The Role of Daily Tests in Abilities Development and Results Improvement to the Sixth Stage Students in Midwifery and Obstetrics School in the English Language

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دور الاختبارات اليومية في تطوير القدرات وتحسين النتائج لطالبات المرحلة السادسة في اعدادية القبالة والتوليد لمادة اللغة الانجليزية

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Abstract

The aim of the study is to illustrate the importance and significance of Daily Tests in terms of grades and students' views that are shown statistically and theoretically in the Vocational Schools which means to see the impact of daily lectures that have done by the English teacher. Besides, it is necessary to measure the responses and application of information that are given daily through making assessments and assignments in accordance with the levels of students and goals of each syllabus materials. Also, students achievements of results daily could encourage them to read more and study hard that is to increase the daily activity preparation and awareness of role and function of each item in the curriculum with sharing knowledge of correction and implementation of new teaching styles within the curriculum scope and empowering comprehension, vocabularies, practice, structures, and productive promotion to the determined elements that is allowing students in discussion and expression. This is first-step procedure that needs efforts and performance by teachers and students. We have used different statistical methods to give reliable, valid and authentic results in determining significant of teaching methods. We have got from the questionnaire results (n=٤٢ student), the average of the responses in B (yes) for all questions = ٢٦,٧ or ٢٧ (٦٣%) of the students answered yes, and the average of the responses (not) for all questions = ١٦,٢ or (٣٧%). (Probability Value is <٠,٠٥), the most influential question is x ١٢, and the lowest effect is x ١٥.

Introduction

Daily Assessment informal, ongoing, usually not graded or reported and is part of the monitoring process. Assessment is an activity that each student will perform by the end of the lesson period (Mpsaz.Org.). Assessment is the process of gathering and interpreting evidence to make judgments about students learning. It is the crucial link between learning outcomes, content and teaching and learning activities. The purpose of assessment is to improve learning, in form teaching, helps students achieve the highest standards they can and provide meaningful reports on students achievements. Testing (measurement) is a method to determine a student's ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content (ETS, ٢٠١١, P. ١٢). Testing means the measurement of a thing to see its purpose of teaching; whereas evaluation concentrate on the observation to judge a thing's value. The influence of testing on students' performance has three elements: validity, quality and consideration (Karin, ٢٠١٧: P. ٩٤). A test is an instrument designed for objective and quantifiable of behavior of a person. In school, our focus is on determining the degree of learning that has taken (Udoh & Joseph, ١٩٩٩).

Research Problem

Starch and Elliott (٢٠١٢) show that there is abundant evidence that teacher's marks are a very unreliable means of measurement. So, we need to establish standardized testing as useful methods to evaluation in the Vocational Schools for students and teachers' achievements that are not using now. Without standardized tests in education, we would increase our reliance on individual

teacher grading and testing. Also, we could, in this study, benefit from the implementation, of the English for Preparatory Nursing Schools / Book III, Daily Tests, relying on the syllabus topics such as Reading and Written Comprehension, Vocabularies, Pronunciation Notes, Word Buildings, Oral Practice, Reading Passages, Language Structure and Practice, and Keywords. Application of Daily Tests are rare due to the absence of supervision and monitoring from specialized party as it is found in Ministry of Education. We do rely on the monthly, interval, and final exams neglecting Daily Tests by teachers and schools managers. Besides, lack of skills and shortage of specialists with limited experience in teaching styles and methodologies. Most of them are technical certificates and facilitators. Students might see Daily Tests are something strange that are not followed by others'.

١. Can Daily Tests improve and develop students' performances?
٢. Are there Standardized Tests in Preparatory Midwifery and Obstetrics Schools and Daily Tests for the English Language in particular?
٣. Do Testing encourage students to prepare the English language daily?

Research Aims

In English, for example, students face separate assessments for Reading, Writing and Talking. The student's certificate shows the degree attained in each element as well as the overall award of the course. An overall grade is only awarded if there is an assessment for every element (James, ٢٠٠٨: P. ٢).

In most courses, the separate elements are abilities such as Knowledge and Understanding Problem Solving or other higher order abilities and Practical Skills. These elements are awarded in a variety of ways.

In English, Writing is assessed on the basis of a folio of work, and of a written examination. Knowledge and Understanding is mostly assessed together with Problem Solving extremely assessed, exam paper, but is given separate marks and grades (Ibid: P. ٣).

Feedback and evaluation are inseparably related to both, instructional objectives and class-room learning activities that are elements in the learning process (Taghi, ٢٠٠٩: P. ٨).

Research Hypothesis

The introduction of Book III (and similarly Books I and II) has been designed particularly to meet the needs of students who will go into Nursing and Midwifery and Obstetrics as careers. The activities are as follows:

١. To enable students to master the features of formal and informal communications.
٢. To help the students to internalize the patterns and grammatical points presented.
٣. To isolate certain features of the English sound system and to concentrate on them in such a way that they become not only familiar to students but entirely automatic.
٤. To reinforce the structures taught in the oral practice section and to develop the student's reading skills.
٥. To acquaint the students with the words and phrases that are used in the Nursing and Midwifery (Obstetrics) professions (Hussein & et al, ٢٠١٤: P. ١).

