

**ADDIS ABEBA UNIVERSITY
SCHOOL OF POSTGRADUATE STUDIES**

**The Effect of Modifying EFL Teachers'
Assessment on Students' Integrated
Approach to Learning English**

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for the Degree of Doctor of Philosophy (pHD) in Teaching
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Abstract

The purpose of this study was to investigate the effect of modifying EFL teachers' assessment on students' integrated approach to learning English. One Grade 11 section was selected to be a single case experiment group. Interrupted time series quasi experimental design was employed to investigate the trends of students' global-analytical learning dimension and the trends of their day-to-day performance in learning English. All the students of the section and the English teacher who taught the class participated in the study. Evaluation checklists were used to compare and contrast the nature of the teacher's assessment before and after the training, and check whether or not the desired modification has been brought. Willing's (1994) questionnaire was employed to collect data about the before and during intervention trends of students' global-analytical learning dimension. Data about the trends of students' day-to-day English learning performance were collected using worksheets adopted from students' Grade 11 English textbook.

Data obtained from the questionnaire were summarized based on the frequency distribution of students' global-analytical learning dimension preference and eye-balled on line graphs having a cut of point. Student's performance in the activities of each section were marked and scored out of 10. The mean performances of students' in the different section of the worksheets were calculated. Then, the means were summarized on line graphs in their respective section having a cut of point in order to display side by side the before and during intervention students' English learning performance trends.

Comparative analysis results of the checklists show that the teacher has made modifications on the assessment method after receiving the training. Trend analysis results of students' global-analytical learning dimension preference reveal that the modification had an effect on students' integrated approach. The global-analytical integration trend analysis results reveal that the intervention (the modifications) had an effect on students' integrated approach to the global versus analytical learning dimension preference. The findings of Students' day-to-day English learning performance trends have also showed the effects of the intervention on students' emphasis shift from one language skill to the other to integrate the different skills.

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Operational Definition of the Term Integrated Approach to Learning English

The term 'integrated approach to learning language' refers to one way or another what students do to learn language. As a result, it is difficult to give precise definition to this term. Scarcella and Oxford (1992) described integrated approach as letting students integrate the four language skills and other subsidiary skills of the target language.

Language learning styles are also approaches which students need to integrate to develop multiple skills at the same time (Oxford, 1990; Brown, 1994 and Willing, 1994 and Schneider, 2000)

What are mentioned above are few examples which demonstrate the complexity of the term 'integrated approach to learning language'. Therefore, giving an operational definition to this term is found out important to help readers of this thesis understand the theme of the study.

In this study, '**integrated approach to learning English**' has been investigated from the following perspectives of students approach to learning English _ from students' preference of global or analytical learning strategies and from their day- to- day English learning performance in different sections of the worksheets adopted from their English textbook.

List of Acronyms, Abbreviations and Definition of Important Terms

Acronyms and Abbreviations

EFL= English as a Foreign Language

SL= Second Language

G= Global

G.S=Global score

A= Analytical

A.S =Analytical Score

B = balanced

D.P = Dimension type

VHIS= very highly integrated students

HIS= high integrated students

AIS= average integrated students

LIS= low integrated students

VLIS= Very low integrated students

Definitions of Important Terms

Assessment: collecting information on the different aspects of students' Learning using different assessment tools (Puhl, 1997; Lissitz and Schafer, 2002)

Modifying or Restructured teachers' assessment: the revising or restructuring of the current assessment method in line with the current guidelines and demands to fit the standard (see McMillan, 2003)

Global students: Students who like socially interactive communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutiae (Oxford, 1990 and Wenden and Rubin, 1989)

Analytic students: students who concentrate on grammatical details and often avoid more free flowing communicative activities because of their concern for precision (Oxford, 1990 and Wenden and Rubin, 1989).

Integrated or balanced students: students who try to balance between generality (global strategies) and specificity (analytical strategies) and who try to use integrated- skills approach in learning second language (Oxford, 1990)

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

1.1.1. The Need for Modifying English Teachers' Student Assessment

Teaching, designing syllabus and evaluating students are interrelated activities of the teaching learning process. They are the means to achieve the planned goal of education. Thus, students' different aspects of learning a second language, such as their choice of learning strategies, performance in activities of student textbooks, motivation, attitude and expected proficiency are affected by the quality of the teaching materials, teaching methodology and the assessment method involved in the process of teaching and learning (Genesee and Upshur, 1996 and Harmer, 2001). In recognition of this, second language researchers and teachers have made efforts to improve the teaching methodology, the teaching materials and the assessment method.

Objectives of the syllabus should match with the teaching methodology which directs what learning strategies students employ and what activities they actually do during the instruction. Furthermore, the assessment plan and its contents should match with what students do during the instruction and what the syllabus objectives require them to achieve. When there is a match between these fields of SL teaching, students consciously and

subconsciously try to integrate the four major skills and the other subsidiary skills they have learned in separate sections of each units of the textbook (oxford, 1990). According to her, this leads students to use integrated skills approach, perform well in their learning and realize the connection between classroom learning and real communicative activities.

However, the absence of hand-in-hand development and mutual influence among the teaching methodology, syllabus and assessment method has adversely affected the development of the field and students' approach to learning second language (Ollrer, 1979; Hughes, 1989; Weir, 1990; Bachman, 1990 and Madson, 1993). According to Bachman (1990), whenever a shift was made in learning theory either in psychology or linguistics or language acquisition or language use, priority and emphasis was given to improve first the teaching methodology and then teaching materials. Changes or improvements in assessment (evaluative data collecting method) were made after a change or a shift had been made in the teaching methodology and the syllabus and after the changes made on the teaching methodology and the syllabus served for long.

Second language researchers have been attempting to solve students' learning problems mostly by improving the teaching methodology and the quality of teaching materials. Finding solutions for students' problems in learning a second language by improving the quality of student assessment has not been given due attention (Hughes, 1998 and Genesee Upshur, 1996).

For instance, new insights gained from psychology of learning, linguistics, language acquisition and language use in the

beginning of the 1970s led the goal of second language teaching to shift from an approach that focused on structure to one that emphasizes communication. The change of the teaching methodology calls for the shift of the learning style from an approach that emphasizes learning as facilitated by grammar instruction to learning facilitated through communicative language use (Weir, 1990 and Bachman, 1990). The development of communicative teaching methodology led to the development of communicative syllabus, which encourages students to develop their communicative skills by integrating content and skills of the language.

As a result, the evaluative data collecting method shifted from integrative language testing (cloze and dictation) to communicative language testing to fit the method with contents of the communicative syllabus and communicative teaching methodology (Bachman, 1990 and Weir, 1990). Like the communicative syllabus, communicative language testing places emphasis on real life tasks.

According to Bachman (1990) and Weir (1990), due to the absence of hand-in-hand development and bidirectional influence among the teaching methodology, syllabus and student evaluation, the teaching methodology leads and the syllabus follows the teaching methodology. But, changes in student evaluation were made after the changes made in the teaching methodology and the syllabus had been tried out. According to Weir (1990), the unbalanced development between teaching methodology, syllabus design and evaluative data collection method results in unidirectional influence, which lacks reciprocal relationship between these fields.

Hughes (1989) and Madsen (1993) discuss the effects of the unbalanced development between the teaching methodology, the syllabus and the assessment method. They point out that in many countries where English is taught as a foreign language the teaching methodology and the syllabus are communicative while objective item questions are used to collect assessment information. Objective item questions—multiple choice, matching and true/false types—which cannot reflect communicative ability of students and help them develop multiple skills at the same time are employed to evaluate students (Hughes, 1989).

Using objective item questions to collect assessment information, according to Hughes (1989), does not let students study English language through communication and for communicative purpose. An extensive use of objective item questions, according to Madsen (1993), tunes students to study second language to get grade instead of learning it for communication purpose. Both Hughes (1989) and Madsen (1993), therefore, have reiterated the need for modifying the mode of student assessment in a way it works hand-in-hand with the teaching methodology and the syllabus to achieve one common goal.

The unbalanced development of these interrelated fields of second language teaching was put again into question when the cognitive theory of learning began to get wider acceptance towards the end of the 1970s (Phye, 1997). New insights of cognitive theory of learning, which define learning as cognitive reorganization, made researchers in the field of education reconsider students' activities in the class, the teaching methodology, the syllabus and the evaluative data collecting method (McMillan, 2003). As a result, the insights of cognitive theory of learning led to the shift of the

teaching methodology. Teaching, which used to be taken as an instruction of knowledge, came to be known as a facilitation process to help students solve problems, analyze situations, compare or contrast things. This new conception of teaching and learning led the need for crafting the method of student assessment. Phye (1997), for example, states the necessity of modifying teachers' assessment method and the use of new format of gathering evaluative information as follows:

Learning is an internal, cognitive event that cannot be equated with observable performance. It is true that learning produces changes on capacity performance and that we must observe changes in performance in order to infer that learning has occurred.... Nevertheless, the performance potential acquired through learning is not the same as its reproduction or application in any particular situation. (Phye 1997, p.1)

Thus, measurement and evaluation scholars (such as Phye, 1997) suggested the evaluative judgment to be done on the bases of assessment information collected on day-to-day bases using different assessment tools. They understood that paper and pencil tests alone cannot clearly reflect each student's academic learning achievement.

Assessment of students' day-to-day performance, which reflects their different aspects of learning, has been found helpful to make appropriate decisions and improve the teaching learning process. Thus, educators in measurement and evaluation suggest using assessment information both as a cause and as an index of success. Doing this makes the field of assessment and evaluation play both developmental and judgmental role in the teaching

learning process (Phul, 1997). Following this shift, second language researchers turned away their attention from test validity and reliability to the effect of assessment on the teaching learning process (Shaaban, 2001).

Currently, assessment is getting attention and developing hand-in-hand with the teaching methodology and the syllabus. Besides, the focus of SL student assessment research has shifted from valid and reliable test construction to the effects of modifying assessment. To this end, guiding principles for effective assessment implementation and for the use of assessment information primarily to improve the teaching learning process are coming in the field assessment (McMillan, 2003). Therefore, the method of assessment for each subject is being modified whenever additional assessment implementation principle emerges in the field of language teaching and education. According to McMillan (2003), teachers can modify or restructure their assessment method if they are given training on assessment implementation competence.

