

تقييم امتحانات اللغة الإنجليزية بالمدسة الثانوية السودانية من وجهة نظر المعلمين للعام الدراسي  
(2003) و (2015)

**EVALUATING SUDANESE SECONDARY SCHOOL ENGLISH EXAMINATIONS  
Teachers' Perspective School Year (2003) and(2015)**

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**الملخص:**

هدفت هذه الدراسة إلى تقييم امتحان اللغة الإنجليزية للشهادة الثانوية السودانية من خلال معلمي اللغة الإنجليزية في المدارس الثانوية بولاية الخرطوم من أجل معرفة نقاط القوة والضعف في امتحان اللغة الإنجليزية للشهادة السودانية والاختلافات بين امتحانات المنهج القديم دورة النيل وامتحانات المنهج الحالي. سلسلة العمود الفقري. ولتحقيق هذا الهدف قامت الباحثة بتصميم استبانة كأداة لجمع المعلومات ومن ثم تحليل البيانات باستخدام الرزمة الإحصائية لبرنامج العلوم الاجتماعية (SPSS) وبعد التحليل اقترح الباحث أن امتحان اللغة الانجليزية بشكله القديم والحالي ليس له تأثير إيجابي ولا يشجع أداء المعلم والطلاب في عملية التدريس والتعلم، كما أن غالبية المعلمين ليس لديهم معرفة بمبادئ اللغة الإنجليزية. تطوير الامتحان مثل الصدق والثبات والتطبيق العملي (الخ...), وفي نهاية الدراسة أوصى الباحث بضرورة إشراك المعلمين في عمليات تطوير الامتحان لمزيد من التدريب وضرورة استخدام التكنولوجيا في تطوير الامتحان. اختبار مهارات الاستماع والتحدث. وأوصى الباحث بإجراء المزيد من الدراسات في مجال الاختبارات التحصيلية.

**الكلمة المفتاحية:** امتحان، المرحلة الثانوية، تقييم، الشهادة الثانوية السودانية، تدريس.

**Abstract**

This study aimed to evaluate Sudanese Secondary School Certificate English exam through English language teachers at secondary schools in Khartoum state in order to investigate the strengths and weaknesses of the Sudanese Certificate English Exam and the differences between the old syllabus exams Nile Course and the current syllabus exams Spine Series. To achieve this goal, the Researcher designed a questionnaire as a tool to gather information and then the data analyzed by using the Statistical Package for the Social Sciences program (SPSS). After analysis, the Researcher suggested that the English language exam in its old and current form does not have positive effect and does not encourage teacher's and students performance in the process of teaching and learning, and the majority of teachers have no knowledge of the principles of the exam developing such as validity, reliability, and practicality, (etc...), At the end of the study, the Researcher recommended for the need to involve teachers in the processes of developing the exam for more training and the need of using technology in testing listening and oral skills. The Researcher recommended further studies in the field of achievement tests.

**Key word:** Exam, Secondary school, Evaluate, Sudanese Secondary School Certificate, Teach.

## Introduction

No one can deny that examination play great role in educational processes with which we can measure the national educational goals. Therefore, high quality examination are means of evaluation that can assist teachers to modify their teaching techniques, firstly then helping learners to adjust their ways of learning so examinations are tools of quality control.

There were and still continuous complains among the community of the English language teachers and student's parents about the poor results achieved by secondary school's students in English main characteristics of the Sudan Secondary Schools Certificate English Examinations (SSSC) which qualify candidates to suit Sudanese universities admission requirements.

The current study was designed to investigate these Study gaps by focusing on the academic track of upper secondary education, graduates typically choose demanding courses of study in secondary education that require strong productive and receptive skills in English. The study focused on students in their year graduation, where argumentative writing and source-based writing are two key genres which figure prominently in the relevant curricula by English Examination, the study investigated whether students achieved the overall target of Secondary School (SSSC) Examination.