So, the research hypothesis is explanatory which is stated in the question:

١. Are we able to rely on Daily Tests to develop and promote students outcomes and performance due to Daily Tests are used to achieve the learning objectives, and complete the above-mentioned points?

Research Methodology

We have used descriptive and analytical method relying on the questionnaire to be answered by the sixth stage students of the Preparatory Nursing Schools / Nursing Affairs Section / Technical Department / Wasit Health Directorate / Ministry of Health. Also, the Independent T-Test is used in analyzing the outcomes of Yes / No options in the questionnaire sample that consists of (١٥) questions. Student's T-Test and the Percentage Test are used to analyze the results and students answer average as statistical methods.

١. Daily Testing in Schools

Assessment helps students to learn especially daily class work, paper work and practical words due to they are comprehensive, formative, systematic, and guidance-oriented in style and method. Tests are also helping students to improve their abilities and materials mastery that provide weaknesses determination and self-awareness to differentiate between concepts and topics. Different teachers will find variable aspects of classroom formative assessment more effective for their personal styles, their students, and the context in which they work (Dylan, ٢٠١٣: P. ٢٠).

Testing helps in doing retention and identifying gaps in knowledge with knowledge organization and improves meta cognitive; but has one-person process who is the teacher or tutor. We really have not got a device to measure students' abilities individually to say that feedback is checked according to a mathematical or statistical equation unless we do a questionnaire. Although we have got the scores and grades that are determined by the views and opinions of correctors. Therefore, we are talking about encouragement to perform, with the help of instructors, and self-study strategy without the presence of phonology laboratories and opportunities for talking with native speakers of the English language. The time of lectures is so limited in terms of elaboration and illustration of medical topics. The process of Testing must include the four elements of the English language: Listening, Speaking, Reading, and Writing that show the outcomes with confidence and real evaluation to students.

W. James Popham (١٩٩٩: PP. ٨-١٥), points out educators are experiencing almost relentless presence to show their effectiveness. Unfortunately, the chief indicator by which most communicative judge a school staff's success is student performance on standardized achievement tests. Educational quality is being measured by the wrong yardstick, those evaluation are opt to be in error. So, there is a salient point is clearly shown between performance and achievement.

٢. Benefits of Testing in the Educational Practice

١. Direct and indirect effects of testing.
٢. The testing effect: retrieval aids later retention.
٣. Testing identifies gaps in knowledge.
٤. Testing causes students to learn more from the next study episode.
٥. Testing produces better organization of knowledge.
٦. Testing can facilitate retrieval of material that was not tested.

٧. Testing improves transfer of knowledge to new contexts.
٨. Testing prevents interference from prior material when learning new material.
٩. Testing provides feedback to instructors.
١٠. Frequent testing encourages students to study (Henry: ٢٠١١: PP. ١-٣٦).

Goswani (١٩٩١: P. ٨), illustrates that a teacher may develop non-standardized tests that resemble standardized tests in scope, format, and difficulty for the purpose of preparing their students for an upcoming standardized test. A class instructor may, for example, administer a test on a weekly basis or just twice a semester. Depending on the policy of the instructor or institution, the duration of each test itself may last only five minutes to an entire class period.

Howie noted in (١٩٩٢) that vocational education enjoyed relatively low esteem in schools, and pointed out that the lack of coherent programme of vocational courses was both a cause and symptom of this esteem. It was also necessary to consider how vocational and academic education could be made more convergent in terms of educational philosophy and practice (James, ٢٠٠٨: P. ١١).

٣. The Assessment Cycle

١. Observing and collecting facts.
٢. Analyzing and responding.
٣. Evaluation.
٤. Summarizing, planning, and communicating (Stetson & Jablon, ٢٠٠٩: P. ١).

٤. Seven Important Purposes of Assessment

Assessment is a topic of concern to language teachers. Although teachers are primarily concerned with teaching rather than assessing they must periodically measure their students performance (Najat, ١٩٩٩: P. ١). We can distinguish at least seven important purposes of assessment which indicate seven different emphases in measuring student ability and potential, they are:

١. **Placement:** to place or classify students on a suitable course.
٢. **Diagnosis:** to specify the student's particular strengths and weaknesses.
٣. **Selection:** to select as fairly as possible the best candidates for a limited number of places or jobs for higher education.
٤. **Evaluation:** to evaluate effectiveness of the syllabus as well as the method of teaching so as to make adjustments when needed.
٥. **Progress:** to assess what the students has learned of the specific syllabus and what progress they have made.
٦. **Prediction:** to discover potential abilities and aptitude and to predict probable future success whether in school or outside.
٧. **Accreditation:** to provide evidence that the student has undergone a course of training of study and is qualified to practise his profession. So, assessment will be used to assess his language aptitude, diagnose his problems, and measure his general level of performance or progress (Ibid.: PP. ٢-٣).