In the field of second language student assessment and evaluation, in addition to the effective implementation principles given in education, the procedures of assessment implementation and the strategies of choosing the appropriate tool(s) of assessment has been illustrated by Genesee and Upshur (1996) and Phul (1997). The different alternative assessment tools which are suggested to be employed in SL classroom are the following: different types of observation (using checklist, rating scale and anecdotal record), different types of tests, portfolio, conference, journal, interview and questionnaire. Readers interested in further details of when and how to use each tool are referred to Genesee and Upshur, 1996

and Phul, 1997). Thus, SL teachers are expected to incorporate these tools and modify their assessment method in line with the current principles of effective assessment implementation. According to Spandel and Stiggins (1990), McMillan (2003) and Nitko (2005) the fundamental assessment principles are the following:

1. The assessment and evaluation plan should reflect the stated learning objectives of the course and the assessment programme should be implemented in congruent with the instruction;
2. Teachers should communicate their assessment and evaluation plans in advance, informing students the objectives of the evaluation and the assessment procedures;
3. A wide range of assessment tools has to be employed;
4. Assessment is a collaborative process involving students and
5. The evaluation judgment has to be done based on assessment information collected using different modes of formal versus informal, formative versus summative, and product versus process sources of data.

Modifying the assessment method in line with the above principles helps teachers' collect assessment information that can reflect students' various aspects of learning. It enables teachers get information about students' performance in different sections of the textbook, their learning strategy choice, their learning style, their motivation and attitude towards learning English. According to Genesee and Upshur (1996) and Phul (1997), the primary role of implementing assessment is to influence students' learning and enhance instruction.

1.1.2. The Role of Restructuring Second Language Teachers' Assessment on Students' integrated approach

Different researchers (for example Shaaban, 2001; Fengying, 2003; Toold, 2002 and Phul, 1997) agree on the potential of assessment information in making decisions which can help to improve instruction. The finding of Shaaban (2001), for example, shows that integrating assessment into daily classroom activities enables EFL teachers to get a complete picture of students' progress and achievement. Fengying (2003) asserts that if assessment is properly implemented in EFL classes, students enjoy learning English. Toold (2002) reports that involving students in the evaluation process motivates students and helps teachers identify students' strengths and weakness. Phul's (1997) research demonstrates how assessment can be implemented as part of the instruction and how EFL teachers can make their students actively involved in their learning.

Oxford (1990), Brown (1994) and Genesee and Upshur (1996) also state the role of modifying second language assessment method in strategy training which determines students' integrated approach to learning SL. Oxford (1990) in particular reiterates the role of restructuring the evaluative data collecting method as follows:

....teachers expectations expressed through classroom instruction and testing methods strongly shape learner strategies. For example, classroom emphasis on discrete-point learning or testing will result in development of learning strategies like analysis and reasoning rather than more global strategies for communication.... (Oxford 1990, p.13)

Success or failure to gain an overall second language performance is highly determined by students' learning approach, which in turn, is determined by their choice of learning strategies (Oxford, 1990; Genesee and Upshur, 1996 and Brown, 1994). According to a study carried out by Chamot and Kuper (1989), cited in Oxford (1990), one of the determinants of students' choice of learning strategies in second language learning is their second language teachers' evaluative data collecting method. They have also concluded that weaving together the strategies of second language learning makes students use integrated approach.

The existence of this kind of relationship among second language student assessment, students' second language learning approach, their choice of learning strategies enables students to explain the strategies they use and the way they employ them (Oxford, 1990). Brown (1994) and Genesee and Upshur (1996) propose students' learning approach to be developed based on an integrated choice of learning strategies. According to them, modifying student assessment method is one means to let students weave together their choice of learning strategies, develop an integrated approach and track their progress in multiple skills.

For optimal second language learning progress, second language teachers need to know their students learning approach (Alderson and Oxford, 1990). However, as pointed out by Alderson and Oxford (1990), second language teachers do not give attention to identify their students' learning approach and do not help them make adjustments in a way they think students' focus should shift and their learning performance would improve.

Student evaluative data collection method is a key means to identify students' learning approach and improve their learning performance. Teachers' knowledge of this, as has been stated earlier, enables them to help their students choose learning strategies which fit the tasks of their textbooks and the tasks of their teachers' assessment. Of the many factors (teaching methodology, syllabus, student evaluation, age, sex, etc) affecting students' integrated approach to learning SL, EFL teachers expectations expressed through their evaluative data collecting method or their assessment task requirements are highly influential (Oxford,1990; Brown,1994 and Genesee and Upshur,1996).

The integrated approach, in contrast to the segregated approach which lets students focus only one skill, helps students interact naturally in the language (Scarcella and Oxford, 1992). A study by Jiang and Sharpling (2011) on Chinese students' retrospective view of their learning strategies choice and approach to learning English as the assessment method changes from more of summative assessment to more of formative assessment reveals that a change of assessment is a change of learning strategy. A study by Scarcella and Oxford (1992) reports the following advantageous of using integrated approach. When SL teachers let students use integrated approach, students get opportunity to interact in an authentic and meaningful way, develop multiple skills at the same time, be exposed to the complexity of the language and be motivated to learn the language.

However, EFL research in Ethiopia still emphasizes either on teaching methodology or the syllabus. Research in student assessment has not been given adequate attention before or after

Ethiopian Ministry of Education (MOE, 1994) demand has been put in place to implement assessment as part of the instruction. Few studies (for example Dejenie (1990) cited in Teshome (1995), and Melkamu (2007) have investigated the effects of English National Examinations on students' learning. Melkamu's (2007) findings point out that Grade 10 English National Examination has negative impact on students' English learning perception.

The findings of Nibret (2005) and Kassahun (2007) reveal that high school EFL teachers are not implementing assessment as part of their instruction. Kassahun (2007) describes the assessment implementation nature of Ethiopian high school EFL classes as follows. High school English teachers do not use a wide range of assessment tools to collect information about different aspects of students' English learning. They do not involve students to be engaged in the assessment process. They do not incorporate assessment and evaluation in their teaching plan.

Nevertheless, the assessment method has to be modified to fit contents of the new English syllabus and the communicative teaching methodology to enable students select strategies that are integrated and tailored to the requirements of tasks expressed in their textbooks. Doing this, in turn, helps students make adjustments in their learning approach, improve their day-to-day English learning performance and develop their proficiency.

In general, recently, in the field of second language education an effort is being made to modify the assessment method and develop it hand-in-hand with the teaching method and the syllabus. Researchers have also given attention to investigate the effects of modifying assessment method on students' different aspects of

learning SL. However, as stated in the above paragraphs, the assessment method is lagging behind the teaching methodology and the syllabus in the context of Ethiopian EFL classrooms. These are the rationale for the need to modify the current English teachers' assessment method and investigate its effects on students' integrated approach to learning English.

1.2. Statement of the Problem

As stated in the background, the changes made in learning theory have led to changes in second language teaching methodology, syllabus and student assessment method. As part of the implementation of this shift of focus in foreign language teaching, MOE introduced the current education policy in 1994.

The English syllabi and textbooks have been changed. Following the policy change, the activities of each section in each unit of the English textbook are organized thematically under one topic in order to make students' learning approach whole task practice and their strategy of attack integrated. In addition, various communicative activities are incorporated in different sections of the units'__ functional and interactional activities in the speaking sections, information gap activities in the reading and listening sections and other activities which let students learn the different linguistic items of the language in the grammar and vocabulary sections. All these changes are made to make students learn English participating actively in the communicative tasks given in the textbooks and to make English teachers play the role of organizer, facilitator, observer, evaluator etc. of students' process of learning.

English teachers are given awareness about communicative language teaching in their pre-service and in-service training programme. For instance, as part of the in-service training programme, the English Language Improvement Programme (ELIP) has been designed to give training on communicative language teaching methodology. English textbooks are being revised. The Ministry of Education has also made the teaching of English to start as early as the beginning of children's schooling. Implementing assessment as part of the instruction is also one aspect of the policy change.

The goal of all these changes is to help students use strategies that are integrated and tailored to communicative English language learning and make them acquire the expected proficiency at each grade level since it is the medium of instruction starting from second cycle.

In spite of the above mentioned changes in the field of English teaching, students' English ability is unsatisfactory. Studies (for example Atlabachew, 2005) indicate that high school students' English proficiency is poor. He points out that most high school graduates' English proficiency is so low that they find it difficult to attend their study in the foreign language.

From my own experience in high school and University, I have observed that students do not try to integrate the global analytical strategies of learning. I have also noted that their effort to integrate the content and skills they have learned in different sections of each unit is so little. Most students do not want to learn and to be assessed the writing, the speaking and the listening sections of English textbooks and communicative English modules. All these

imply that they do not use integrated approach to learning English. Their effort to make connections between the content and skills, which they have learned in separate sections of the textbook, is very low. They prefer rule learning like analysis, reasoning, and dissecting phrases, clauses and sentence to learning strategies that help them find meaning, like guessing and predicting. However, global strategies like guessing and predicting are very essential in helping learners communicate without necessarily knowing all words or structures of English as Oxford (1990) states it.

In many informal discussions that I had with some students, I have also come to understand that students give much attention to grammar, reading and vocabulary section of the text books while they mostly skip the writing, speaking and listening sections. They do not seem to be taught or assessed the writing, listening and speaking sections of the textbooks since these sections are treated to a limited extent in their Grade 10 and 12 National English Examinations and in their English teachers' assessment programme. Hughes (1989) advises EFL teachers to remind their students not take national English examinations as good models since they are not comprehensive and do not reflect the expected overall achievement of students' stated in objectives of the syllabus. According to Hughes (1989), teacher-made English tests are better than English national examinations: English national examinations lack authenticity and comprehensiveness since they are marked by computer.

In the case of Ethiopian EFL classroom contexts, English teachers do not seem to be sufficiently aware of the limitations of English national exams. Studies (for example Melkamu, 2009) point out

that the contents of Grade 10 English Language (ESGEC) Examinations are adversely affecting students' English language learning perception. According to Genesee and Upshur (1996), SL teachers can discuss the limitations of national second language examinations at least once a semester, using conference which is one of the assessment tools to be used in second language classroom. But, the studies of Nibret (2005) and Kassahun (2007) point out that high school English teacher are not doing this since they have no awareness about the use of conference as an assessment tool. This implies that the current English teachers' assessment method needs restructuring in line with the current principles of effective assessment implementation.

Even though it is difficult to reach conclusion about the causes of students' failure to integrate their choice of learning strategies and to acquire proficiency, there are pieces of evidence which show that there is a gap between teaching methodology, the syllabus and assessment method. The assessment method is lagging behind the teaching methodology and the syllabus, and is not keeping pace with the other instructional components.

The findings of Nibret (2005) and Kassahun (2007) disprove what MOE's (1996) states about the implementation of assessment in high school EFL classrooms. High school English teachers are implementing assessment in the traditional way by giving a series of tests for the primary purpose of deciding their students' English achievement score. They do not use different tools of assessment to collect information about their students' various aspects of learning English such as, their performance in different sections of the textbook, their attitude towards learning the foreign language etc. According to Kassahun (2007), the possible reason for high

school teachers' failure to implement assessment as part of the instruction is that MOE has not given training on the current principles of assessment implementation.

So far little has been done to modify (craft) EFL teachers' assessment method and investigate its effect on students' integrated approach to learning English in the Ethiopian EFL classroom contexts.