The general education system in Sudan is based on a 2-tiered system: basic education and secondary education. basic education is a 8-year cycle while secondary education is a 3-year. Secondary education is the biggest schooling stage in the educational structure in Sudan the Secondary School Certificate (SSC) examination. Students study English as one of the compulsory subjects at the SSSC level. Among all the examinations, which demonstrates the increasing number of students taking this SSSC examination. The examination is an achievement test in nature and takes place only once in a year. Usually, the examination takes place in the first 3 months of the year and examination board schedules the time and place. Students who fail or miss the examination will have to wait for 1 year to retake the examination.

Results of the SSSC examination are now extensively used in making high-stakes decisions in academic as well as professional contexts. Also, in the social context of Sudan, SSSC is regarded as one of the most prestigious examinations due to its long history in the education system and culture as the first terminal school leaving examination. When the SSSC results are published, they make the page one news in the country. Thus, SSSC, directly and indirectly, influences students' study and life chances. Failure or low scores in this examination prevent the students from getting into their desired academic institutions, obtaining academic degrees or even entering professions they are prepared for.

The Researcher divided this chapter into main sections as follows. In the first section, we summarize the relevant background, focusing on the educational systems in Sudan and learning gains typically found in EFL education at upper secondary level. As the source-based writing prompts used in the study require students to understand and integrate written and auditory input material, we also report key findings from studies on receptive competences, i.e., reading and listening.

As a matter of fact, testing is an important phenomenon from science to arts, in order to weigh measure and qualify the validity and the quantum of things. It is inevitable in all walks of life to measure, test and validate each and every activity to find out the nature and reliability of a person and the public as a whole. As it is important to have a testing on all the aspects in real life, language teaching and learning process also includes its role in the testing process. Language testing is as important as language teaching itself.

In order to find out the nature and state of the students 'proficiency, tests are to be conducted and the results are the only source, which provide valuable ideas, and suggestions that are considered for the remedial measures to be followed in the future course of action in language teaching process.

In the second section, we detail the methods of data-gathering and measures of writing employed as well as presenting an overview of scaling techniques and reliability indicators.

Language teaching began several centuries ago. The innovative ideas and methods adopted in the process provide valuable guidance and good models for both language teachers and learners. In order to evaluate the teaching-learning process on the whole, appropriate language test batteries become inevitable and such tests show a clear picture of the effectiveness and usefulness of the particular language teaching methods. Unless a particular teaching method is tested by reliable test batteries and empirically viewed with the test scores arrived from the learner's responses, that particular teaching method would not be considered as useful and reliable for language teaching purpose.

The understanding of the language teachers about the purpose of assessments is somewhat limited. For them, the goals of assessment are closely tied to grading and test preparation, which automatically leads to the teaching to the test phenomenon, triggering negative washback (adverse effect of testing on teaching and learning) in English language teaching in the country. Negative washback occurs when teachers allow the test objectives to supersede the curriculum objectives in their teaching. Owing to inadequate assessment literacy, language teachers are unable to implement the curriculum goals for teaching English. By only preparing students for tests, English teachers fail to grasp the essential connections among the curriculum, classroom instruction, and examination. On the other hand, an assessment-literate teacher can improve classroom instruction by creating opportunities for students to learn high-order skills (Koh et al., 2018), which is unlikely in the context of the present study. Therefore, the lack of assessment literacy of English teachers could be one of the contributor factors linked to the proclaimed decreasing standards of English language teaching.

it is expected that testing would influence teaching and learning. As part of this testing-driven education system, teachers are responsible for performing a range of assessment tasks. It is therefore vital to provide education on assessment and testing to advance English language teaching overall in the country. Until and unless teachers are educated so that they can appreciate the basics and purpose of evaluation and assessment, the quality of classroom instruction will not improve. To be knowledgeable and skilled in language testing and assessment, teachers need constant professional development opportunities.

