CHAPTER THREE

DESIGN OF RESEARCH
Chapter Three: Design of Research

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CHAPTER : THREE DESIGN OF RESEARCH

1- NEED OF STUDY

Britain occupied Aden in 1839 for many reasons. The most important one being that Aden is a strategic point on the route to India. The British control remained in southern sector for 128 years. During this period, English language was used as the official medium of communication in all aspects of official activities, so English language was ranked as the second official language next only to Arabic language.¹

However, English was not taught in the northern sector prior to 1962 Revolution.² The Revolution in 1962 and 1967 made Yemen a democratic country where education developed and English language is taught from the seventh level onwards in government schools. But in most of the private schools English is taught right from the kindergarten stage. It is also medium of instruction in some private schools.

English language is taught in Yemen as a foreign language and it is introduced as a subject in the national curriculum with a purpose to enable students to cope up with general English communicative demands of the English courses and to enable them to equip themselves with spoken and written English for interaction with foreigners in Yemen or overseas.

However, in Yemen, English language is not used in daily life officially. It is used in the classroom which are very crowded with students.

Today, in Yemen, English language has become one of the urgent requirements more so with the approach of the twenty first
century. Its need is felt since it is acknowledged as important international language in the world.

In Yemen, English language is used in many domains for instance; Scientific and Technical Colleges, Tourism, Airports, Diplomatic relations, commerce (Imports and Exports) and International Banks etc.

Republic of Yemen is developing very rapidly in all aspects of life. In order to cope up with the world around it, people must learn English to communicate with the world to acquire different experiences. But English teaching encounters many obstacles which affect the proficiency and achievement levels of the basic education students in English language learning and their level become low and unsatisfactory.

The basic education students spend three years at school learning English hence, most of them cannot speak or write even simple sentences correctly. This was noted by the researcher when he visited most of the basic education schools as curriculum specialist in the Ministry of Education. The researcher, therefore, thought of doing some research to substantiate the observations objectively.

2- SIGNIFICANCE OF THE STUDY

It is noticed that the final results of the English language in the basic education is deteriorating every year and the educational authorities, educators, along with parents complain of this. It seems that the English language curriculum (ELC) is not suitable to the level of the students or there is something wrong with it.

If any one looks at the final results of the English language in the basic education stage since 1990 till today, he would find that the results are going down.
This is a great national loss and the educational authorities should realize that the future of Yemen lies in the students' hands. English communication is a great stumbling block in the progress of students.

However, it is imperative in the best interest of the country to survey the perceptions and beliefs of inspectors and English teachers about English curriculum. There are many reasons for this low proficiency and achievement levels of the students. These can be attributed to many factors which may include teacher preparation, administration, school environment, students motivation, parents and English curriculum. Therefore, priority, in this respect, should be given to study English curriculum.

It is hoped that the outcome of this study will help the educational authorities in the following ways:

a) To reconstruct the basic education English curriculum to be suitable to students needs.

b) To adopt suitable teaching methods in implementation of the target curriculum.

3- DEFINITION OF THE TERMS

For the purpose of this research, we have used different terms. Their definitions for the purpose of study are as follows:

Republic of Yemen : It is country which isolated on the corner of the Arabian peninsula the north and south part of the country.
Basic Education : It is the first official educational stage in public education system in the research, this would mean seven to nine level.

Curriculum : It includes all functions and activities conducted by the students in and outside school. It also includes all the educative experience that students pass through.

In this research this would mean activities related to teaching and learning of English language teaching.