What are mentioned in the background and in the problem statement are justifications for the need to modify the current EFL teachers' assessment and investigate its effect on students' integrated approach to learning English. Based on the theoretical background stated above, I assumed that crafting English teachers' assessment in line with the current principles of effective assessment implementation stated in 1.1.1 would help students weave together their global-analytical learning dimension preference. And having an integrated global-analytical learning strategy choice, in turn, would help students integrate the contents and skills and perform well in different sections of the textbook.

1.3. Research question

The following research question was forwarded to serve as a major signpost in the process of inquiry: **would the modification on EFL teachers' assessment method have effect on students' integrated approach to learning English?** Taking this as a central focus of the study, the following specific questions which will lead to answer the major research question were raised.

1. What would the participant English teacher's student assessment look like before and after the training?
2. Would the trend of students' global-analytical learning strategy integration observed before the intervention be different from or same as what would be observed during the intervention?
3. Would the trends of students' English learning performance observed before the intervention be different from or the same as what would be observed during the intervention?
4. Would the modification on the assessment method influence students' global-analytical learning dimension preference?
5. Would the modification on the assessment method influence students' English learning performance in the different sections of the worksheets?

1.4. Objectives of the Study

As stated in 1.1., for long, second language teachers and researchers have attempted to solve the problem of second language teaching by improving the quality of teaching methodology and teaching materials. Improving the quality of student assessment to solve students' problem in learning a second language was not given a due attention. Thus, **this study aimed to modify the current English teachers' student assessment and investigate its effect on students' integrated approach to learning English.** And the **specific objectives** of the study were the following:

1. to check whether or not the desired modification on the assessment method have been done;

2. to examine whether the trend of students' global-analytical learning dimension observed before the intervention is the same as or different from the trend observed during the intervention;
3. to examine whether the trend of students' English learning performance observed before the intervention is the same as or different from their performance observed during the intervention;
4. to explore the effects of the modification on students' global-analytical learning dimension preference .
5. and to explore the effects of the modification on students' English learning performance in different sections of the textbook.

1.5. Significance of the Study

This study applied the current principles of effective assessment implementation in EFL classes and investigated its effects on students' integrated approach to learning English. Thus, the findings of this study are envisaged to be important for students, teachers, curriculum designers, English textbook writers and researchers in this field.

As stated in 1.1., improving the quality of SL teachers' student assessment is a key to make students adjust their learning approach and improve their performance. The application of the principles of effective assessment implementation is assumed to help students integrate their choice of learning strategies. The use of integrated learning strategies, in turn, helps them improve their English performance. As one of the principles of effective assessment implementation is helping students develop habits of self-assessment and peer assessment, the application of this principle may help students not to depend on their teacher in evaluating their performance and in monitoring their progress.

Teachers may also use the results of this study. Teachers, as experts in finding students' problems of learning, need to be aware of the principles of effective assessment implementation and need to develop their professional competence of implementing these principles of assessment. Thus, they can use the results of this study as an alternative for improving their professional competence.

By modifying the assessment method, it is possible for teachers, students and curriculum designers to understand each other. According to Genesee and Upshur (1996), the objectives of the assessment plan should reflect students' learning objectives stated in the syllabus and the textbook. Therefore, the study results may make curriculum designers and textbook writers consider learning objectives in the light of the assessment method to be employed. Finally this research is hoped to add interest to this new field researchers: it may help in providing bases for framing research, theory and application in the area of assessment and evaluation.

1.6. Delimitation of the Study

Doing this project in all regions and at all grade levels demands much money and is difficult to manage. In view of this, the researcher limited this research project to be conducted in one government high school of Bahir Dar special zone and in one of the classrooms of Grade 11 students. This grade level was selected because of the following reasons: students' approach to learning English would not be highly affected by their preparation to pass the national exam. Bahir Dar Special zone was selected since there are no language schools in the town where any one of the students

in the single case experimental group gets chance to attend additional classes to improve his/her English performance.

This researcher had also limited the number of variables to be involved in this study. From the literature, for example in Genesee and Upshur (1996), it is stated that the quality of assessment has impact on students' different aspects of SL l learning. Investigating the effect of the modified assessment on students' motivation, attitude, interest, approach and performance in learning English demands much money and is difficult to manage. Because of this, the researcher decided to investigate the effect of the modified assessment only on two aspects of students' learning approach: their global-analytical learning dimension and their performance in different sections of the worksheets.

1.7. Limitations of This Study

There were limitations while collecting data using the worksheets. For instance, the appended listening texts to the students' textbook have been a problem to use the listening activities while collecting data about the students' listening performance. The anecdotal records of the EFL teacher about why most students didn't do the read activity B8.8 was also evidence which shows that students' English learning performance data in some sections of the worksheets is not valid. Such circumstances were affecting the reliability and validity of data collected using the worksheets to reach conclusion about students' listening and reading performances.

CHAPTER TWO: LITERATURE REVIEW

Two major issues are discussed in this chapter. The theoretical and practical notions of the current principles of assessment implementation are discussed in sub sections 2.1. up to 2.7. The concepts of learning process, learning style (approach) and learning strategy are discussed in the rest of the subsections. Besides, research findings related to the variables of this study were also part of the discussion in some of the sub sections of this chapter.

2.1. A Shift of Paradigm in the field of Student

Evaluation

The field of student evaluation has undergone an evolution. In Lissitz and Schafer's (2002) description of the evolution of student evaluation, before 1920s essay tests (subjective item tests) were used to collect assessment information. However, the selected response methods (objective item tests) which were developed in the 1920s got acceptance and started to be widely used since they are easy for administering and marking. Nevertheless, teachers and educational measurement and evaluation scholars no sooner understood the necessity of using subjective item tests as inevitable.

According Freeman and Lewis (1988), different dimensions or modes of assessment (formal versus informal, formative versus

summative, product versus process approach and final versus continuous) have been developed in the course of the evolution. Having these different modes of assessment have no any disadvantage but the problem, as they explain it clearly, is too much reliance on one mode of these assessments and ignoring the other mode for the sake of avoiding the challenges of administering and marking tests. Teachers usually focus on formal methods, the product aspect of students' learning outcomes and final examination or summative assessment.

However, scholars in the field of assessment, such as Spandel and Stiggins (1990), Brooks (2000), etc., criticize teachers to much reliance on one mode of assessment approach. They advise teachers to consider these modes of assessment to be seen as operating on a continuum with two extremes in which most practice operating somewhere in between these opposing modes. For example, teachers can use formative assessment primarily to improve instruction and can also use summative assessment to confirm whether students have achieved a particular standard. Traditional assessment usually focuses on end product; however, there are situations in which the process maybe the target of assessment. The product may not always tell us all we need to know about students. Assessing the process aspect of the teaching learning enables both teachers and students to monitor the quality of learning and to take action if necessary. Thus, these scholars have recommended not exclusively rely in one mode of assessment. This is one of the major developments in the field and the base for teachers to restructure or revamp their assessment method.

According to Lissitz and Schafer (2002), Puhl (1997) and Genesee and Ushur (1996), another major shift made in the course of evolution is the move from measurement of learning outcomes using tests/examinations to assessment of students learning using different tools of assessment such as observation, portfolio, interviews, conferences, different types of tests etc. The reason for this move or shift is to use assessment information primarily to improve instruction and secondarily to use it as index of success (Phul, 1997). Freeman and Lewis (1988) noted the cause of the shift as: “the shift from measurement approach to an approach based on what one can reasonably infer from evidence stems from Psychology” (p. 30). This evidential approach does not claim objectivity, but seeks to draw justifiable conclusions from evidence drawn from a range of different tools and sources of assessment.

In general, student evaluation method has been making shifts in order to align itself with the theories and practice of learning. As a result, the field of second language student assessment method, influenced by these theories and practices of learning has been making shifts. It shifted from psychometrics (intelligent testing) to integrative language testing, from integrative language testing to communicative language testing and from measurement (from using only tests) to assessment which is conducted using different tools of assessment (see Weir, 1990 and Genesee and Ushur1996).

2.2. Evaluation, Assessment, Measurement and Testing

The following terms are sometimes used interchangeably: evaluation, assessment, measurement and testing. These terms,

as Freeman and Lewis (1988) and Genesee and Upshur (1996) noted, should be used with the programme or thing to be evaluated, assessed, measured or tested. Otherwise, if someone says evaluation, what does it mean? Does he/she mean student evaluation or programme evaluation or any other form of evaluation? If someone also says test, what does he /she mean? Does he/she mean language performance test or driving performance test or any other form of performance test? The same is true for assessment and measurement, if we use them without the programme or thing to be assessed or measured. Thus, educational scholars, such as Genesee and Upshur (1996), call for the use of these terms with the programme or thing to be evaluated or assessed or measured or tested like language performance test, student assessment, student evaluation, etc.

Besides, these terms are used interchangeably to refer to one field and this way of using these terms confuses readers. Njabili (1999), in his description of the distinction between these terms, has suggested that the term 'student evaluation' to be the name of the field since assessment, measurement and testing are procedures or steps in the process. Measurement and assessment, as they are defined by scholars (such as Spandel Stiggins, 1990; Njabili, 1999 and Genesee and Upshur, 1996), are both methods which are used to collect evaluative data about the various aspects of students learning. If we refer these two terms in this point of view, they are the same and can be used interchangeably (interested readers in the difference between assessment and measurement are referred to read Njabili, 1999).

Njabili (1999) defines assessment as follows: "assessment is used to collect evaluative information about what is happening in the

classroom and about what learners have achieved as a result of learning” (p. 2). According to Njabili (1999), both formal and informal methods can be used in collecting assessment information. What makes measurement different from assessment in this context is the goal of measurement is to quantify evaluative information. According to Phye (1997), in the past, scholars in the field of student evaluation believe that the evaluative judgment should be done based on precisely measured achievement of students. Because of this teachers were using more of tests and other techniques that can be quantified. Njabili (1999) in his explanation of the difference between assessment and measurement, defined measurement as: “measurement is the systematic assignment of numbers or symbols” (p. 2).

A test/examination is a serious of questions or tasks designed to measure knowledge or skill of an individual. “Testing is a systematic procedure of measuring a sample of behavior or attribute or characteristic and the main function of tests is to measure students’ achievement” (Njabili, 1999, p. 2).

The term evaluation i.e. student evaluation is defined by different scholars, such as Genesee and Upshur (1996 and Nitko (2005), to mention few of them. Nitko (2005) defined it as: “Evaluation is making judgments on the basis of the information collected” (p. 1). According to Genesee and Upshur (1996), evaluation is decision making and the components of it are collecting information, interpreting information and decision making.

To sum up, tests are tools of measurement or assessment. Measurement and assessment are method of collecting evaluative information in student evaluation. Measurement uses formal

procedures and it is narrow focused while assessment uses both formal and informal procedures to collect information about overall aspect of students' learning. In the past, evaluative information about students' was collected using measurement method. Currently, collecting evaluative information about students using assessment method is recommended by different scholars since both formal and informal procedures are used in this method. Evaluation is the overall process. That is why scholars of this field (for example Genesee and Upshur, 1996) suggested student evaluation be the name of the field since assessment, measurement and testing are procedures of this process.