٥. Results

Table No. (١) Daily Test in Reading Comprehension, Words Comprehension, Listening Comprehension, and Vocabularies.

No.	Degree	No.	Degree	No.	Degree
١	.	١٣	.	٢٥	.
٢	.	١٤	.	٢٦	.
٣	.	١٥	.	٢٧	.
٤	.	١٦	.	٢٨	.
٥	.	١٧	.	٢٩	.
٦	.	١٨	.	٣٠	.
٧	.	١٩	.	٣١	.
٨	.	٢٠	.	٣٢	.
٩	.	٢١	.	٣٣	.
١٠	.	٢٢	.	٣٤	.
١١	.	٢٣	.	٣٥	.
١٢	.	٢٤	.		

We have got low-level scores due to students are not familiar with this style of test and they would read at the Monthly Exam more accurately and precisely with potential and hard efforts. There is no daily preparation for the syllabus Main Titles like: Dialogues, Comprehension, Phonology, and Language Structures because teachers follow the direct approach in which they explain, facilitate, translate, solve drills and concentration is highly done on the structures and grammar forgetting that the Book (English for Preparatory Nursing Schools / Book I, II, and III) designed to meet the needs of students who will go into Nursing and Midwifery and Obstetrics as a career. The previous years are not concentrate on Daily Tests to encourage and motivate students on creativity, thinking, and innovation that means daily preparation for the scientific materials, so that they could achieve the language requirements and elements in terms of being able to communicate, employ words accordingly, benefit from the structural and theoretical information in practice and usage. So, we find in Table No. (١) this normal shocking results and levels of students in Daily Tests as a first attempt in all their learning years. Although the number of students is not complete due to some of them are unable to participate and others are absent. This is not teacher-role issue, it is the management and leadership of the school job to monitor absentees. Also, we could understand that teaching styles and techniques are not using standardized tests or Daily Tests. The process is random, incomprehensive, weak, moody, unsystematic, written-emphatic procedures, and unrecognized to the aim of the teaching-learning rules in the Vocational Schools. We need them read well and talk perfectly with reference to words building, pronunciation, and language practice.

Lack of periodic monitoring and shortage of weekly visits from the Supervision Departments and students have not regarded English as their priorities for being trained on-jobs with guided and teachers when such titles are taught like: Physical Examination, The Heart, A Prescription, Appendicitis, A Diabetic Patient , Admission, Pain Relief, Signs and Symptoms, Hypertension, A Communicable Diseases, and Written Communication. They are difficult in terms of new medical words and need to be taught, as Dialogues and Passages, by a new style of teaching, it is named "Replacement Teacher" who will come to give the technical, characteristic, functional, and practical that are related to Hospitals, Health Sectors, Primary Health Centres (PHCs), and Specialized Centres due to he / she is a specialist or consultant and comes once a week in the day of these topics that make students aware of the practical sides of the career and medical information, with the role of the English teacher who gives the theoretical knowledge. It is a new style and method that is beneficial, direct, applicable, cooperative. The test is from (٣) mark.

The time of the test is (١٠) minutes without previous knowledge of doing it. Besides, we do not have a new technologies to show students words pronunciation like Phonology Laboratory and Portable Data Show. So, new medical words are pronounced by physicians differently from English teachers like the word "basic" is pronounced as /bazik/. This might cause a problematic issue due to students go per-week to Hospitals for training on the Nursing and Midwifery and Obstetrics issues concerning operations, theatres, wards, blood transfusion, A & E Departments, ...etc. Therefore, we need to establish "Standardized Continuous Learning" for most of the materials not only to the English syllabus in the Vocational Schools like Nursing and Midwifery and Obstetrics.

Table No. (٢) Daily Test in Language Structure.

No.	Degree	No.	Degree	No.	Degree
١	١,٥	١٣	١,٥	٢٥	١
٢	١,٥	١٤	١,٥	٢٦	١
٣	١,٥	١٥	١	٢٧	١,٥
٤	١,٥	١٦	١	٢٨	١,٥
٥	١,٥	١٧	١		
٦	١,٥	١٨	١		
٧	١	١٩	١		
٨	٠	٢٠	١		
٩	١,٥	٢١	١		
١٠	١	٢٢	١		
١١	٢	٢٣	١		
١٢	١	٢٤	١		

Types of tests have not creative and innovative accreditation due to they are determined by teachers with no standardized rules like accreditation, reliability, and validity which are potentially significant in forming the test to be specific or comprehensive, limited or closed, open or aimed, ... etc. All these characteristics are necessary to known by teachers and we, in Ministry of Health, rarely implement training courses in Methodology and Testing which are salient to all teachers.

