اختبارهم في بدء العام الجامعي على أن يتم قياس مستوى أدائهم في الاختبار قبل تأثير المرحلة الجامعية على مستويات الأداء لديهم، وأشارت نتائج البحث المستخلصة من اختبار القراءة والكتابة الى وجود تأثير دال لأنواع المدارس على مستوى اداء المخرجات التعليمية لخريجي المرحلة الثانوية في مهارات القراءة والكتابة ، كما اشارت النتائج الى عدم وجود تأثير دال لاعتماد المدارس من هيئة نقاء للجودة والاعتماد على مستوى اداء المخرجات التعليمية لخريجي المرحلة الثانوية في مهارتي القراءة والكتابة.

الكلمات المفتاحية: أداة مقننة ، تقييم مهارات اللغة

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Abstract

The aim of this study was to develop a tool to assess the Language Skills in Reading and Writing for the Secondary Stage graduates (SSGs), based on standards of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE). The study also aimed to identify the differences between the levels of reading & writing performance of the graduates of three types of schools and the differences between the accredited schools and non-accredited ones. A descriptive method was adopted. Sample members of the study were 150 secondary stage graduates, (N= 150). A reading & writing test was used to measure the Language Skills in Reading and Writing for the Secondary Stage graduates of the sample members. Based on the students' mean scores of the test, results showed that the performance level of SSGs' reading & writing was low. Results also showed that there was a significant effect of type of schools on the performance level of SSGs' reading & writing. However, there was no significant effect of quality on the performance level of SSGs' reading & writing. The study is significant as it provided the Egyptian TEFL field with an accurate description of the status quo concerning the quality of the determined language skills, as well as the quality of their institutions.

Key Words: A standard tool, evaluating language skills

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كلية التربية بالوادي الجديد
المجلة العلمية

**A Suggested Standard-Based Tool for Evaluating Secondary
Stage Graduates' Language Skills**

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