2.3. Principles of the New Trend Assessment

Implementation

Assessment has not emerged fully at once. It has been developing gradually as new principles of effective implementation come in the field (McMillan, 2003). The principles of new trend assessment implementation have come one after the other in the course of the development of the field. According Puhl (1997), Njabili (1999) and Lissitz and Schafer (2002), In the beginning of the 1980s, assessment was introduced with a principle of evaluating students' learning achievement by giving series of tests and with a goal of providing immediate feedback to students improvement. But implementing assessment guided by this principle cast doubt on the validity of tests in providing information about the various aspects of students' learning. Thus, implementing assessment in this way was considered traditional and another principle i.e. assessment tasks should reflect students' performance in the real

situation and objectives of the course was suggested (Freeman and Lewis, 1988). The added principle which advocates the authenticity of test tasks led the issue of assessment tasks should be derived from course objectives which is another principle for effective assessment implementation.

According to Freeman and Lewis (1988), the nature of authenticity of test tasks varies from subject to subject. For example conducting an experiment can be an authentic test task for a biology class assessment while skimming a reading text is an authentic assessment task for a reading class in language classroom. The variation of assessment tasks from subject to subject has stimulated the necessity of using different assessment tools which can exhibit the real performance of students in authentic situation in each respective field. This is how the principle of effective assessment uses a wide range of tools came in the field of assessment.

Understanding the workload difficulty of collecting assessment information about each student's day-to-day progress using different tools of assessment has led assessment scholars to recommend another principle i.e. assessment should be done involving students (Freeman and Lewis, 1988; Spandel and Stiggins, 1990 and McMillan, 2003). According to McMillan, no principle was eliminated once it is introduced. Rather other principles which are recommended on research bases are being added.

As assessment gets acceptance and put in practice widely, different scholars in education have come up with different principles of effective assessment implementation. For example,

Spandel and Stiggins (1990) have recommended the following two guideline principles: teachers should communicate the nature of assessment tasks as they start schooling and should plan their assessment in advance. And assessment and evaluation have to be fair and equitable. In McMillan 2003, the following principles are also recommended for effective assessment implementation in addition to principles mentioned above: evaluation judgment should be done based on separate principles of assessment evidence and effective assessment should focus on what students have learned and can do.

2.4. Planning Assessment and Evaluation

Before a teacher decides the different aspects of his/her assessment and evaluation plan_ what to assess, for what purpose, how to assess and when to assess_ he/she needs to know the different methods for describing the range of learning outcomes to be assessed (Freeman and Lewis, 1988). According to them, a topic list, learning objectives (outcomes), question list and performance criteria are the four common methods of describing learning outcomes. From these methods of describing learning outcomes, teachers need to find an approach that offers them what they need to assess and how they review it in terms of its usefulness in the assessment planning. The different sections of foreign language syllabus and textbook can be planned in four different ways in order to create usable teaching objectives and assessment items. For example, the assessment plan of students' reading achievement can be planned in the following way:

A topic list: reading passage

Learning objectives: using different reading strategies –skimming, scanning and detail reading, students will comprehend the different aspects of the text (the reading passage) .To be more specific it is possible to specify objectives as follows: describe the gist of the text, locate where certain specific information is, summarize the details of the text guided by a given organizing framework such as table or chart. Etc

Question list: Write the main idea of the reading passage (text).

What is the main idea of paragraph X ? Etc.

Performance criteria: Students are expected to skim the text in ten minutes and describe the gist of the text.

Students are expected to give correct answers to at least half of the comprehension question. Etc.

Of the four means of describing learning outcomes, the topic list does not say much about what to assess as you see it above. Thus, Freeman and Lewis (1988) advise teachers first to convert the topic list into the remaining three formats. Defining course in terms of learning objectives is common in preparing unit plans and annual plans before teachers start teaching. If unit plans and annual plans are precise in describing what to achieve after the teaching learning process, they can serve as informative in planning assessment and implementing it. Learning objectives are usually descriptions of assessment and theoretically equivalent to question list.

However, the question list is more precise and better matched to teachers' assessment intentions than are learning objectives. According to Freeman and Lewis (1988), the performance criteria have two benefits: first, it leads to more precise statements than is the case with the other three approaches. Second, it describes

what students do and shows explicitly the performance and marking criteria.

To sum up, the question list approach helps teachers write clear questions while performance criteria approach helps both teachers and students be precise about how the assessment information be collected and interpreted. Performance criteria approach also helps students focus their time and resources on what is required, remind them what accepted practice is, conduct self-assessment and peer-assessment and set marking criteria. For teachers performance criteria approach of planning assessment also helps them link assessment and learning outcomes and then set marking criteria.

2.5. Procedures of New trend Assessment and Evaluation

Student evaluation is not a straight forward activity rather it has procedures which teachers and students should follow to make wise decisions about instruction and students' Learning achievement (Genesee and Upshur (1996). According to Genesee and Upshur (1996), the steps (procedures) of the evaluation process are: identifying the purposes of evaluation, collecting evaluative information, interpreting information and making decisions. According to them, to successfully accomplish all these procedures, assessment and evaluation should be part of lesson plans, unit plans and annual plans of the course. Planning assessment and evaluation in such a way would insure bidirectional influence and balanced development between the field

of teaching, syllabus and student evaluation, as Weir (1990), Bachman (1990) and Genesee and Upshur (1996) pointed out.

The major tasks in the first procedure (identifying the purposes of assessment and evaluation) are making decisions about the purposes of implementing assessment and evaluation, and the users of the assessment results. The main purpose is either to make decisions about instruction (about the weak or strong sides of students learning, their learning strategies, beliefs, interest, etc.) or to grade their achievement. Thus, teachers must decide for which specific purpose they will conduct their assessment.

Regarding decisions about the users of the assessment information, teachers, students, parents and educational administrators can use the information in respect of their interest (Lissitz and Schafer, 2002; Genesee and Upshur, 1996 and Brooks, 2000). Teachers are the main users of assessment information to make decisions about the ongoing instruction-- making decisions about students' choice of learning strategies, their weak and strong sides, remedial activities etc. Next to teachers, students can get a number of benefits from the assessment results. For example, conducting self-assessment and peer-assessment helps them expand their responsibilities and monitor their performance and progress. Once the purpose of assessment and the users of its results are decided, the next task of the procedure is collecting evaluative information. The major tasks in this step of the process are making decisions about what to assess, how to assess and when to assess.

In most cases of any classroom, what of assessment concerns on the ongoing instruction and students learning achievements. To

easily specify the expected students learning achievements, Freeman and Lewis (1988) advise teachers to review their assessment plans. The different levels of planning can provide the different aspects of students learning achievement to be assessed. Regarding the when of the assessment, Genesee and Upshur (1996), have recommended assessment to be conducted both on continuous and non-continuous bases and the information to be both qualitative and quantitative.

After collecting evaluative information, the next procedure of the evaluation process is interpreting the assessment information. According to Genesee and Upshur, in order to effectively exploit assessment information, it must be interpreted by considering the different contexts that play role in the teaching learning process. They illustrate this idea using the following figure

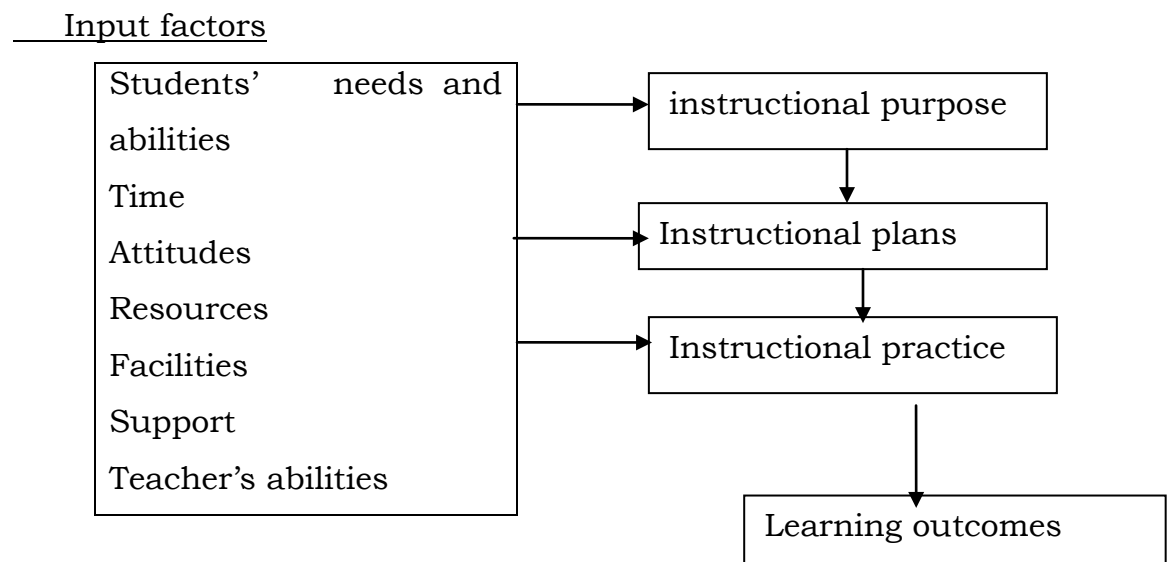


Figure 2.1.The context of classroom evaluation: adopted from Genesee and Upshur (1996 p37)

Any assessment information is interpreted by referring to teaching learning aspect(s) which are set out to evaluate using the specific

assessment information. In the last procedure of the process, teachers make decisions about the different aspects of the teaching learning process_ about the input factors, instructional purpose, instructional plans, instructional practice and the overall learning outcomes. And using these decisions as a frame of reference, teachers can improve their instruction either by changing/ adjusting the nature of the input factors or the instructional purpose or the instructional plan or the instructional practice if necessary.

2.6. Choosing Assessment Tools in Second Language Classroom

In the past, tests were dominantly used to collect evaluative information in student evaluation as stated in 1.3. In many developing countries, tests are still serving as a main means of achieving this purpose (Genesee and Upshur, 1996 and Puhl, 1996). However the limited potential of tests to collect the range of assessment information needed to make decisions in the evaluation process has led to a great deal of discussion about the necessity of using different tools of assessment. Even before assessment was well known in the field of student evaluation, another scholar demonstrated the necessity of using different assessment tools in student evaluation process as:

... as the physician uses the stethoscope, the X-ray, the blood test, ultrasound etc. to obtain evaluative data about his patients; the teacher, like the physician should use a variety of methods and techniques such as tests, portfolios, observation, field work, and laboratory report etc. to obtain evaluative data about a student.... (Phillips, 1968, p. 69)

There are many factors which second language teachers must consider when they choose an assessment tool from the alternatives. Some of these factors are deciding the purpose of the assessment, reviewing the learning outcome described in the assessment plan, considering the validity of the tool in measuring the desired aspect of students' learning, determining the source of assessment and deciding the time and place. Choosing appropriate tool of assessment is also influenced by teachers' assessment implementation competence training given to them either in collage/university study years or through workshops (Genesee and Upshur, 1996 and Brooks, 2000). Arter, 2003) also reiterates the importance of this training to help teachers make rational choices. The paragraphs below discuss in brief the when and the how to use each assessment tools.