4- OBJECTIVES OF THE STUDY

The purpose of the study is specifically to survey views of inspectors' and teachers' towards the basic education English curriculum. The researcher had the following objectives:

1. To investigate English language teaching objectives in Yemen.

2. To study the history of the English language teaching (ELT) in Yemen.

3. To determine the role of the English language in daily life in Yemeni society.

4. To study curriculum development.

5. To survey the methods of teaching English in English.

6. To examine the achievement in English language of the students at basic education level (level nine).

7. To determine the factors which affect the basic education English language curriculum.
5- SPECIFIC QUESTIONS TO BE ANSWERED

In order to know the basic education English curriculum status, the researcher wanted to answer the following questions:

1. What are the objectives of teaching English in Yemen?
2. What is the role of English language in daily life in Yemeni society?
3. Does the basic education English curriculum accomplish the target objectives?
4. Does the basic education English curriculum fulfill students needs?
5. What are the most important factors which affect the basic education curriculum?

6- LIMITATION OF THE STUDY

1. The study was confined to the basic education schools in the Capital Secretariat, Aden (urban) and Sana’a (rural). However these two cities and country side are representative sample comprising of male, female, urban, rural, students, inspectors and teachers.

2. These two areas were selected for the administration of questionnaires and test and not the whole country. The two areas represented North and South of Yemen and therefore, once again representative of the population of the whole country.

POPULATION OF THE STUDY

The main purpose of the study was to “discover the principles that have universal application”. 3

But to study a whole population to arrive at generalizations would be impossible. Best and Kahn go on to say that “Some populations are so large that their characteristic can not be
measured". 4 Meanwhile Moore supposes that it is "seldom possible to survey the complete population". 5 However, population is usually considered as consisting of human beings, therefore, in statistical use it is thought of as consisting of any kind of members. Hence, a population "is a group of individuals that has one or more characteristics in common that there are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of that group". 6 Population in Moore’s view “all people or objects under observation”. 7

While Cochran says that word population denotes “the aggregate from which the sample is chosen”. 8 According to Lindquist a population may be defined as “any identifiable group of individuals or as any collection or aggregate of comparable measures”. 9

Republic of Yemen consists of eighteen Governorates. There are thousands of basic education schools in these Governorates, more than a Million students study in them, about two hundred English inspectors and thousands of English teachers teach in the basic education schools. So, it is difficult to survey this complete population of inspectors and teachers, in addition to administer test to all students in the same schools. Therefore, the researcher decided to select a sample of this large population to administer the research tools precisely.

SAMPLE

In order to get rid of extraneous variables, such as, experience, age etc., it is very necessary to have a homogeneous sample.

Sampling is an essential aspect of surveying and as is mentioned earlier, it is seldom possible to survey the complete population. A sample is a small a proportion of a population selected for analysis. During the recent decades sampling technique has been
increasingly used in the field of education to obtain information necessary in answering limited questions about a specific population. Moore says "A sample is a group selected from the complete population to make the task of surveying more manageable". 10

A sample according to Best and Kahn is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn". 11

A careful sampling was made for teachers and students though it can not be claimed to be exhaustive, but it was adequate for the purpose of the research. Best and Kahn describe "the ideal sample is large enough to serve as an adequate representation about which the researcher is to generalize and small enough to be selected economically... There is no fixed number or percentage of subjects that determines the size of an adequate sample." 12 So it sometimes stated that samples of 30 or more are to be considered large samples and those with fewer than 30 small samples". 13 However, Best and Kahn write "samples are chosen in a systematically random way, so that chance or the operation of probability can be utilized". 14

Moore ensures that "the chance of a particular characteristics or attribute occurring in the sample should be the same as the chance of the same characteristic appearing in the whole population". 15 Hence, this can be achieved by selecting a random sample.

Stuart gives the same meaning, he says "any sample selected by a chance mechanism with known chances of selection is called a random sample". 16 Therefore, the sampling in this study was depended on stratified random sapling of inspectors and teachers
population who are teaching in basic education schools and students who are studying in level nine in the basic education schools.

Considering the way of selecting the samples whereas Moore says “to select a sample that will represent or have the same characteristics as the overall population”. 17

Best and Kahn opine that “the ideal method is random selection, letting chance or the laws of probability determine which members of the population are to be selected”. 18

They also go on to express the sample, “It is advisable to subdivide the population into smaller homogenous groups to get more accurate representation. This method results in the stratified random sampling”. 19

However the researcher selected three certain Governorates randomly to represent the other Governorates. He selected Aden Governorate to represent the South, Capital Secretariat to represent North of the parts of the country. Both two Governorates are urban.