In Sudan, only a selective group of students goes on to upper secondary education (International Standard Classification of Education level 3), while the majority leave school after Year 9 or 10 (level 2) to do apprenticeships. Specifically

While the Sudan system is thus less restrictive than other, EFL curricula in Sudan not mandate similar competences to be taught in each school year, with argumentative and source-based writing skills particularly relevant for the last two years before graduation. In order for students to

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acquire the prerequisite linguistic skills and composition strategies, these complex writing skills must be given broad scope in the two final years for students to achieve the ambitious educational goals at graduation.

No empirical studies of English competences of any sort are available for Sudan, empirical studies at upper secondary level are available only for receptive skills (i.e., reading and listening) and general language proficiency (i.e., Tests). These skills play an important role for source-based writing as this requires the synthesis of spoken and printed input under one leading question. Overall, the results suggest that the effectiveness of EFL teaching in upper secondary school is limited because learning rates per year correspond to effect sizes that vary between. While these gains might appear quite small, the average annual gain in effect size for nationally normed reading tests for school. For subjects such as mathematics, science, and social science the effect sizes were equally small. In sum, the available literature suggests that skills of students in upper secondary education – in foreign languages and other subjects – do not increase substantially over school years.

### **Statement of the problem**

Recently English examination is changed into new format s, due to this change many teachers discontent with the structure of the exam in its new form and impact this Study will investigate the Sudan Secondary School Certificate English Examinations impact through English language teachers' views so as to show to what extent (2003) and (2015) English exam fulfill the educational goals and objectives it is intended for.

### **Significance of the study**

The result of this study will support the teachers of English language and testers to change their exams questions to achieve the desirable objectives and goals to match with modern trends of the scientific methods of designing examinations in more professional way.

The result also will help English language teachers to modify their ways of teaching as well as to enhance teaching and learning process in addition; it will also acquaint teachers with essential characteristics which considered as the basic requirement to construct a good test, through which the objectives and goals can be achieved.

The results of this study are important for teachers, syllabus designers, test makers, and other stakeholders in order to include the phenomenon of washback when they create, develop and update syllabuses.

This study is important because it presents the beneficial washback as an essential element for increasing teacher's and student's motivation.

The results of this study will help in identifying the main factors causing harmful washback on SSSC English exams.

Assess teachers' views on text books, testing and the effect of that on their instruction process.

Ensure that the results are important to syllabus designers, because they will include the phenomenon of washback when they create, develop or update syllabuses.

Also this study is important because it ensure the including of washback studies in teachers' educational program.

### **Objectives of the study**

The main objectives of this study are the following;

1. To find out whether the (SSSC) English exams meet the criteria of an achievement test.
2. To find out if the (SSSC)English exams have validity, reliability and practicality.
3. To check whether the test of (SSSC) English exam consist of a good test characteristic.
4. To find out teacher's views about (2003) and (2015) SSSC English exams.
5. To find out the differences between the (SSSC) English exams of (2003) and (SSSC) English exams of (2015)

### **Questions of the study**

beliefs regarding language learning. Keeping these aims in mind, the following Study questions were made to achieve the objectives of the study:

1. What are the differences between the (SSSC) English exams of (2003) and (SSSC) English exams of (2015)?
2. To what extent is (2003) SSSC English exams have negative impact on students and teachers as well?
3. To what extent is (2015) SSSC English exams have negative impact on students and teachers as well?
4. How are the concepts of validity, reliability and practicality measured in (SSSC) English exams of (2003) and (2015)?
5. What are the characteristics of a good test found in (SSSC) English exams of (2003) and (SSSC) English exams of (2015)?

### **Hypotheses of the study**

1. (SSSC) English exams have not validity, reliability and practicality.
2. English exams of (2003) and (2015) have not characteristics of good test.
3. there are statistically significant differences between the (SSSC) English exams of (2003) and (SSSC) English exams of (2015)?
4. (2003) SSSC English exams have negative impact on students and teachers
5. the (2015) and (2003) SSSC English exams have negative impact on students and teachers

### **Delimits of the study**

This study is limited to investigate the examination paper of Sudan secondary schools certificate examinations, School year (2003) and (2015).