Observation with its different techniques of application--observation with checklist, observation with rating scale and observation with anecdotal record--is one of the oldest and most frequently used assessment tools (Genesee and Upshur, 1996 and Phye, 1997). According to Genesee and Upshur (1997) observation is a suitable tool to make decisions about instruction in second language classrooms. It can be conducted in focused or unfocused way. Focused observation should be organized in a systematic way; the teacher should have readiness before using it in preparing checklist or rating scale and have awareness about how to record the information. In short observation is a suitable tool in getting information about students' day-to-day listening, reading, speaking and writing progress in second language learning and making decisions for their further improvement.

Portfolios are another major assessment tools which can be used to collect both qualitative and quantitative assessment information and then to evaluate both product and process aspect of the teaching-learning (Spandel and Stiggins, 1990 and Genesee and Upshur, 1996). Portfolios are purposeful collections of students' work that demonstrate or reflect their efforts, progress and achievements over a specified period (Genesee and Upshur, 1996 and Puhl, 1997). Portfolios provide continuous record of students' language development, create situations for student centered and collaborative learning, provide situations which let students think critically about school work, etc.

Spandel and Stiggins (1990) note the role of using portfolios in student evaluation as: "portfolios provide students, teachers, parents and educational administrators with broad picture of each student's growth overtime" (p. 8). For effective integration of portfolios with instruction, teachers should provide students with an overview of portfolio assessment prior to using it, collaborate with students to set up guidelines for the content, establish evaluative criteria with students, and inform students and parents about the advantages of using portfolios.

Conferences, journals, questionnaires and interviews are mostly used to collect information about students' background, choice of learning strategies, motivation, attitude, goals, study habits and expectations (Genesee and Upshur, 1996; Puhl, 1997 and Spandel and Stiggins, 1990).

According to Spandel and Stiggins, conferences or teacher student interviews are suitable in assessing students' needs and perceptions of their second language learning process. In a brief

conference about their learning process, second language teachers can ask questions that prompt students reflect their purpose of learning and their strategies of learning. The rich data collected using conferences can be used to make decisions that will help students adjust their purposes and strategies and gradually to facilitate the overall instruction. According to Genesee and Upshur (1996), the difference between journals and questionnaires and interviews is journals are much under the control of students: they give freedom to express any aspect of the teaching learning process whereas interviews and questionnaires are much under the control of teachers. Journals can be either in the form of written comments or written conversation between students and teachers. To sum up, giving chance to students to comment on methods of instruction, their goals of learning second language, attitudes, choice of their learning strategies, expectations, etc., is one major way of collecting evaluative information.

Information regarding students' achievement score can be best collected by using tests (Genesee and Upshur, 1996; Brooks, 2000 and Shaaban, 2001). However, which test type and item is better for assessing a specific language skill or knowledge, as pointed out by Shaaban (2001) is not an easy task and needs teachers knowledge of tests and their implementation competence. Teachers' decision about test format, length and validity should be made based on knowledge about second language student evaluation (Norris, 2000 and Shaaban, 2001).

2.7. Developing Habits of Conducting Self-assessment and Peer-assessment

Self-assessment and peer-assessment are not assessment tools; however, in some articles of English Language Teaching Forum such as Shaaban (2001) and Norris (2000), self-assessment and peer-assessment are listed as tools of assessment.

Self-assessment and peer-assessment are sources of assessment – students are also assessors in the process of collecting assessment information (Freeman and Lewis 1988). As stated in 3.2, the workload difficulty of collecting assessment information about each student's learning outcomes and judging his /her progress on day-to-day bases has led the principle of 'effective assessment implementation involves students'. The role students' play in assessing their own learning is found out to be crucial; as a result, one of the ultimate purposes of new trend assessment is to help students develop habit of assessing themselves.

As the primary purpose of implementing assessment is to improve instruction and to stimulate learning, these sources of assessment can be used with different tools of assessment method (Freeman and Lewis 1988). Another scholar notes the importance of involving these sources of assessment as follows:

No one else knows what is really happening in the mind of someone else; as a result of learning; the student himself /herself knows much about his/her abilities. Thus, developing a habit of self-assessment and employing it would make the learning process to be driven by the student himself /herself. Besides, classmates especially students who sit

around a student are the ones who observe the day-to-day performance of that student. So, peer- assessment is also another mechanism to share tasks of assessment and to facilitate the teaching learning process. (Phye, 1997, P. 121)

In the field of foreign language student assessment, studies by scholars (such as Harries, 1997 and Puhl, 1997) state the role of these sources of assessment as key learning strategies used for developing autonomous language learning and independence in monitoring their progress. Puhl (1997) also points out the importance of self-assessment and peer-assessment as: “self-assessment and peer-assessment provide wider range of input to learners than one person (teacher) alone can give” (p.7). Employing self -assessment and peer-assessment is good for students’ lifelong learning. Spindel and Stiggins (1990) demonstrate their role as they are means to increase students’ responsibilities and to decrease their dependence on teachers’ comments for direction in learning and on marks for validation of accomplishment.

In general self-assessment and peer-assessment are means of collaboration between the teacher and the students in implementing assessment as part of instruction. Thus, second language teachers, who have no awareness about what these sources of assessment are, what role they play in the process of teaching learning and how they can be applied ,should be given orientation before they are requested to make assessment part of the instruction. As the role of these sources of assessment gets attention, the type of responsibilities students take in collecting assessment information started to appear in the literature after the

1970s(Freeman and Lewis,1988). The following sub-titles discuss in brief these sources of assessment.

2.7.1. Self-assessment

Self-assessment, according Toold (2002) and Puhl (1997), is pioneered by Oskarson (1978). Based on research findings; different scholars have concluded the way self-assessment helps students stimulate their learning.

According to the research findings of Harris (1997), self-assessment is a means for students to be aware of their progress, a means to resolve their frustration and a key learning strategy for autonomous learning. It helps them monitor their progress, increase their perception of their improvement and be active to assess their own progress. Many high school students, according to Harris (1997), are passive learners; they expect that the class should be dominated by teacher talk and the tasks of student assessment and evaluation be done only by the teacher. However, involving students in self-assessment helps them take the ultimate responsibility for their learning, locate their own strengths and weakness, and get them to think about what they need to do (Puhl, 1997).

Conducting diagnostic self-assessment at the beginning of the semester using self-diagnostic questionnaire survey activities is useful for discussing students past learning experiences. Harris (1997) demonstrates this idea using questionnaires having the following format: ‘What can you do in English? ’ or “Can you-----?” Questionnaires of these formats are easy to construct, and can help teachers get information about students initial level and can

be easily adaptable to different purposes. For example, second language teachers can explore what students have been taught in their previous grade spoken classes by using the “What can you do in English?” Format as follows:

Can you ask your classmate to lend you his/her pen if your pen runs out ink?

Can you give advice to someone if he/she tells you his/ her trouble?

Etc

Self –assessment, as mentioned above, helps students to be aware about their progress. In most foreign language classrooms, foreign language learning is regarded as the digestion of body of knowledge and progress seen in terms of how much can be memorized and reproduced (Genesee and Upshur 1996). This means students’ perception will clash with the procedural goals of communicative foreign language learning. Harris (1997) also clearly stated the role of self-assessment in helping students resolve their frustration inherent in learning how to communicate in another language and in evaluating their progress in skills such as listening, speaking and writing. He also points out that learners may feel that they are getting nowhere or even going backwards after they have gone past the initial stages.

However, the problem is their failure to perceive their own progress in terms of communication. This problem can be solved by involving them in self-assessment which focuses on practice of skills rather than accuracy. Doing this helps students understand skills development as gradual process rather than an all or nothing process. Self-assessment makes students think about how they go about learning. This is also another advantage of conducting Self-assessment which Harris (1997) explains in detail: expectations

about learning usually affect the choice of learning strategies students use. For example, students in high schools and universities often study seriously until an exam. This approach might work in studying Biology or Geography but it is highly unsuitable for second language learning.

The study of Toold (2002) shows the role of conducting self-assessment in second language classrooms. It is a prerequisite for self-directed learning, for raising learners' awareness about effective ways of learning a second language and for reducing teachers' workload. Lissitz and Schafer (2002) note that self-assessment is a means of maintaining self-worth and a path to high achievement. The amount of efforts students spend on self-assessment provides clear information about their ability. The advantage of conducting self-assessment was stated by other scholars as:

the central function of assessment is to provide the student at each of the many stages in his/her development with a progressively fuller and more individual profile of his/her emerging combination of gifts, skills and styles so that he/she can become an independent learner....Most important of all, he/she himself/ herself is training to be become an expert assessor of his/her own abilities. (Freeman and Lewis, 1988, p. 121)

The above paragraphs dealt with the advantages of developing a habit of self-assessment. Regarding its implementation, Puhl (1997) and Toold (2002) suggest that teachers can help students to use or have learning logs, diaries, records of achievement profiles, portfolios, checklists and scales to rate their performance.

According Freeman and Lewis (19988), self-assessment needs to be an integral part of the course.

2.7.2 Peer-assessment

Peers, as Freeman and Lewis (1988) define it, are people of equal status, power, or situation. But, peers, in the field of student assessment, refer to a status of a student. Students may be different from one another in sex, in age and in their academic performance; however, they can collaborate for the sake of mutual benefit. Puhl (1997), Freeman and Spindel and Stiggins (1990) discuss the importance of developing a habit of peer-assessment in second language classrooms. Research conducted on peer-assessment in second language classrooms by Phul (1997) concludes that peer-assessment stimulates learning by making students share experiences especially in writing classes.

Spindel and Stiggins (1990) note the role of developing peer-assessment as: “through discussing with peers, middle level students can verbalize their concerns and ideas in a way that helps them clarify their thoughts and decide in which direction to proceed” (p. 5). According to Freeman and Lewis (1988), 20 years of peer-assessment studies have concluded that peer-assessment is a useful, reliable and valid assessment source because peers spend much more time with their classmates than does the teacher. By collaborating one another, each student can have a chance to actively participate.