He also selected Sana’a Governorate to represent rural so that the researcher can generalize the research results in all the parts of the country.

It is also difficult to administer the research tools for all English inspectors, English teachers and students of level nine. Therefore, the number of inspectors (21) was reasonable, so, the researcher took all of them. While the number of the teachers was too high, he selected (141) teachers from Capital Secretariat Govt. schools, they represent about 30% of English teachers who teach in the basic education schools in Capital Secretariat, he also selected (90) teachers from private schools, they represent 50% of English teachers who teach
in private basic education schools in the same Govt. In Sana’a rural schools, the researcher selected (178) English teachers of Govt. schools. They represent 50%. In Aden, he selected (135) English teachers, they represent 30%.

According to students, researcher selected (1522) students, (399) boys and (400) girls from urban Govt. schools. He selected (98) boys and (63) girls from urban private schools, and (326) boys and (236) girls from rural Govt. schools.

**PREPARATION OF TOOLS**

An appropriate method for studying English curriculum in Yemen was the survey “to get the facts about the situation or a picture of conditions that prevailed or that are developing”. 20 surveys are probably the most common form of research method for this type of research.

The main purpose of survey is to collect data and information which can be analyzed to produce conclusions and results. 21

The term survey proposes compiling of evidences relating to the existing conditions. Moore describes the survey method as “the first purpose of survey is to describe what is going on; to obtain all the important relevant facts about something”. 22

Keeping in mind all the important aspects of the survey method, the researcher decided that it will be suitable method for the purpose of this study and he decided to use it for accomplish this research. In the light of above the following tools were prepared:
PREPARATION OF QUESTIONNAIRES

In order to elicit the information regarding the English curriculum elements, questionnaires were prepared. These questionnaires were for the inspectors and English teachers who were teaching in basic education schools. This kind of instrument was selected for fulfilling the survey purpose as "questionnaires are extremely flexible and can be used to gather information on almost any topic from large or small numbers of people".  

According to Nunan "the questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field settings. While Best and Kahn consider questionnaire as the "most appropriate and useful data gathering device in a research project"."  

So the survey was done by administering the questionnaires which were designed to elicit responses to confirm whether English curriculum is suitable for students of level nine or it hinders them from learning English sufficiently, to obtain the attitude and perceptions of the English inspectors and teachers towards the target curriculum, to identify the effectiveness of English teaching methods which were used by the teachers, and to investigate whether the needs of students were being satisfied or not by using the target curriculum.

The questionnaires consisted of two parts, the first part focused on curriculum. The questionnaire included (47) statements (closed items) and two open questions about the important factors which affected English curriculum and some suggestions for improving the target curriculum.
The questionnaire had statements dealing with the following five categories:

1. **English language teaching objectives**:
   
a) If they are written at the beginning of the teacher’s book or not.

   b) Its writing in details and precisely.

   c) If they were comprehensive teaching English language skills or some of them only.

2. **The status and content of the target English curriculum**
   
a) Its logical and development organization.

   b) Its correlation with materials in the textbooks of the previous or the next levels.

   c) Its repetitive nature

3. **English teaching methods**:
   
a) The different methods which are used in teaching English as foreign language.

   b) Time allocated for teaching English.

4. **Audio-Visual Aids of teaching English**:
   
a) Its availability in the basic education schools.

   b) Its utility for beginners in learning English language; and

   c) Its relation to the content of English curriculum.

5. **Evaluation**:
a) Types of questions used by teachers during teaching English and in examinations.

b) Types of tests used as formative and summative evaluation; and

c) Personal evaluation of the teaching English language programme.

Each of these five categories has statements requiring a response on a five point scale values of strongly agree, agree, neither agree or disagree, disagree and strongly disagree.