### **Methodology**

#### **Study Design and Methods**

This chapter includes a detailed description of the Study methodology that was utilized in the study. The chapter is organized into several sections that provide a framework within which to describe the Study procedures ,the Researcher used the descriptive analytical method and (SPSS) for the analysis. This kind of Study is defined by Kothari (2004:3.4) as " descriptive Study includes survey and fact finding enquiries of different kinds. The

major purpose of descriptive Study is description of affairs as it exist at present". In addition he states that "the Researcher has no control over the variable, he can only report what has happened or what is happening", the Researcher thinks this method is appropriate for this study.

**Study population**

The study population constitutes teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state, both in public and private schools.

**Sample size**

The study participants for this study are 50 teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state, both in public and private schools.

**Tools of data collection**

The instrument which is used as a data collecting tool is the questionnaire, the closed form of questionnaire is used, through which the Researcher investigated the attitudes of English languages teachers towards the comprehensiveness and content validity of the (SSSC) English exam, also explored the elements of the (SSSC) English examinations by going through the items of examinations, taken by students. The questionnaire is composed of fifteen items to each syllabus so as to achieve the objectives of the study.

**Primary data**

A Questionnaire that filled by teachers at secondary schools who teach English as foreign language (E F L) in Khartoum state.

**Secondary data**

This data was collected from books, articles, previous studies and internet sources.

**Data analysis**

The data was analyzed with Statistical Package for Social Sciences (SPSS) version 25, the simple test (cross-tabs), mean, and standard variation.

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Results

1/ section (A) Nile Course Book / Table (1) Nile Course Book

Variable	Strongly dis agree	DIS agree	Uncertain	Agree	Strongly Agree	Total	Mean	Std. Deviation	percent	Ranking
(SSSC) English exam (2004) does not encourage students in English language learning?	1	3	3	7	36	50	4.48	0.995	8.0%	15
(SSSC)English exam (2004 ) does not help students to use English language in different contexts?	2	5	10	11	22	50	3.92	1.192	14.0%	13
(SSSC) English exam does not achieve the determined objectives of Nile course?	3	4	4	21	18	50	3.94	1.150	14.0%	12
Sudanese Secondary School Certificate English Examination is not valid to test the content of Nile course?	5	4	3	29	9	50	3.66	1.171	18.0%	9
English exam does not cover all English language skills?	3	5	2	18	22	50	4.02	1.204	16.0%	10
Issue of the sequences of the English language secondary school certificate examination from easy to difficult?	7	16	13	8	6	50	2.80	1.229	46.0%	5
English secondary school exam does not predict students future achievement?	5	2	1	13	29	50	4.18	1.289	14.0%	11
English language teachers are not involved in all stages of test development?	8	2	3	16	21	50	3.80	1.443	20.0%	7
Time allotted for English exam is enough for the students to answer all items of the exam?	8	2	3	16	21	50	3.78	1.266	20.0%	8
English language exam does not match the content of the curriculum?	9	17	9	2	13	50	2.86	1.471	52.0%	3
(SSSC) English exam has harmful impact on learners and teachers	5	6	2	18	19	50	3.80	1.340	22.0%	6
(SSSC) English exam in it's that form motivates learners work to raise their scores	12	16	12	7	3	50	2.46	1.182	56.0%	2
Teachers and learners work to realize the objectives of secondary level	22	10	4	6	8	50	2.36	1.535	64.0%	1
All questions of (SSSC) English exam were direct and clear	12	14	4	10	10	50	2.84	1.503	52.0%	4
Lack of content validity in (SSSC) English exam is the main factor of negative washback	1	4	3	27	15	50	4.02	0.937	10.0%	14

Source: Prepared by the Researcher by SPSS, 2020

It is noted from the results of the above table that the estimates of the sample averages for the responses of the axis for Nile Course Book the above table range between (2.34, 4.46), that is, the responses of the sample from the first axis are statistically acceptable.