Regarding its effective implementation, Spandel and Stiggins (1990) suggest that the tools for peer-assessment should be collaboratively constructed by teachers and students. They advise

teachers to develop evaluative criteria with their students ahead of the assessment. Puhl (1997) notes that teachers should give guidance to students to be sure of their assessment are directed at the work rather than the person, and their exchange of feedback is in a systematic way. According to Freeman and Lewis (1988), for peer-assessment to succeed, the rationale of conducting peer-assessment and the benefits students might get have to be explained at the beginning of the semester: students may not be interested if they think the teacher will benefit in involving them in the evaluation process. Spandel and Stiggins (1990) also call for the need to practice peer-assessment, starting with relatively specific and short term activities and moving onto the more complicated long term activities which need to be persistent in marking with criteria.

2.8. Learning Process, Learning Styles (approach) and Learning Strategies

Learning process, learning style preference (approach) and learning strategy choice are “layers of onion or points on a continuum ranging from universal properties of learning to specific intra individual variation in learning” (Brown, 1994, p. 103). Learning process, according to Brown (1994), is the characteristic of every human being and is the general name of the three concepts (i.e. process, learning styles and strategies). She also notes the different attempts which are made to explicate how people perceive, filter and store information in the process of learning. Intelligent models, types of learning and transfer process are among the major attempts to discover and describe universal human traits in learning. These attempts have concluded that all

human beings engage in a certain universal process of learning and exhibit inherently human traits of learning. However, every individual tries to solve a problem or learns facts or organizes feelings from a unique perspective. Psychologists' understanding of this fact has led them to investigate variations in learning styles that differ across individuals (Brown, 1994 and Oxford, 1990).

2.8.1. Learning Style (approach)

Learning styles are associated with personality type, cognitive style, student's perception etc. (Oxford, 1990; Brown, 1994 and Schneider, 2007). Thus, different scholars define learning style in different ways and propose different taxonomies of learning style. A few definitions of learning style which are given in Schneider (2007) are listed below:

1. Learning style is a manner a learner perceives, interacts with and responds to the learning environment.
2. Learning style is preferential mode, through which a subject likes to master learning, solve problems, thinks or simply react in a pedagogical situation.
3. Learning style is a consistent pattern of behavior and performance by which an individual approaches educational experiences.
4. Learning styles are a set of cognitive, emotional and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment.

Learning style is defined by Brown (1994) as: "style (approach) is a term that refers to consistent and rather enduring tendencies or preferences within an individual" (p. 104). Styles describe the

intellectual functioning of an individual and they also pertain to someone as an individual and differentiate him/her from someone else. For example, one might be more visual oriented than someone else. According to Brown (1994), Styles characterize the general pattern in students thinking or feeling.

Oxford (1989) explains the concept of learning style preference by citing the definition given by Cornet and by giving her own definition. “Learning styles are overall patterns that give general direction to learning behavior” (Cornet, 1983 in Oxford, 1989, p.2). Oxford definition runs as follows: “learning styles are the general approaches — for example, global or analytical, auditory or visual — that students use in acquiring a new language” (Oxford, 1989, p. 2).

Riazi and Mansoorian (2008) define learning styles citing the work of Celcia-Murcia (2000) as follows: “learning styles as the general approaches—for example global or analytical, auditory or visual – that students use in acquiring a new language or in learning any other subject” (p. 88). Other scholars have also defined learning style but discussing all these definitions in this paper will take too much space; as a result, the above mentioned definitions were selected for the illustration of the concept of learning style (approach).

If we critically examine the different taxonomies of learning styles, the criterion of classification is different from one researcher to another. Thus, we have different classification types on account of students’ personality type, cognitive style, and sensory preference, habitual patterns of mental functioning, tendency to use certain learning strategies and tendency to seek situations compatible with

one's own learning patterns. Due to this reason, most research on learning styles are done to investigate the different taxonomies (Oxford, 1989). Again if we critically examine the different taxonomies given by different researchers, each style operates on a continuum base having two dimensions like global versus analytical learning style, reflective versus impulsivity learning style, field independence versus dependant learning style etc.

However, research by willing (1994) as cited in Wong and Nunan (2011) attempted to identify a learning style which operates having four dimensions: communicative, analytical, authority oriented and concrete learner. Learners learning strategy preference was Willing's (1994) criterion in classifying students in these categories. According to Wong and Nunan (2011, p. 145), Willing (1994) clustered students learning strategy preference as follows:

- 1. Communicative learners:** they like to learn by watching, listening to native speakers, talking to friends in English, watching television in English, using English out of the class, learning new words by hearing them, and learning by conversation.
- 2. Analytical learners:** these learners like studying grammar, studying English Books and newspapers, studying alone, finding their own mistakes, and working on problems set by the teacher.
- 3. Authority Oriented learners:** they prefer the teacher to explain everything, having their own textbook, writing everything in a notebook, studying grammar, learning by reading and learning new words by seeing them.
- 4. Concrete learners:** They like games, pictures, films, video, using cassettes, talking in pairs and practicing English outside class.

Willing (1994) has tried to relate these four styles to cognitive models developed by Kolb (1976) as cited in Wong and Nunan (2011). In willing's (1994) research, cognitive style (field independent versus field dependent) and personality style (active versus passive) were the key variables differentiating the four learning styles. Wong and Nunan (2011) demonstrate the relationship between these variables and the four learning style using the following figure.

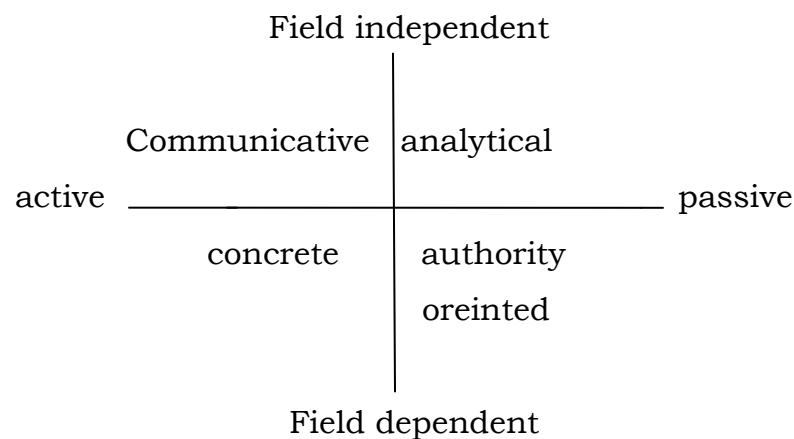


Figure 2.2 The four language learning styles. Adopted from Wong and Nunan (201, p. 153)

However, the research findings of Wong and Nunan (2011) which was conducted using willing's (1994) questionnaire reveals that some of the study subjects were 'hybrids' receiving equal scores for two of the four styles. If we critically examined the Willing's (1994) clustered strategy preference of learners, concrete learners learning strategy preference is similar to communicative learners learning strategy preference. This is also true about analytical learners and authority-oriented learners learning strategy preference. Thus, the global versus analytical learning style taxonomy seems more acceptable than Willing's (1994) taxonomy of students into four learning styles. Therefore, Oxford has

concluded that all learning styles work in continuum and they are not dichotomous.

In any communication problem, one's solution depends on to a great extent on that individual's learning style experience. Learning styles which have potential influence on students' second language learning are briefly discussed in Brown (1994). She demonstrates this concept using the following example: If someone is sent to a country where no one speaks his /her mother tongue and if this person knows only one language i.e. his/ her mother tongue, she/he will try to solve the problem by exercising the communicative approach (style) which she/ he has developed before. If he /she is tolerant of ambiguity, she/he will not be easily confused by his /her unfortunate circumstance. If he/she is reflective, he/she will exercise patience and not jump quickly to conclusion about how to approach the situation. If he/she is field independent, he/she will focus on the necessary or relevant details and not to be distracted by irrelevant details. According to Brown, doing research on learning styles in foreign language classrooms can contribute significantly to the construction of a unified theory of second language acquisition since they are general predispositions toward processing information. She also states how styles function in learning and how they are caused in the process of learning. Her further explanation goes as follows:

Learning styles mediate between emotion and cognition.... A reflective style invariably grows out of a reflective personality.... Peoples' styles are determined by the way they internalize their total environment, and since that internalization process is not strictly cognitive Physical, affective and cognitive domains merge in developing learning styles. (Brown, 1994, p.105)

Research on learning styles was not given emphasis before 1987 (Wong and Nunan, 2011). Reid's (1987) as cited in Riazi and Mansoorian (2008) influential work has aroused a great deal of attention to learning style research. Using perceptual learning style preference questionnaire (PLSPQ) Reid (1987) conducted a survey and classified students in the following categories: visual, auditory, kinesthetic and tactile learning styles. According to Riazi and Mansoorian (2008) and Wong and Nunan (2011), much of the research in learning style is a replication of Reid's (1987) research in different contexts and Willing's (1994) research is a bit different from others since it focused on the cognitive style of students global analytical way of dealing with ideas.

Considering styles (approaches) as stable traits is a questionable view (Brown, 1990 and Oxford, 1990). According to Brown, individuals show general preferences to one style or another but differing context will evoke differing styles in one individual. Oxford (1990) and Brown (1994) have noted numerous learning styles. Both of them strongly believe that a successful student in second language learning is one, who is bicognitive and who can manipulate both ends of a style continuum.

2.8.2. Learning Strategies

Learning strategies are the level at which activity varies considerably with individuals as well as across individuals or they are "specific attacks", (p.108), we take to solve a problem (Brown, 1994). Learning strategies are also described by Brown (1994) as they are "moment by moment techniques", (p. 108), that we employ to process input and output in language learning. Oxford

(1990) describes learning strategies as they are “operations or specific actions”, (p.3), employed by the learner to aid acquisition, to store information and to retrieve information. Learners take these actions (learning strategies) to make their learning easier, faster, more enjoyable, more self-directed and more transferable to new situation. To understand the broad aspect of learning strategies, it is good to refer the definition given below.

Learning strategies are specific methods of approaching a Problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain plans that might vary from moment to moment, day to day, year to year, from individual to individual and even vary intra individually. (Brown, 1994, P. 8)

Learning strategies are Keyes to learner autonomy; therefore, one of the most important goals in second language teaching should be facilitating that autonomy (Brown, 1994). Oxford (1990) explains how this can be achieved. Second language teachers can provide some technical know how about language learning and can establish situations for realization of successful strategy choice. Teachers can embed actual strategy practice into their methods of teaching, methods of assessment and teaching materials. Techniques like communicative games, rapid reading, fluency practice, error analysis, etc., can be incorporated in students’ textbooks and teaching methods. In the evaluation process, second language teachers can be aware of their students’ tendencies and choice of strategies. They can give them checklists, questionnaires or tests and then embed strategy training to adjust their tendencies and choices of learning strategies if the need arises. According to Oxford (1990), learning strategies are flexible;

if teachers want to adjust their students learning strategies they can influence their choice through their assessment method.