Back to Table No. (٢), we have seen a marginal progression; but the marks are indicative that students are not poignant, frantic, and excited in the second attempt for being aware about the structural issues that have being taught concerning grammatical rules. But the remarkable significance is they are coped with this new style of teaching and start reading daily the syllabus and scientific words and phrases individually and have changed their thoughts and abilities to make English top-one in the home works efforts. This is rank one. The second salient issue is that they start thinking about the English material as their priorities in the future reference in terms of career for being applied to apply, recognize, relent, read, achieve, and determine personally by relying on their knowledge and some of students have informed me orally that they are starting using their mobile to search for the words meanings and usage reaching to a point that new technology is used properly at homes.

Table No. (٣) Reading Comprehension (Vocabularies).

No.	Degree	No.	Degree	No.	Degree
١	١,٥	١٣	٠	٢٥	١
٢	٠	١٤	١,٥	٢٦	٠
٣	٠	١٥	٠	٢٧	٠
٤	٠	١٦	٠	٢٨	٠
٥	٠	١٧	٠	٢٩	٠
٦	٠	١٨	٠	٣٠	٠

٧	١	١٩	.	٣١	.
٨	.	٢٠	.	٣٢	١
٩	.	٢١	.	٣٣	.
١٠	.	٢٢	.	٣٤	.
١١	.	٢٣	.	٣٥	.
١٢	.	٢٤	.		

The role of teachers is to reinforce the structures taught in the oral practice (the patterns and grammatical points) and develop the students reading skills. In this test, the students have faced new words such as: Tricuspid Valve, Left Ventricles, Atria, Pulmonary Artery, Chambers, ...etc. They need to master meaning, usage, pronunciation, and employment. But if we look at the following types of questions.

١,١٤. Match the following Parts of the Heart in List A with their Functions in List B:

A	B
١. Atria	a. Pump blood.
٢. The Ventricles	b. Receive blood.
٣. The Valves	c. Open to allow blood flow between the chambers and then close to prevent backflows.
٤. The Pulmonary Vein	d. Carries de-oxygenated blood from the lungs to the atrium.
٥. The Pulmonary Artery	e. Carries oxygenated blood to the lungs.
٦. The Aorta	f. Brings oxygenated blood to all parts of the body.

adopt from (English for Preparatory Nursing Schools / Book III, ٢٠١٤: PP. ١٤-١٥)

vocabularies daily test is new to students in the Sixth Stage and the above-type of question needs to be assessed and evaluated due to the number of options in List "B" must be increased and more than (٦) to allow meta-cognitive, thinking, recognition, concentration and knowledge illustration.

Again, the level of students is still promising in terms of reading and listening.

Table No. (٤) Daily Test in Language Structure.

No.	Degree	No.	Degree	No.	Degree
١	١,٥	١٤	١,٥	٢٧	١
٢	١	١٥	١,٥	٢٨	١,٥
٣	١	١٦	١,٥	٢٩	١
٤	١,٥	١٧	١,٥	٣٠	١,٥
٥	١	١٨	١,٥	٣١	١,٥
٦	١	١٩	١,٥	٣٢	١,٥
٧	١,٥	٢٠	١,٥	٣٣	١
٨	١,٥	٢١	١,٥	٣٤	١,٥
٩	١,٥	٢٢	١	٣٥	١,٥
١٠	١,٥	٢٣	١,٥	٣٦	١,٥
١١	١,٥	٢٤	١	٣٧	١,٥
١٢	١,٥	٢٥	١		
١٣	١,٥	٢٦	١		

The structural approach views of Testing as objective, precise, reliable, and scientific (Spolsky, ١٩٧٥), to measure the knowledge of students (particular elements); whereas the integrated approach views Testing as the total communicative effect of discourse (several elements); but the communicative approach views Testing as a real communicative and importance of utterance (real-life situations and different purposes) that means application and practice (Najat, ١٩٩٩: PP. ١٧-٢٠).

So, we see that students in the Table No. (٤) have not got the gateway due to they are thoroughly familiar with issues of structures and used to make structural tests in the monthly internal, and final exams; but in Book III we have got both structural (grammar rules) and theoretical knowledge in English about nursing. So, they are getting progress with success and are able to do a particular elements that concern knowledge. Here, we are not dealing with new difficult words like reading comprehension especially the medical and long ones; but we talk about a rule and its application with drills and application. Even at this level, students are unaware about the importance of Tests even they do care for having such grade and rank to satisfy themselves that they have succeeded not they are being able to differentiate and recognize the role and function of language. Levels get progress that is significant and reliable in the matters of content, effectiveness, and behaviour that are identical and the hard efforts on teachers due to students correct and writer marks with emendation (notice) on each phrase and points to show mistakes individually.

Table No. (٥) Daily Oral Students Random Selection Test in Keywords and Their Medical Definitions.