2/ section (B) Spine Series Book/Table (2) Spine Series Book

variable	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree	Total	Mean	Std. Deviation	percent	Ranking
(SSSC) English exam (2015) does not encourage students in English language learning?	1	5	6	20	18	50	3.98	1.040	12.0%	11
(SSSC)English exam (2015) does not help students to use English language in different contexts?	8	0	10	2	30	50	4.08	1.209	16.0%	8
(SSSC) English exam does not achieve the determined objectives of Spine Series Book?	14	23	4	3	6	50	2.28	1.278	74.0%	1
Sudanese Secondary School Certificate English Examination is not valid to test the content of Spine Series Book?	11	4	0	16	19	50	3.56	1.593	30.0%	4
English exam does not cover all English language skills?	10	1	0	17	22	50	3.80	1.525	22.0%	5
Issue of the sequences of the English language secondary school certificate examination from easy to difficult?	1	4	5	14	26	50	4.20	1.050	10.0%	12
English secondary school exam does not predict students future achievement?	1	4	3	27	15	50	4.02	0.937	10.0%	13
English language teachers are not involved in all stages of test development?	1	3	3	7	36	50	4.48	0.995	8.0%	14
Time allotted for English exam is enough for the students to answer all items of the exam?	2	5	10	11	22	50	3.92	1.192	14.0%	10
English language exam does not match the content of the curriculum?	3	4	4	21	18	50	3.94	1.150	14.0%	9
(SSSC) English exam has harmful impact on learners and teachers	5	4	3	29	9	50	3.66	1.171	18.0%	7
(SSSC) English exam in it's current form motivates learners work to raise their scores	12	14	4	10	10	50	2.84	1.503	52.0%	3
Teachers and learners work to realize the objectives of secondary level	12	16	12	7	3	50	2.46	1.182	56.0%	2
All questions of (SSSC) English exam were direct and clear	12	16	12	7	3	50	2.46	1.182	56.0%	2
Lack of content validity in (SSSC) English exam is the main factor of negative washback	5	5	1	24	15	50	3.78	1.266	20.0%	6

Source: Prepared by the Researcher by SPSS, 2020

It is noted from the results of the above table that the estimates of the sample averages for the responses of the axis for Spine Series Bookthe above table range between (2.28, 4.48), that is, the responses of the sample from the first axis are statistically acceptable.

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**Hypotheses tests:**

**Hypotheses No (1)(SSSC) English exams has not validity, reliability and practicality**

**Table (3)** The Researchers used (**Reliability Analysis**) and showed the following result:

variable	Reliability scale	result	Validity scale	result
(SSSC) English exam (2004) does not encourage students in English language learning?	64.2%	<60.0%	46.1%	<40.0%
(SSSC)English exam (2004 ) does not help students to use English language in different contexts?	67.3%	<60.0%	56.2%	<40.0%
(SSSC) English exam does not achieve the determined objectives of Nile course?	63.6%	<60.0%	65.8%	<40.0%
Sudanese Secondary School Certificate English Examination is not valid to test the content of Nile course?	53.3%	>60.0%	65.6%	<40.0%
English exam does not cover all English language skills?	62.9%	<60.0%	55.4%	<40.0%
Issue of the sequences of the English language secondary school certificate examination from easy to difficult?	65.7%	<60.0%	45.9%	<40.0%
English secondary school exam does not predict students future achievement?	56.0%	>60.0%	57.2%	<40.0%
English language teachers are not involved in all stages of test development?	73.7%	<60.0%	55.8%	<40.0%
Time allotted for English exam is enough for the students to answer all items of the exam?	67.6%	<60.0%	68.1%	<40.0%
English language exam does not match the content of the curriculum?	65.3%	<60.0%	56.8%	<40.0%
(SSSC) English exam has harmful impact on learners and teachers	55.5%	>60.0%	46.9%	<40.0%
(SSSC) English exam in it's that form motivates learners work to raise their scores	63.5%	<60.0%	51.4%	<40.0%
Teachers and learners work to realize the objectives of secondary level	54.9%	>60.0%	62.1%	<40.0%
All questions of (SSSC) English exam were direct and clear	66.0%	<60.0%	42.7%	<40.0%
Lack of content validity in (SSSC) English exam is the main factor of negative washback	64.9%	<60.0%	56.5%	<40.0%