To sum up, the overall learning process influences students' tendency (style) of learning. Again their style of learning in its turn influences their choice of learning strategies. Brown (1994) and Oxford (1990) demonstrate that this influence is bidirectional: students learning styles (approach) are determined by their choice of learning strategies. Their learning styles are one of the factors in shaping their overall learning process. This is how learning process, learning styles and learning strategies are influenced one another. Thus, whenever teachers want to adjust their students' overall learning approach or style of learning, they can do it by influencing their choice of learning strategies as discussed above.

2.8.3. The Relationship between Learning Styles, Learning Strategies and SL Learning Performance

Different researchers have been investigating how learning styles influence students' second language learning. However, the studies have not been evenly done in each learning style types. For example, according to Oxford (1990), field independent versus dependent learning style is widely studied while there is little research on students' global-analytical dimension of learning. Despite the fact that one type of learning style is thoroughly investigated whereas the other is not, most researchers in this field suggest that SL teachers should expose their students to different learning styles which can help them learn SL in a variety of ways and use entirely their potential.

Thus, one major task of SL teachers is helping students develop different skills by varying their learning styles (approaches) depending on the learning situation or activity nature. Second language teachers can change the method of instruction as the nature of learning activities and tasks vary (Nunan, 1991; Oxford, 1990 and Brown, 1994). According to these scholars, helping students make adjustment in their learning style is found out one means to improve students' day-to-day performance.

After reviewing the findings of different researches which are done on learning styles and strategies, Oxford (1989) has labeled SL learning styles and strategies as the main factors that affect the performance of students in second language learning. According to her, the overall direction of SL learning process and the specific actions of students are determined by students learning style preference and their learning strategy choice. Several other studies, according to Oxford (2001), conclude that more effective learners use multiple strategies in an integrated way while less effective learners use limited set of learning strategies in a random, unconnected and uncontrolled manner.

Consciously or subconsciously, students employ one or more than one strategies in every task and exercise (Wong and Nunan, 2011). Weinstein and Mayer (1986) as cited in Wong and Nunan (2011) state the role of students' learning strategy preference as "affect the learner's motivational or affective state, or the way in which the learner selects, or acquires, organizes, or integrates new knowledge" (p.145).

The findings of Jones et.al (1987) cited in Wong and Nunan (2011) showed that effective learners are aware of the process underlying

their learning strategies. In another study which used proficiency level and patterns of variation in strategy use as variables and which was done by Green and Oxford (1995) cited in Wong and Nunan (2011) indicates that there is a significant relationship between strategy use and language learning success.

Research by Zimmerman and Pons (1986) cited by Oxford (1989) shows that there is a strong relationship between students' choice of learning strategies and their SL learning performance as well as their perception of being effective as learners. To make the concept of their relationship clear, Oxford (1989) demonstrates the effects of students' choice of learning strategy on their SL learning as follows: "when the learner consciously chooses learning strategies that fit his/her learning style and the SL task at hand, the strategies become a useful toolkit for active, conscious and purposeful self-regulation" (p.2).

A certain strategy is neither good nor bad Oxford (2001). What has to be done to make it an appropriate means to achieve the target goal is thoroughly considering the context of its use. Making students use strategies that fit to the tasks of learning and varying their learning style preference to make adjustments in their learning process help students make their learning easier, faster, enjoyable and self-regulated. This is how learning style preference and learning strategy choice influence students' second language learning performance (Nunan, 1991).

According to the findings of Schneider (2007) matching or mismatching students learning styles and strategies with the tasks of teaching material and instructional methodology is one way of helping students' improve their SL learning performance. If there is

harmony (match) between them students are likely to perform well and develop confidence. But, if clashes (mismatch) occur, students are likely to perform poorly and feel discomfort in their learning experience. Such clashes, according to Schneider (2007), even may lead to serious problems: students may reject the teaching method and ignore doing the learning tasks either partially or totally.

In general, being aware of the vital role of learning style preference and learning strategy choice, Oxford (1990), Brown (1994) and Schneider (2007) suggest that teaching materials and instruction methods to be modified to help students use multiple learning strategies in an integrated manner. Doing this, in turn, helps students make adjustments in their learning style (approach) and make improvements in their SL learning performance. Modifying second language teachers' student assessment is another means in helping students use learning strategies in an integrated manner, in adjusting their learning style (approach) and in improving the different aspects of their performance in learning second language.

2.8.4. Global Versus Analytical Learning Dimension Preference

From the most style dimension types that have potential influence in second language learning, students' global versus analytical dimension of organizing information in second language learning is considered more fundamental (Nunan ,1991; Oxford, 1990 and Schneider, 2007). Oxford (1990) and Schneider (2001) has noted that a detail investigation on students' global-analytical dimension preference provides information about students' learning strategy choice and their overall approach in building their communication ability.

Pask (2005) as cited in Schneider, (2007) conducted an experiment on the way students work to understand complex academic matter and concluded that students usually tend to use to greater extent one end of the continuum of their global-analytical dimension. Based on the experiment findings, Pask classifies students as serials (analytical) and holists (global). Serials are operation learners who seek fragment understanding, concentrate on simple chains of logical argument and follow procedure building. Whereas, holists are comprehension learners who seek patterns of interrelationships, over generalize information and follow description building in their learning.

Oxford (1989) has also given a detail description of what it means to be a global or analytical learner. According to her, global learners focus on the main idea and the big picture of the language while analytical students concentrate on specific details. She has also described the behavior of both learner types in terms of their choice of learning strategies. Global learners like socially interactive tasks and communicative scenarios in which they can emphasize the main idea and ignore analysis of grammatical specificity. They don't hesitate even in situations where there is information gap—they use the context to get meaning and put themselves to use the target language for communication purpose. However analytical learners give much emphasis on grammatical details since their concern is to achieve a high level of accuracy and precision. As a result, they hesitate taking the risks which can let them get the main idea without giving attention to specific details.

Schneider (2007) describes the character of global and analytical learners in terms of their learning strategy choice which they

employ in learning a second language. According to Schneider global learners prefer verbal instruction, group discussion and materials that can provide opportunity for play, experiment, reflection, and trial and error practice. Analytical learners, however, prefer structured written and verbal instructions which are organized and authoritative. Nunan (1991) elaborates the concept of being global or analytical in terms of students' preference to use some learning strategies and avoid using others. According to Nunan (1991), global learners like listening native speakers, talking to friends in the target language, watching television or listening radio programmes in the target language, learning new words by hearing, learning through conversation practice and using the target language for communication purpose outside the class. Analytical students, however, like studying grammar, reading news papers, studying alone, finding their own mistakes, studying textbooks, working problems set by an authoritative body such as teachers or course book writers.

2.8.5. The Impacts of Working Predominantly on One End of the Global-analytical Learning Dimension

As discussed in 2.8.1, students are different in the way they approach to learning SL. As also stated in 2.8.2 and 2.8.4 students favor some particular method of interaction and information processing. Thus, based on students' preferential mode of information processing (Schneider, 2007) and learners' choice of learning strategies (Nunan, 1991), a student can be labeled as global or analytical or balanced learner on the scale of global versus analytical dimension style of learning.

The research findings of Pask (2005) as cited by Schneider (2007) shows that students usually work on extremely to one end of the global-versus-analytical dimension. That means they are either highly global and less analytical or highly analytical and less global. According to Oxford (1990), being highly global or analytical means a student has limited himself/herself in using multiple strategies of learning which could help him/her develop integrated (balanced) approach to learn SL.

According to willing (1988) as cited in Schneider (2007), global learners dominantly use their right brain while analytical learners dominantly use their left brain. Relying on the function of one side of the brain, as Schneider (2007) states it, affects the balance of equilibrium in students' bidirectional dimension approach. In other words, depending extremely on one end of global-analytical dimension means a student dominantly involves one side of his/her brain instead of both sides.

If a student is highly analytical and less global, she/he breaks things down into small components (Oxford, 1990). According to Oxford (1990), being highly analytical enables a student to get right to solve the problem; however, having only analytical behavior can not lead to success in SL learning. A student who is highly analytical and less global is short sighted to visualize how specific objectives are connected and how the overall purpose is organized. A student who is highly global and less analytical learner has also his/her shortcomings.

According to Merrill (2002) as cited in Schneider (2007), being highly global and less analytical learner has a problem with under generalization. They need to get more divergent examples to

facilitate generalization. If working predominantly on one end of the global-analytical dimension has advantageous and disadvantageous, what can SL teachers do to accommodate both dimensions? The subtitle below discusses in detail the suggestions of scholars what SL teachers can do to help students use multiple strategies of learning and develop integrated approach to their global-versus-analytical information processing.

2.8.6. Helping Students Balance Global-versus-Analytical Learning Dimensions

Students usually use predominantly one end of their global-analytical dimension of learning in processing information while they learn SL (Oxford, 1990 and Schneider, 2007). However, these scholars have also noted that SL teachers can have a possibility to make their students extend or to stretch their dimension preference and to develop a balanced approach. According to Oxford (1990), students should not get too far on any one side of the learning dimension. If they predominantly work on any one side of the global-analytical dimension, they will limit their ability of taking new information. Thus, helping students use different learning strategies which will let them learn SL in a variety of ways is one of the important tasks for SL teachers. SL teachers can achieve this task in different ways: by modifying their instructional method, teaching material and assessment method (Oxford 1990).

Even though students learning style preference is stable for some time, changes in students' learning experiences make students change their learning style preferential mode. In connection with the extent of the duration of a certain learning style, Schneider (2007) has mentioned the work of Kolb (1998) and has noted that

learning styles are flexible which change slightly from situation to situation.

By providing a wide range of classroom activities which can let students use different learning strategies, SL teachers can help students move beyond their comfort dimension. While students do the different activities either in class or outside the class, they will start to use learning strategies which are not in their preferential mode and subconsciously move to the dimension which was not in their preference (scheinder, 2007). Doing this, in turn, will let them develop a balance between their global dimensions with their analytical dimension and choose learning strategies by considering the task nature of the target language.

Depending on the SL task at hand, SL teachers are expected to match or mismatch their instructional method with students' global-versus-analytical dimension (Schneider, 2007). Mismatching learners' preference makes students use learning strategies which were not frequently used by them and become more rounded in their approach which is different from their previous style. The match between SL teachers' instructional method with students' learning styles preference helps students to be aware of their approach of learning is in the right direction.

SL teachers can modify their student assessment method and use it as one means to help students balance their global dimension of learning with their analytical dimension learning (Oxford, 1990). After identifying students' global-analytical dimension preference, SL teachers can modify their student assessment method to help students balance their approach to learning SL. If students are good at analyzing the specific details of the target language but

poor at predicting the aim of the overall communication purpose, SL teachers can modify the assessment method by incorporating tasks that let students develop their ability of global approach to learn SL. If students dimension preference is in the other way round, the assessment method can be modified by incorporating tasks that let them develop the ability of analyzing specific details of the target language.