No.	Degree	No.	Degree
١	٠	١٣	٠
٢	٣	١٤	٠
٣	٠	١٥	٠
٤	٠	١٦	٠
٥	٠	١٧	٠
٦	٥	١٨	٠
٧	٠	١٩	٠
٨	٠	٢٠	٠
٩	٠	٢١	٠
١٠	٠		
١١	٠		
١٢	٠		

Students have got information about the test day and they know how to answer; but the type of quiz has such words made them unable to concentrate firstly, when the teacher illustrates the aim of the test; they became aware; but are unable to speak about the answer due to they answer orally and they use to answer on papers. This gives indication that students have not being teaching any types of Daily Tests previously. They are having the knowledge in Arabic and would express about the oral quiz like:

١. Mention types of Hospital Departments and define Five of them.
٢. Illustrate the following Medical Words with their Meanings: Towel, Forceps, Antiseptics, Sling, Test-tube, Bandage, and Blood Pressure Monitor.

Also, the tests are written on the Board; but students were looking at the words "Mention and Illustrate" due to they are unaware of even though they are used in previous exams and tests that show students have no remarkable analysis for their roles how to answer such test especially it is done for the first time orally and selective students have taken part in. Besides, they do not know how to express because they always think in the Arabic Language regardless of that we are studying English one and communicative is obligatory and required. Therefore, we don't have smart students and low-level of speaking and listening is significant even though the teacher has illustrated the tests and how to answer. The students do not get benefits from the ones who have particularly as a fault colleague process that reminds us of students background and daily works preparation are so limited and unmonitored by families (parents). Also, students are regardless to Daily Tests and put

all their efforts on the Monthly, Interval, and Final exams as a culture and yearly-mood thing, this is one of the main reason of their low-levels in English language.

One out of twenty-one students has answered the Daily Oral Students Random Selective Test in Keywords which is so low-level and significant reference and outcomes that students do not read well at home, and the type of teaching in the Preparatory Schools, in reference to class numbers (٤٣) student and lesson time (٤٥) minute need to be expanded into courses system with only four lectures daily. The time of test is (٣) minutes per-student.

Table No. (٦) Daily Written Students Random Selective Test in Keywords and their Medical Definitions.

No.	Degree	No.	Degree	No.	Degree
١	١	١٣	٣	٢٥	٣
٢	٠	١٤	٠	٢٦	١
٣	٢	١٥	٤	٢٧	٠
٤	٠	١٦	٠	٢٨	٠
٥	٣	١٧	١	٢٩	١
٦	٤	١٨	٠	٣٠	١
٧	٠	١٩	٤	٣١	٣
٨	٢	٢٠	٠	٣٢	٥
٩	٠	٢١	١	٣٣	٣
١٠	١	٢٢	٢	٣٤	٣
١١	٠	٢٣	٣	٣٥	٣
١٢	٥	٢٤	٠		

Now, we are using in Table No. (٥) the Student's T-Test which is a method of testing hypotheses about the mean of a small sample drawn from a normally distributed population (William Seally Gosset, ١٩٠٨), the number of independent observation in the sample minus one which is (٢١) minus one is (٢٠) in Table No. (٥) and the sample is greater than (٣٠) participant, the normal distribution, and there is no effective difference between the observed sample mean and the hypothesized or stated population mean as the number of students (٣٧) in Table No. (٦) that shows equivalent distribution on the significance of the numbers of those who have answered the Oral and Written Tests. So, the test is $n=21$ with mean is $x=27$ and the standardized derivation is $a=2$. The formula for the T-Test is $T=2$ as succeeded participants in both tests from the total number of each test. The time is determined previously.

So, the statistics in Table No. (٥) and Table No. (٦) are no different from each other. They have referred to the same student who was succeeded in the tests. We have "unpaired" or "independent Samples" to tests, as they are typically applied when the statistical units underlying the two samples being compared to show the Oral and Written Tests randomly. Comparison is so indicative with the low-level respectively performance.

T-Value tells us the normal result distribution and Mean informs us about the variance and statistical differences with the signal between the two tests of Tables No. (٥) and (٦), with the derivation and variability of groups and the numbers of samples and the difference of them. Then, we need to know the standard deviation. The assumptions in T-Test are normal distribution, similar variance, data points and same number. There is no great results in levels between Oral and Written Daily Tests. Students are careless and are attempting to cope with this new teaching styles.

Achievement Test is to measure achievement in terms of mastering a particular syllabus and Class Programme Test is designed to measure the students master of the material taught in the

classroom. It means to know learning and reinforces knowledge taught to become familiar with students' progress in general (Najat, ١٩٩٩: P.٩).

Table No. (٧) Homework Test about Written Comprehension

No.	Degree	No.	Degree
١	٣	١٣	٢
٢	٢,٥	١٤	٢
٣	٢,٥	١٥	٢,٥
٤	٢,٥	١٦	٢,٥
٥	٢		
٦	١,٥		
٧	٢		
٨	٢,٥		
٩	٢,٥		
١٠	٢,٥		
١١	٢,٥		
١٢	٢,٥		

Aptitude Test is used in Table No. (٧) and results show good grades of participants and low-level participation. They have got progress, development, advancement, and improvement due to they do the test at home and have free-time consumption and practice. So, time is salient and Testing is paramount; but it needs hard potentiality and determination. Besides, those who have participated are regardless of Testing; but they do care for application and success. It is a challenge to them in which (١٦) student from (٤٣) student have done the test. Responses and activities are vary and dependent to measure the students probable performance in a foreign language that is taught about Reading and Written Comprehension to see the strong and weak points of the class to make remedy that is necessary in the Diagnostic Test. We concentrate on Vocabularies, Words Buildings, Pronunciation, Language Structure, Correction of mistakes in group work process is also done to them for the first time in the class.