Source: Prepared by the Researcher by SPSS, 2020

**Null hypothesis:** (SSSC) English exams (2003) and (2015) have not validity, reliability and practicality

**Alternative hypothesis :**(SSSC) English exams (2003) and (2015) have validity, reliability and practicality

**Discussing the first hypotheses:**

The results of the statistical analysis of this hypothesis, as, shown in the above table (3) the Researcher's note that Reliability scale (less than 60% or nearly 60%) and Validity scale (nearly 40%), are at level of significance (0.05). It's a statistically indicates :( SSSC) English exams has validity, reliability and practicality acceptable.



**Hypotheses No (2) English exams of (2003) and (2015) have not characteristics of good test.**

**Table (4)** The Researchers used **(t) one-sample-t** and showed the following result:

Variable	Exam (2003)			Exam (2015)		
	Mean	%	result	Mean	%	result
(SSSC) English exam (2004) does not encourage students in English language learning?	4.48	89.6%	Very good	3.98	79.6%	Very good
(SSSC)English exam (2004 ) does not help students to use English language in different contexts?	3.92	78.4%	good	4.08	81.6%	Accept
(SSSC) English exam does not achieve the determined objectives of Nile course?	3.94	78.8%	good	2.28	45.6%	good
Sudanese Secondary School Certificate English Examination is not valid to test the content of Nile course?	3.66	73.2%	good	3.56	71.2%	good
English exam does not cover all English language skills?	4.02	80.4%	Very good	3.80	76.0%	good
Issue of the sequences of the English language secondary school certificate examination from easy to difficult?	2.80	56.0%	Accept	4.20	84.0%	Very good
English secondary school exam does not predict students future achievement?	4.18	83.6%	Very good	4.02	80.4%	Very good
English language teachers are not involved in all stages of test development?	3.80	76.0%	good	4.48	89.6%	Very good
Time allotted for English exam is enough for the students to answer all items of the exam?	3.78	75.6%	good	3.92	78.4%	good
English language exam does not match the content of the curriculum?	2.86	57.2%	Accept	3.94	78.8%	good
(SSSC) English exam has harmful impact on learners and teachers	3.80	76.0%	good	3.66	73.2%	good
(SSSC) English exam in it's that form motivates learners work to raise their scores	2.46	49.2%	Accept	2.84	56.8%	Accept
Teachers and learners work to realize the objectives of secondary level	2.36	47.2%	Accept	2.46	49.2%	Accept
All questions of (SSSC) English exam were direct and clear	2.84	56.8%	Accept	2.46	49.2%	Accept
Lack of content validity in (SSSC) English exam is the main factor of negative washback	4.02	80.4%	Very good	3.78	75.6%	good

Source: Prepared by the Researcher by SPSS, 2020

**Null hypothesis** :English exams of(2003) and (2015) have not characteristics of good test.

**Alternative hypothesis: English** exams of (2003) and (2015) have characteristics of good test.

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**Discussing the second hypotheses:**

From the table above the Researcher's note that estimation mean answered of all questions reached (2.36\_4.48), and their difference mean between exams (2003) and (2015), rang aorta between (47.2% - 89.6%), most of the estimates good are at level of significance (0.05). It's a statistically indicates: English exams of (2003) and (2015) has characteristics of good test.