The mean value of the responses to every statement is based of this scale for 1 to 5 which considers all responses individually. At the beginning of the questionnaire, the purpose of the study and instructions on how the questionnaire should be filled out are provided.

Part two of the questionnaires was for personal data. It consisted of ten statements, they were closed and open answers. The inspectors and teachers were asked to respond to questions on their age, nationality, sex, academic qualifications, major specialization, teaching experience, what type of audio-visual aids they use, the native language, whether they read professional journals or not.

Finally, they were asked to write comments or suggestions that they had not already given or written on the questionnaire.

ADMINISTRATION OF QUESTIONNAIRES

On the basis of the stratified random sampling used in the study to accomplish the survey of English curriculum the questionnaires were prepared and administered in the Capital Secretariat, Aden and Sana’a whereas the visits were made to English departments in inspectorate administrtations to obtain the number of inspectors and the number of English teachers. The numbers of inspectors and students have been mentioned earlier.
The researcher in order to have reasonable number of the inspectors took all of them. While English teachers who were teaching in the selected three Governorates’ schools were more than one thousand. They were teaching in wide-spread areas. It was difficult to administer the questionnaire to all those teachers in this case. Therefore, the researcher selected from this group through stratified random sampling procedure. In Capital Secretariat, he selected about 30% of government schools and 50% of the private school teachers. In Sana’a, he selected about 50% of teachers, and in Aden, he selected 30% of the teachers. It should be mentioned here that the private schools were available in the Capital Secretariat only.

The present educational setup of ELT in Yemen, is such that English inspectors were all Yemenis whereas the teachers were both Yemenis and non-Yemenis.

In each English department, the researcher explained the purpose of administering the questionnaire to the inspectors and how they should react to each statement. They were given copies of the questionnaire and they were asked to feel free to ask if they had any question concerning the content of each statement in the questionnaire. After clarifying some points which were required by inspectors, the researcher ensured that no further clarifications were necessary. He returned to collect the filled questionnaires on the same day of the next week as all English inspectors attend to the inspectorate administration only one day in a week.

The researcher visited all the selected schools, in Capital Secretariat, he visited 54 government schools and 25 private schools. In Sana’a, he visited 62 schools and in Aden he visited 34 schools, in each school, the researcher introduced himself to the principal by the permission letters. The principal in his turn called the English teachers
to his room in order to meet the researcher who used the same procedure which he had used with inspectors, but the response here was different from inspectors.

The researcher returned to each school many times to collect the filled questionnaires but most of the teachers said they were busy or they had forgotten them at homes. This created problem for researcher for collecting all the questionnaires (see table No. 1)

Table No. 1: Table showing number of Questionnaires Administered and Received from Respondents.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>No. of Questionnaires Administered</th>
<th>No. of Questionnaires Received</th>
<th>% of Questionnaires Received</th>
<th>No. of Questionnaires expected</th>
<th>% of Questionnaires expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspectors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Secretariat</td>
<td>9</td>
<td>7</td>
<td>33.33</td>
<td>9</td>
<td>42.85</td>
</tr>
<tr>
<td>Sana'a</td>
<td>2</td>
<td>2</td>
<td>9.52</td>
<td>2</td>
<td>9.52</td>
</tr>
<tr>
<td>Aden</td>
<td>10</td>
<td>6</td>
<td>28.57</td>
<td>10</td>
<td>47.63</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>15</td>
<td>71.42</td>
<td>21</td>
<td>100</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Secretariat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A) Govt. Schools</td>
<td>145</td>
<td>72</td>
<td>13.14</td>
<td>100</td>
<td>18.25</td>
</tr>
<tr>
<td>B) Private Schools</td>
<td>90</td>
<td>24</td>
<td>4.80</td>
<td>64</td>
<td>11.67</td>
</tr>
<tr>
<td>Sana'a</td>
<td>178</td>
<td>40</td>
<td>7.99</td>
<td>93</td>
<td>16.97</td>
</tr>
<tr>
<td>Aden</td>
<td>135</td>
<td>49</td>
<td>8.94</td>
<td>107</td>
<td>19.52</td>
</tr>
<tr>
<td>Total</td>
<td>548</td>
<td>185</td>
<td>34.87</td>
<td>364</td>
<td>66.42</td>
</tr>
</tbody>
</table>