Also, students, in the Vocational Schools, like Nursing and Midwifery and Obstetrics Preparatory Schools, look forwards to be employed due to they are employed officially by Ministry of Health in comparison with other Commercial, Industrial, and Agricultural Vocational Preparatory Schools in which students are not employed by such their Ministry of Education. So, they are careless for knowledge acquirement and information application with skilful means particularly in English language; even though it is so essential in the future career. Doctors speeches and reports writing are done by the English language. So, students need the language and they need to be monitored by their parents periodically with head-masters, class supervisors, and material teachers monthly to see their levels and try to monitor the progress or retreat, which means emendation is required. We do not have Fathers Council Meeting that must held each month to make them aware about students' levels and results especially Daily Tests. Another important and salient issue is that we do not have Specialized Educational Supervision to monitor Schools every so often. An important point, students have been accepting recently according to their age and average without careful emphasis about their interest, personal character, knowledge, health status, experience, desire, tests, quality, ...etc., that are not put at priorities and those students need to be trained on ethics before they enter the schools in at least three month in special clinics to trespass shyness, scare, worry, and to be familiar with the general basics of Nursing and Midwifery and Obstetrics career. Also, we need to see quality in these schools.

Table No. (٨) Questionnaire Results in the Students' Views

No.	Yes	%	No	%
١	٣٣	٧٧٪	١٠	٢٣٪
٢	٢٨	٦٥٪	١٥	٣٥٪
٣	١٧	٤٠٪	٢٥	٥٨٪
٤	٣٣	٧٧٪	١٠	٢٣٪
٥	١٠	٢٣٪	٣٣	٧٧٪
٦	٣٠	٧٠٪	١٣	٣٠٪
٧	٢٩	٦٧٪	١٤	٣٢٪
٨	٣٦	٨٤٪	٧	١٦٪
٩	٣٣	٧٧٪	١٠	٢٣٪
١٠	٣٣	٧٧٪	١٠	٢٣٪
١١	٢٣	٥٣٪	٢٠	٤٧٪
١٢	٤٠	٩٣٪	٣	٧٪
١٣	٣٤	٧٩٪	٩	٢١٪
١٤	١٦	٣٧٪	٢٧	٦٣٪
١٥	٦	١٤٪	٣٧	٨٦٪

Figure 1: Association of daily quizzes with midwife secondary student's performance in English lesson (n=43 student), the average of the responses b (yes) for all questions = 26.7 or 27 (63%) of the students answered yes, and the average of the responses (not) for all questions = 16.2 or 16 (37%). (Probability Value <0.05), the most influential question is x 12, and the lowest effect is x 15.

Figure ٢: The graphic shows the questionnaire results according to the points and answers. The highest Yes-Answer is registered in points (١٢) ٩٣%; (٨) ٨٤%; and (١٣) ٧٩%; whereas we get the highest No-Answer is registered in points (١٥) ٨٦%; (٥) ٧٧%; (١٤) ٦٣%.

Figure No. (٣) shows the correlations of P-Value = ٠,١١٧, that is significant and reliable.

Figure No. (٤) shows the Mean Difference of T-Test and T-Value for the Questionnaire results that is T-Value = -٢,١٠ P-Value = ٠,٠٦٥.

Figure No. (٥) shows the Fitted Line Plot of the Questionnaire results.

٦. Discussions

Our teaching styles must follow new concepts and techniques as approaches that enhance the significance and importance of Daily Tests due to our teachers follow classical methods that are evaporate in the advanced world of education. So, Daily Tests must be regarded as remarkable element of knowing students' progress, performance, application, comprehension, master, and employment in the grades and ranks, not only follow the results of the monthly, interval, and final exams. It needs new local legislation within the power delegation transferring to the Local Governments and Governors. Daily Tests must be registered and follow by all teachers to encourage them on material and scientific syllabus monitoring and daily reading and implementation of such results to change their teaching styles as well as promoting such methods and trying to find solutions to weakness or low-level within a specific period like a week or two instead of waiting until the end of the first or second month.

Students culture and schools managers with the other staff will be changed to think about importance and essentiality of Daily Tests monitoring with daily supervision and scientific meetings with families and students. That can make students read and prepare with recommendations and are enforced to this new job due to the ranks and grades of Daily Tests are taken into account.

Weekly Teachers Reports of their students and material topics are submitted to the managers and supervisors to be practicality that means to know the cost of efforts and the demands of training or development that is to establish for Internal Training Courses to teachers who face low-level performance and results in the Daily Tests when they are applied with quality and authentication.