**Hypotheses No (3) there statistically significant differences between the (SSSC) English exams of (2003) and (SSSC) English exams of (2015)**

**Table (5)** The Researchers used (**t- test**) and showed the following result:

Variable	Exam (2003)		Exam (2015)		Mean Difference	T (value)	Sig	result
	Mean	SD	Mean	SD				
(SSSC) English exam (2004) does not encourage students in English language learning?	4.48	0.995	4.08	1.209	0.40	31.848	0.000	medium
(SSSC)English exam (2004 ) does not help students to use English language in different contexts?	3.92	1.192	2.28	1.278	1.64	23.244	0.000	Upper
(SSSC) English exam does not achieve the determined objectives of Nile course?	3.94	1.150	3.56	1.593	0.38	24.223	0.000	medium
Sudanese Secondary School Certificate English Examination is not valid to test the content of Nile course?	3.66	1.171	3.80	1.525	0.14	22.096	0.000	Upper
English exam does not cover all English language skills?	4.02	1.204	4.20	1.050	0.18	23.618	0.000	Upper
Issue of the sequences of the English language secondary school certificate examination from easy to difficult?	2.80	1.229	4.02	0.937	1.22	16.111	0.000	Upper
English secondary school exam does not predict students future achievement?	4.18	1.289	4.48	0.995	0.30	22.935	0.000	medium
English language teachers are not involved in all stages of test development?	3.80	1.443	3.92	1.192	0.12	18.624	0.000	lower
Time allotted for English exam is enough for the students to answer all items of the exam?	3.78	1.266	3.94	1.150	0.16	21.107	0.000	lower
English language exam does not match the content of the curriculum?	2.86	1.471	3.66	1.171	0.80	13.748	0.000	medium
(SSSC) English exam has harmful impact on learners and teachers	3.80	1.340	2.84	1.503	0.96	20.051	0.000	medium
(SSSC) English exam in it's that form motivates learners work to raise their scores	2.46	1.182	2.49	1.182	0.03	14.721	0.000	lower
Teachers and learners work to realize the objectives of secondary level	2.36	1.535	2.46	1.182	0.10	10.868	0.000	lower
All questions of (SSSC) English exam were direct and clear	2.84	1.503	3.78	1.266	0.94	31.848	0.000	medium
Lack of content validity in (SSSC) English exam is the main factor of negative washback	4.02	0.937	4.08	1.209	0.40	23.244	0.000	medium

Source: Prepared by the Researcher by SPSS, 2020

**Null hypothesis:** there statistically significant differences between the (SSSC) English exams of (2003) and (SSSC) English exams of (2015)

**Alternative hypothesis: there** not statistically significant differences between the (SSSC) English exams of (2003) and (SSSC) English exams of (2015)>

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**Discuss the third hypotheses:**

From the table above the Researcher's note that (t) value reached (10.868\_31.848),and there difference mean between exams (2003) and (2015), are at level of significance (0.05). It's a statistically indicates: there not statistically significant differences between the (SSSC) English exams of (2003) and (SSSC) English exams of (2015)

**Hypotheses No (4)(2003) SSSC English exams have negative impact on students and teachers**

**Table (6)** The Researchers used (t) **one-sample-t** and showed the following result:

Variable				t	df	Sig (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
(2003) (SSSC) English exam has harmful impact on learners and teachers	Strongly dis agree	Mean	4.00	20.051	49	0.000	3.800	3.42	4.18
		N	1						
	DIS agree	Mean	2.75						
		N	4						
	neural	Mean	1.67						
		N	3						
	Agree	Mean	4.78						
		N	27						
	Strongly Agree	Mean	5.00						
		N	15						

Source: Prepared by the Researcher by SPSS, 2020

**Null hypothesis:**( 2003) SSSC English exams have negative impact on students and teachers

**Alternative hypothesis :**( 2003) SSSC English exams have positive impact on students and teachers

**Discuss the fourth hypotheses:**

From the table above the Researcher's note that (t) value reached (20.051),and there and sig(2-taild ) less than 0.05 , are at level of significance (0.05). It's a statistically indicates:(2003) SSSC English exams have negative impact on students and teachers