However, it was ensured that there should be good representative rate of responses so as to reflect the actual views of those who were directly involved in the English curriculum in the basic education. If we compare between the number of questionnaires we expected to receive and the number we received we find that about 50%
teachers did not bother to respond inspite of repeated reminders. However, response from the inspectors was quiet good.

Thus, the rate of response was reasonable although large number of the questionnaires were not returned. The total percentage of response was 61.5%. According to Best and Kahn “A response rate of 50 percent is adequate, 60 percent good, and 70 percent very good”. 26

However, the rate of response in general was good, this helped the researcher to derive the required generalization which would help to study English curriculum in basic education schools in Yemen.

THE OBSTACLES

The researcher had to encountered many obstacles during administration the questionnaires and achievement test, some of them are as follows:

1- By and large the English teachers were not co-operative whereas the researcher had visited each selected school more than four times to collect the questionnaires from teachers. Some of them showed illogical reasons which prevented them from filling in the questionnaires, such as, they had forgotten them at homes or they were busy etc.

2- The long distances between schools in rural areas particularly, took double the time than what the researcher had planned.

3- It was difficult to persuade the taxi drivers to reach the researcher to the target schools. This was in the rural areas since some schools are located on high hills or mountains, this caused lot of time.

4- The Model Yemen School (it is private school) did not allow the researcher to administer the test because they were afraid of
failure of their students in achievement test and that would affect their reputation.

PREPERATION OF ACHIEVEMENT TEST

In Yemen, English teaching could not attain the objectives of English language learning/teaching as a foreign language. Most of the educated parents and educators admit that the standards of the learning English language as a whole has gone down in recent years. Teaching of English in the basic education schools is unsatisfactory and ineffective.

This problem needed confirmation or negation. Therefore, the researcher decided to administer achievement test to students of level nine. The purpose was to examine English language proficiency of students. The researcher prepared some items representing some aspects of English language learning.

THE CONSIDERATION IN THE SELECTION OF STUDENTS OF LEVEL NINE.

It was decided to administer an achievement test to the students of level nine. Level nine was selected for the following reasons:

1. The students who are at this level have to pass the central examination conducted by the Ministry of Education. This is a terminal level. After passing the examination a student can enter secondary stage.

2. The students who are in this level are those who have learnt English for three years as they start learning English from level seven.
3. The new English language curriculum which has been introduced for the basic education demands focus on communicative skills. It is expected that who go through this course have fairly good command over communication skills.

4. The students at this level represent the population which might have the aims of English language teaching at the basic education level.

Having selected the level of students i.e. level nine, the next consideration was to decide language items and how many of them should be included in the test. There was also need to ensure that the test helped to achieve what it was expected to achieve. The researcher thought it wise to follow the pattern of question paper given by the Ministry of Education. The researcher analyzed the question papers usually set by the Ministry for weightages to question’ marks and objectives. After having prepared these blue print was prepared. Having prepared the blue print the next step was to prepare the items.

The weightages to different aspects and the blue print were as follows:

Table no. 2: Weightage to objectives.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>MARKS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>9</td>
<td>9 %</td>
</tr>
<tr>
<td>Comprehension</td>
<td>31</td>
<td>31 %</td>
</tr>
<tr>
<td>Application</td>
<td>20</td>
<td>20 %</td>
</tr>
<tr>
<td>Expression</td>
<td>40</td>
<td>40 %</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
Table No. 3: Weightage to Content Area.