Daily Tests will concentrate on creation and innovation in terms of benefiting from the new technology and internet access that is mostly available at homes and teachers start thinking of the creative and innovative Daily Tests that are related to materials and scientific things especially language is salient to see the world advancement and many YouTube Channels will help teachers and students to search for the idea or topic that might need more study or it is not illustrated well in the book. That is to make students researchers and knowledge-seekers with reference to content, behaviour, analysis, effectiveness, experiment and face the new and modern things easily and comprehensively. It is a real validity in the teaching and one of the paramount characteristics of

Daily Tests. Besides, students and teachers will be able to think about standards and measurements in career education which is high-recommended to see the world application to such things like stability, standard conditions, multiple-quality samples that are related to knowledge and ability with standard tasks (items) to make our scoring reliable in means of measurement rules and authenticity in work that is reflected in the future performance of nurses and midwives for that our school is vocational. To be loyal and accredited mean we need to apply approved and reliable standards. Otherwise, our works are unfertile and fruitless. The aptitude and integrated works are our works in activation of the Daily Tests in all types and to be applied for all materials inside the Vocational Schools. So, we have seen gradual progress in performance, levels, acquirement, comprehension, knowledge, syllabus goals; but it is low due to students are not really aware and familiar with Daily Tests significance.

In viewing the questionnaire results in the opinions of students for each question, we have got the question number (١) shows that there is an interest in studying in the Midwifery and Obstetrics School with percentage of (٧٧%). Also, applicable learning is good with a percentage of (٦٥%) that is not promising in terms of their specialty due to they need the English language in their career. Also, students have the ability to determine their levels that is accepted, and they need to work with high-potential exercises and need standardized advices under the supervision and facilitation of their teachers and we do not have training for English teachers, we could follow-up the advancement and recognize weaknesses in Hospitals and Primary Health Centres. The level rate is registered as (٤٠%) with (١٧) Yes-option.

Also, students are measured about the topic of syllabus change and we do have two parts: one is Structural and the other is Nursing. That means they used to study English as rules of grammar; but reading and written comprehension, with such difficult medical and healthy terms, is so scientific and needed to be taught theoretically and practically by brining physicians and high-recommended college nurse or vocational trainer to show the application of the information like: The Heart, Appendicitis, Pain, Hypertension, ... etc., we have been doing a new method in the Midwife Preparatory School in Wasit Health Directorate: it is called Replacement Tutor or Lecturer (who comes to illustrate the technical and applicable knowledge that are really needed by students in the future).

Points (٥-٦) are contrastive in rates of Yes-answer with percentages of (١٠ (٢٣%) – ٢٩ (٦٧%); we need them to go to the internet access and benefited from this technology to get more knowledge about the nursing, midwifery and obstetrics, health practice. They need to complete their studies as a dream; but they are not ready to read more topics and books and listen to YouTube Channels or read stories to enhance their skills and knowledge. Students will change their views about studies when they will be employed due to a work life is not as easy as they think, it concerns the human one.

Teaching styles, within this condition, is ideal due to the students' levels are not good and teachers also need to concentrate on the communicative issues, and points No. (٧) has registered a percentage of (٦٧%) which is accepted and there is no Phonology Laboratory to emphasize about the medical and healthy terms which are many to be numerated or mentioned and some have got (٢٠) letters. So, students want to enter the Phonology Laboratory with the rate of (٨٤%). Students could listen, if they have taken benefits from the technology at home. Besides, teachers do their best to

pronounce medical and healthy terms and make students repeat after them in selective situations; but students will find different pronunciation at their future career. We, in the Midwifery and Obstetrics Preparatory School, has encouraged our students in the Sixth Stage to express themselves in a healthy situation relying on the Dialogues and Reading Comprehension as well as the Medical Keywords (terminologies). It is done within Daily Tests that are oral to see the speaking levels of students. So, we have got good results of that when the rate is (٨٤٪) to the point number (٩) and (٧٧٪) to the point number (١٠) that is accepted and reliable within a short teaching period. Also, we have about one month and a half of encouraging them to talk and employ what they have learned with monitoring and supervision. It is hard task on the teacher due to students have not used to such styles of Daily Tests in the previous classes.

In developing countries, students families views are taken into account in the syllabus change or new material emendation that means to add new information or topics especially when we teach them medical and health information that are up-dated periodically, which means English teachers have to enter such projects within the views of students' parents. But syllabuses have been changed within teachers participation such as the English syllabus. This needs to make urgent effort to enter English teachers in courses of training and empowering their skills and qualifications; but this is not happened and Ministry of Health needs to open new section for Syllabus Evaluation and Development (SED) in each Health Directorate that will be beneficial and obligatory. So, we see students with the age of (١٨) still need to enter courses of On-Jobs-Training especially in specialized clinics, theatres and wards to understand their future roles. They need to go in scientific trips to the Medicine College or Nursing College for being cope with such development and enter selective lectures there.