**Hypotheses No (5) the (2015) and (2003) SSSC English exams have negative impact on students and teachers**

**Table (7)** Chi-square test and showed the following result:

Variable	Mean	SD	Chi-Square	df	Sig
SSSC) English exam (2015) does not encourage students in English language learning	4.23	0.995	86.400 <sup>b</sup>	4	0.001
SSSC)English exam (2015) does not help students to use English language in different contexts	4.00	1.192	23.400 <sup>b</sup>	4	0.006
(SSSC) English exam does not achieve the determined objectives of Spine Series Book	3.11	1.150	30.600 <sup>b</sup>	4	0.000
Sudanese Secondary School Certificate English Examination is not valid to test the content of Spine Series Book	3.61	1.171	47.200 <sup>b</sup>	4	0.002
Time allotted for English exam is enough for the students to answer all items of the exam	3.40	1.471	12.400 <sup>b</sup>	4	0.005
English language exam does not match the content of the curriculum	3.73	1.340	25.000 <sup>b</sup>	4	0.012

(SSSC) English exam has harmful impact on learners and teachers	2.65	1.182	10.200 <sup>b</sup>	4	0.037
Lack of content validity in (SSSC) English exam is the main factor of negative washback	3.90	0.937	48.000 <sup>b</sup>	4	0.000

Source: Prepared by the Researcher by SPSS, 2020

**Null hypothesis:** The (2015) and (2003), SSSC English exams have negative impact on students and teachers

**Alternative hypothesis: The (2015) and (2003),** SSSC English exams have positive impact on students and teachers

**Discussing the fifth hypotheses:**

From the table above the Researcher's note that (sig) all values less than 0.05, are at level of significance (0.05). It's a statistically indicates the (2015) and (2003) SSSC English exams have Negative impact on students and teachers.

### Conclusions

So referring to our study from the beginning the researcher can conclude that, the Sudan School Certificate English Examination in its old and current form is not standardized scholastic achievement test because it doesn't reflect the real performance of students in English, as standardized tests are supposed to attempt to provide authenticated information about the achievements of the individual learner of his/her course or unit. The examinations also lack content validity, test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc., with which it is meant to be concerned. The items in the (SSSC) English examinations are unrepresentative, a thing that makes examiners refrain from referring to their textbooks and teachers focus on teaching examinations techniques only instead of doing real teaching of language skills. It is a big loss of money, time, and effort to gain nothing.

Sudan Secondary School Certificate English Examinations are incomprehensive because they do not cover the topics, elements, and skills of language embedded in the syllabus. These examinations are also do not cater for the students geographical and psychological environment as we could see from the sad modes and irrelevant topics, such as asking students to write about issues of concern for the students in the urban areas, while the students in rural areas do not have any idea about them, such writing a composition about AIDS, internet, industrial development in Khartoum Region. The marking of the examinations is highly subjective, therefore, most of the judgments are unfair. These examinations in this form do not have any positive backwash as they do not encourage teachers or students to improve their teaching strategies and learning, also the (SSSC) English examination in old and recent forms do not attain the educational objectives of teaching English language as tailored by the Ministry of Education in the Sudan, because they lack comprehensiveness and content validity. In a nutshell, they proficiency tests rather than scholastic standardized examinations intended to test special language elements skills and not to test the overall language abilities of these young learners.

### Recommendations

Language programs assessment is a neglected area in language education. To address these issue serious attempts should be taken to run radical changes in the tests format. Productive skills needed to be examined in much more clearer way such as describing and transforming of events and statistical information by the interpretation of a given data.

Finally, this study recommended and suggest the following points:-

- 1-Teachers need more training on testing marking and designing
- 2-possitive effects should be considered to help teachers to modify their ways in teaching.
- 3-productive skills need to be examined in much more clear ways such as describing of events, or transforming statistical information through the interpretation of given data.
- 4- More textual question are needed to cover all the reading passage in the syllabus
- 5- Using technology to test listening skill.
- 6- Oral tests are also needed to measure speaking skill
- 7- Teachers should be involved in all stages of test

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