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>MARKS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>5</td>
<td>5 %</td>
</tr>
<tr>
<td>Vocabulary for use in sentences</td>
<td>20</td>
<td>20 %</td>
</tr>
<tr>
<td>Comprehension</td>
<td>20</td>
<td>20 %</td>
</tr>
<tr>
<td>Grammar items</td>
<td>35</td>
<td>35 %</td>
</tr>
<tr>
<td>Composition</td>
<td>20</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table No. 4: Weightage to type of Question

<table>
<thead>
<tr>
<th>FORM OF QUESTION</th>
<th>MARKS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective type</td>
<td>40</td>
<td>40 %</td>
</tr>
<tr>
<td>Short answer type</td>
<td>40</td>
<td>40 %</td>
</tr>
<tr>
<td>Essay type</td>
<td>20</td>
<td>20 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
### BLUE PRINT

#### TABLE NO 5: A THREE DIMENSIONAL CHART

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>KNOWLEDGE</th>
<th>COMPREHENSION</th>
<th>APPLICATION</th>
<th>EXPRESSION</th>
<th>TOTAL MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>O</td>
<td>SA</td>
<td>E</td>
<td>O</td>
<td>SA</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>5(5)</td>
<td></td>
<td></td>
<td></td>
<td>20(5)</td>
</tr>
<tr>
<td>COMPREHENSION</td>
<td>4(1)</td>
<td>16(4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRAMMER</td>
<td></td>
<td>15(15)</td>
<td>20(20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMPOSITION</td>
<td></td>
<td></td>
<td></td>
<td>20(1)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>5(5)</td>
<td>15(15)</td>
<td>16(4)</td>
<td>20(20)</td>
<td>20(5)</td>
</tr>
</tbody>
</table>

O = Objective Type  
SA = Short Answer Type  
E = Essay Type
The researcher included the following items in the test:

1. A short dialogue for reading comprehension was provided according to students’ difficulty level, the vocabulary was within the range of the curricula taught up to level nine. The dialogue was followed by five questions to examine comprehension where they were ordered to write a short answer to each. It was kept in mind appropriateness with the general purpose of the language curriculum that aims to develop students’ skill of reading comprehension.

2. Twenty five items of English structure were provided. They covered: verbs, nouns, tenses, auxiliaries, adverbs and adjectives. The items were selected from within the range of what students were already taught for three years. The test focused on the structures because most of the students always find difficulty in learning English language. Each item was provided with a verb in bracket. Students were asked to write the correct verb and write that in the space provided, or they were asked to select the correct answer from the list which was written under the question instructions. The researcher preferred this kind of question because students were familiar with this method of testing which is followed by the Ministry of Education.

3. Ten clauses were written in two columns. Though it did not involve the students in writing of free English, but the purpose was to examine their performance in arranging clauses in logical and coherent order which were expected to produce earlier unordered forms. The students were expected to draw a line between each two correct clauses.

4. Five words were provided with spaces against each word. Students were asked to write the opposites of these words.

5. For expression, five words were given. The purpose was to examine the student’s ability to write correct sentences with the help of words given. At the same time, this was to examine the frequent errors
usually made by students at this level. The students were asked to use each word in sentences of their own.

6. Students were provided with a paragraph. It was written without marks of punctuation. Students were asked to punctuate the sentences by rewriting those.

7. Exercise was given for guided composition. The purpose of this was to examine the student's expression skill seeing certain pictures, to discover the frequent errors usually made by students in the basic education levels, to measure the student's ability to arrange the sentence in logical order following events of the story. The pictures were Xeroxed from level eight curriculum, they had studied in previous year. The students were asked to write a short story seeing these pictures. They were asked to write ten sentences.

The time allotted for the test was two hours.

VALIDITY OF THE TEST

John Best and James Kahn define a valid test as "A test is valid if it measures what it claims to measure." 26 But in the absence of an external criteria either the predictive validity or the con-current validity of the test could not be measured. Therefore, it was better to get the content validity of the test confirmed by experts.