Students agree that Daily Tests are essential and important; but they really learn its practice significance in this year due to we have activated it upmost. So, the point number (١٢) has got the rate of (٩٣٪); but it meets the students talent and personal passion in terms of creative results with powerful outcomes of performance. But the rate is decreased in the point number (١٣) with the rate of (٧٩٪) for the Yes choice. Here, students are unable to differentiate between the meaning of the words: "essential" and "meaning" concerning Daily Tests; which are designed as gauge to achievement in specific area such as reading, listening, writing, and speaking.

Information acquired through formal learning that goes on in life as opposed to formal learning that exists in the educational system. Each individual particular mental and physical abilities allow her to acquire different amount of information through everyday life experience.

We, as teachers, agree that the lectures time is not enough to illustrate, explain, and elaborate in your discussion and usage of outer scientific and related information in the Vocational Schools. So, students in the point number (١٤) has chosen No-option with the percentage of (٦٣٪) due to different materials, hard jobs, difficulty in coping with new medical topics, and weakness in levels and backgrounds that are reflected on their condition in the Sixth Stage. Besides, their personal and family conditions and come are married with different responsibilities and other scientific materials that need hard potential with limited periods of class-time. Therefore, there must be four material per-day with different laboratory sessions per-day.

Finally, students are not benefiting from vacuum time at home to empower their reading and listening as well as speaking. It depends on the family atmospheric conditions and shortage access

to the internet facilities or poverty. The rate of the point number (١٥) is (٨٧٪) for the No-option; which is significant and indicative reference for students' condition.

٧. Conclusions:

١. Significant responses as numbers analysis shows and reliability of Daily Tests usage and importance. That means Daily Tests must be applied in the Vocational Preparatory Schools in all studied materials, not only in the English one.
٢. Activation of teaching styles and enhancing of daily preparation by students that are major in determining levels and performance. They are achieved through Daily Tests.
٣. Teaching is not how to give knowledge, it means how to measure impact, outcomes, feedback, brainstorming, harmonious applications of syllabus items, and students' performance in terms of language skills and behaviour. Students have learned the role and function of being students in such a school that requires highly-recommended qualification and well-prepared asset due to English is vital in dealing with patients' requirements.
٤. Standardized Tests are not applied in Midwifery and Obstetrics Secondary Schools.
٥. Daily Tests are urgent remedy and quickly-intervened process to determine weaknesses and knowledge gaps through measurement and encourage students to know their mistakes in learning and studying.
٦. Submission of students to Daily Tests has shown that students are started in recognition of the role and function of their existence in the Vocational Midwifery and Obstetrics Secondary School. We, as teachers, need to care more about rehabilitation of students that means obeying rules at schools might be not continuous; but Daily Tests have being given to illustrate the reliability of responsibility.
٧. Authentic, reliable, and Quality-control application have not seen, in the Vocational Secondary Schools, yet. That means we need to train and develop abilities of all teachers, schools' managers, and vocational trainers in Testing and how to apply the Seven Purposes of Assessment: Placement, Diagnosis, Selection, Evaluation, Progress, Prediction, and Accreditation. This is the job of Ministry of Health and its Directorates in each province. Besides, we find out there is an urgent job must be done is to establish the Specialized Supervision Section in Wasit Health Directorate as it is existed in Ministry of Education. Its job is supervise, monitor, plan, and evaluate for present and future strategy. Implementation of such thing requires highly-qualified teachers' views, not only relying on the opinions of college-nursing staff who manage the Vocational Preparatory Schools and Nursing Affairs Sections in Iraq. That is why we do not apply Standardized Daily Tests.

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Questionnaire Sample

The aim is to highlight about the magnitude of Daily Tests as an approach, that is exposed evidently, must be used in Vocational Preparatory Schools, especially Nursing and Midwifery and Obstetrics, in terms of enhancing and promoting students and teachers performances to accomplish syllabus objectives and enforce the items' points practically due to these schools deal with human life.

No.	The Question	The Answer	
١	Is the interest encourage you to enter the Midwifery and Obstetrics and Gynecology branch?	Yes	No
٢	Do you get enough applicable learning in the English Language Material?	Yes	No
٣	Is your level in English Language accepted?	Yes	No
٤	Is the syllabus needed change to suit developments in Health scope especially for the English Language Material?	Yes	No
٥	Do you practise reading stories and scientific book in the English Language outside the study time (holidays)?	Yes	No
٦	Do you have the interest to complete your study?	Yes	No
٧	Are teaching style and learning methods suitable in the English Language?	Yes	No
٨	Do you like entering Phonology Laboratory specialized in the English Language?	Yes	No
٩	Do you face difficulty in writing and understanding in the English Language Material?	Yes	No
١٠	Do you face difficulty in speaking and employing what you have learned as items and rules in the English Language?	Yes	No
١١	Do you like to add new items an topics to the English Language Syllabus?	Yes	No
١٢	Do you regard daily test necessary to materials?	Yes	No
١٣	Are Testing salient and essential in Teaching?	Yes	No
١٤	Is the English Language Material time enough?	Yes	No
١٥	Do you listen to lectures in the English Language on YouTube Channel?	Yes	No