The opinions of twenty English teachers who were teaching in the basic education schools were sought on the test and they approved the content validity of the test.

THE TRY-OUT (PILOT STUDY)

In order to obtain a group of the rationally representative average students of level nine, September 26 school was selected
randomly for the try out of the test. The number of students test wise was (46).

ADMINISTRATION OF THE TEST

A test is reliable to the extent that it measures whatever it is measuring consistently. Therefore, reliable test is stable in whatever it measures and yields comparable scores upon repeated administration. Perfect test administration would be one that allowed all students to perform at their best under identical conditions. Hence, the researcher took care in administration of the test to confirm that the test administration was as perfect as possible.

But unfortunately, there were many factors that were beyond the control of the researcher, such as, overcrowded classes, the students' passive attitude towards the test, faulty seating arrangement in most of the classes etc.

PROCEDURE

The classroom test was preceded by short talks for about five minutes regarding keeping quiet while taking test and cheating etc.

Before distributing the test papers, it was ensured that all the students had understood the instructions very well. Then followed the distribution of test papers to each student.

The supervision of the class was done by the researcher personally, he was alone with examinees in the class, so the supervision was very strict. The administration of the test lasted approximately for two hours for the try-out and the final administration also took two hours.

It should be mentioned here that the first administration of the test was carried out on October 23, 1997.
RELIABILITY OF TEST

There are many methods in which test reliability may be estimated.

The famous and simplest technique is to retest the same individuals with the same test. And if the results of the two administrations were highly correlated, it could be supposed that the test has stability.

However, there is limitation of this technique. If the time interval between the two tests is short, the examinees will make their two performances spuriously consistent and this leads to an overestimate of test reliability, while, if the time interval is long, it will minimize the memory factor, therefore, the proficiency of the examinees may have undergone a change, producing different responses for the same items and thus a test can be underestimated.

The researcher administered the test to the students selected for the try-out. The students were given the test on October 23, 1997, they were selected again and testing was carried out after an interval of fifteen days, that was in November 8, 1997, believing that this time was sufficient to reduce the factor of memory. Therefore, the reliability coefficient of the test was (0.95). This means that there is a high level of consistency in the students responses to the test items. Then, it was concluded that the test had an acceptable level of reliability for the purpose of the research.

THE FINAL ADMINISTRATION OF THE TEST:

It has been mentioned earlier, that the purpose of the test was to make it part of the survey of English curriculum in the basic education, it required a representative sample in order to generalize about the English language teaching in Yemen. But it was impossible to cover all the basic education schools of remote parts of the country due
to the meagre resources of the researcher and limited time for accomplishing the research. Therefore, in Capital Secretariat, he selected eight government schools, four schools were for boys and the same number was of girls' they were selected at random from different neighborhoods. He also selected eight private schools, four schools were for boys and the same number was of girls'. They were selected by the same procedure of selecting as was done in case of government schools. In Sana’a, the researcher selected sixteen schools, eight schools were for boys, and the same number was of girls'. They were selected randomly from different villages. In Aden, the researcher selected eight schools, four schools were for boys and same number was of girls'.

They were also selected by the same procedure as was done earlier for selecting Capital Secretariat schools.

September 26 school was dropped because it was the school where the try-out was administered.

However, the administration of the test was accomplished with the co-operation and help of the school principals and the staff in all the selected schools.

PROCEDURE

The procedure used for the administration of the test was exactly the same that was used for the try-out. The administration of the test commenced on November 11, 1997.

Tests were administered during the academic year 1997-98. The timings of periods were different in each school. In some schools they were arranged in the early hours, between 8.30 and 10.30 A.M., while in some others, they were arranged between 1 and 3 P.M.. The number of students who took the test was (1522) students.
It would be mentioned here that the administration of the questionnaire was simultaneously done with conducting of the test.

CHAPTER THREE: REFERENCES


4. Ibid., P.13.


12. Ibid. P. 19.

13. Ibid. P. 19

14. Ibid. P. 13