In general SL teachers can help students consciously choose the global and analytical learning strategies and balance their global-versus-analytical style of learning SL. The three possible ways to achieve this objective are the following: matching or mismatching the instructional method with students' global-versus-analytical dimension preference, modifying the task nature of the teaching materials and modifying the method of student assessment. Balancing students' global processing of information or students' choice of global learning strategies with their analytical processing of information or their choice of analytical learning strategies helps them use multiple learning strategies and bidirectional approach to learning SL. The use of multiple learning strategies and bidirectional approach, in turn, helps students learn the target language with ease and speed.

CHAPTER THREE: RESEARCH METHODOLOGY

In this chapter an attempt has been made to justify why a certain research methodology and design is more appropriate than others are for this study. Approaches to research methodology and research design are determined by the choice of theoretical framework or philosophical assumption that influences the way knowledge is studied or interpreted (Robson, 2002 and Creswell and clerk, 2007). According to Creswell and Clerk (2007), basic criteria to be considered at the outset of the design are the philosophical assumptions used to describe the research problem and the intent of the investigation planned in the problem statement.

3.1. The Rationale for Choosing Single Case Experimental Design

The theoretical background of this research project stipulates that modifying the method of English teachers' student assessment in line with the current principles of effective assessment implementation and making it work hand-in-hand with the communicative teaching methodology and the syllabus is a key to adjust students approach to learning English. According to Creswell and clerk (2007), if a researcher begins with theory and then collects data that either supports or refutes that theory, or if a researcher begins with theory and then collects data to understand the practical application of that theory, the suitable approach to

his /her investigation is post-positivist. This approach strongly suggests that theories that govern the world need to be tested and refined so that we can understand the world in a better way (Robson, 2002). In post-positivist theory, knowledge is sought based on measurement of behavior and numerical measurement of individual behavior is significant.

According to Robson (1993), if a researcher deliberately introduces some form of change in a situation or circumstance or experience of participants with a view about producing a change in their behavior or measures the effects of changes in experience or circumstance on other variables, his/her methodology of investigation is most likely experiment.

Thus, an experiment was an appropriate methodology for this study since the intent of this research project was to modify English teachers' student assessment and investigate the effects of doing this on students' integrated approach to learning English. From the different types of experiment, quasi-experiment was appropriate in this study as each subject of the study was not selected using random sampling. From the different types of quasi-experimental designs stated in Robson (2002), interrupted time series experimental design was selected for the following two reasons. Interrupted time series experimental designs are suitable for analyzing the before and during intervention trends of students' global-analytical learning dimension preference and their day-to-day English learning performance. In addition, using this experimental design helps researchers solve the problem of the influence of extraneous variables in conducting experiment.

In doing experimental research, one of the major tasks is designing the methods of the investigation before the beginning of data collection. Thus, the sampling methods employed in selecting the study subjects, instruments of data collection, procedures to be followed in conducting the experiment and data analysis method(S) were specified in the following subtitles.

3.2. The Participants of the Study

The goal of this research project was to investigate the effects of modifying EFL teachers' assessment on students' integrated approach to learning English. Thus, using convenience non-probability sampling technique, Tana Haik High School and Bahir Dar preparatory School which were convenient to conduct this research were chosen from the four government high schools of Bahir Dar Special Zone__ one for the pilot and the other for the main study. The decision where to conduct the pilot and the main study was made using lottery system probability sampling technique. Tana Haik high school was selected for pilot study while Bahir Dar preparatory school was selected for the main study.

From the ten sections of Grade 11 Tana Haik high school had in 2011 academic year, 11E was selected by using area/cluster probability sampling technique. Therefore, all the students of section 11E and the English teacher, who was teaching this section, were participants of the pilot study. From the sixteen Grade 11 sections Bahir Dar preparatory school had in the academic year 2012, section 11 'O' was selected by using area/cluster probability sampling technique. Thus, all the students of section 11 'O' and the English teacher who was teaching this

class were participants of the main study. In both phases of the study_ the pilot and the main_ the researcher obtained the consent of the school principals and the participants of the study.

3.3. Instruments of Data Collection

As stated in 1.4, one of the main objectives of this study is to explore whether or not the desired change of student assessment has been brought. Thus, all documents which were used by the study participants in student assessment process before and after the training given to the English teacher were the main source of data to evaluate the changes made on the independent variable (assessment). Documents like yearly and daily lesson plan, notebooks or adhesive papers which were used by the teacher to record assessment information, notebooks which were used by the teacher in preparing lessons and students' exercise books, were used to obtain data about student assessment. Evaluation checklists were prepared to systematically collect and collate data from these sources. See Appendix 'F' for more information about these Evaluation checklists. The current principles of student assessment in second language classroom (see 1.1. p.7) were the guidelines in preparing these evaluation checklists. **A guideline which served as a procedure for the training was also prepared by the researcher.** Further details of this guideline are described below.

As the studies by Nibret (2005), Kassahun (2007) and the base line data (the before training document analysis result) indicated, high school English teachers are evaluating students using traditional assessment. They do not use a wide range of

assessment tools to assess the various aspects of students' English learning. The assessment and evaluation process does not let students be involved actively in assessing themselves or in taking responsibility to monitor their progress. Kassahun (2007) recommends the necessity of in-service training workshop for EFL teachers on the current principles of assessment implementation. Thus, the preparation of this guideline was found out one important aspect of this study.

To make the training effective in a short time, procedures of the guideline were outlined first. And the training was conducted following the steps given below.

Step 1: The limitations of the current assessment practice were identified by analyzing documents which were used by the study participants in the assessment process.

Step 2: After identifying the limitations of the current assessment practice, literature related to the new paradigm of student assessment and evaluation were collected and consulted.

Step 3: Then, the contents and the time duration of the training were decided. The current principles used to modify the English teachers' student assessment and evaluation method were adopted from the ideas raised in Phye (1997); Genesee and Upshur (1996); Puhl (1997); Arter (2003); Spandel and stingins (1990) and Nitko (2005).

Step 4: After the researcher had got thorough understanding of the theoretical and practical aspects of each principle, the following questions have been raised which would serve as a guideline in the

training session. The teacher was given a paper which contains these questions before and after the training and was reminded to write his response two times – before and after the training. This was done with the assumption that doing this would help him reflect on the gains of the training experience. The questions were the following:

1. What is the distinction between testing, measurement, assessment and evaluation?
2. Student evaluation in second language classrooms has made shifts from psychometrics to integrative language testing; then, from integrative language testing to communicative language testing and currently it has transferred itself from communicate testing to assessment. Discuss in brief the cause behind these shifts.
3. Mention at least two principles used to modify the traditional assessment method.
4. Compare and contrast traditional assessment and new trend assessment in SL classroom.
5. Have you ever used different observation techniques (observation with checklist or rating scale or anecdotal record)?
6. If your response to question number 6 is 'yes', for what purpose and how often have you used this assessment tool (observation)?
7. Do you use students' English exercise books as a portfolio to assess the progress of students' performance?
8. Have you ever prepared a questionnaire or interview to assess students' interest or attitude or motivation or strengths or limitations or learning strategies or focus of study in learning English?

9. Have you ever conferred with your students about the objective of the evaluation or about any other information you get from your observation or students' portfolio, etc.?
10. How often do you give tests?
11. The work-load of collecting assessment information is too much for a teacher if s/he tries to accomplish this task only by him or herself. What are the other alternatives to solve this problem?
12. The implementation of assessment as part of the instruction and the use of assessment information as a means and index of success is one of the principles of the current assessment theory. How can this theory be practical in SL classrooms? Write a brief answer to this question.

Step 5: By examining the before training teacher's response to the above questions and the assessment base line data, the limitations of the before training assessment implementation were identified. Then, the researcher gave the participant teacher recent literature in assessment and evaluation such as Genesee and Upshur (1996), Puhl (1997) and Arter (2003) and requested him to read these materials.

Step 6: Then, the teacher had a discussion session with the researcher for one week long spending 5 hours each day. The main points in this discussion were the current principles of assessment and evaluation.

Step 7: the teacher was given the paper which contains the questions which are stated under step 4 and told to write his response to these questions again. Then, he was requested to compare and contrast his response which he has given to these

questions before and after the training. This was done to make him reflect on the experience he got from the training.

Step 8: Finally, based on what has been done under step 5, the teacher had again a two hour discussion sessions with the researcher. The purpose of this discussion was to check whether or not the teacher can modify assessment method in line with the current principles of assessment and evaluation.

Data about students' trend of global analytical integration was collected using the translated Willing's (1994) questionnaire. The questionnaire was translated into Amharic language which is the mother tongue of the participant students. This was done to maintain the validity and reliability of the instrument. The questionnaire was administered repeatedly to collect data about the before and during intervention students' global versus analytical learning dimension preference trends. Each repeated measure was conducted immediately after one part of the worksheet was finished and immediately before the other part was put in use.

Data about the trends of students' day-to-day English performance were collected using worksheets. The activities of these worksheets were adopted from Grade 11 English textbook.

After getting information about which unit students were learning before the beginning of this study, the researcher discussed with the teacher who was teaching the selected section about the nature of the activities needed for the study. We agreed that activities which require students to give oral answers or to be done in pair or group discussion to be excluded from the worksheets.

For the pilot study, four worksheets (two from the exercises of units 9 and 10 and two from the exercises of units 11 and 12) were prepared. The first two worksheets were used before the intervention while the rest two were used during the intervention. Each worksheet has the following different sections: reading, vocabulary, grammar, listing, speaking and writing.

For the main study the researcher decided to prepare other worksheets since a new English textbook was introduced after the pilot study. Unlike the previous English textbook, the new English textbook has part A and B for each unit. Two separate worksheets—one for part ‘A’ and the other for part ‘B’—were prepared for each of the four units covered in 2012 second semester. Thus, eight worksheets—four of them from units 5 and 6, and the rest four from units 7 and 8—were prepared. The first four worksheets were used before the intervention while the rest four were used during the intervention. In the main study the speaking sections were excluded from each of the four units since almost all the activities which are found in all units of these sections require students either to give oral response or to be discussed in pair or in group. The speaking sections of the new English textbook have very few activities which require students to give written response. Thus, one of the changes made in the post-pilot study was the exclusion of the speaking sections from the worksheets.

In the main study, teacher’s anecdotal records of students’ day-to-day participation and classroom situations were used to triangulate data. See 4.4 for more information why teacher’s anecdotal record of students’ day-to-day activities and classroom

situations was used as one instrument of data collection in the main study.

3.4. Procedures

Both the pilot and the main study were conducted guided by the following steps:

1. Evaluation checklists and worksheets were prepared, and the questionnaire was translated into Amharic language. Then, base line data i.e. data about the before training assessment nature, students' global versus analytical learning dimension preference and their day-to-day English learning performance were collected.
2. A guideline which served as a manual for the training was prepared by the researcher.
3. After identifying the strengths and limitations of the teacher's assessment implementation process, training orientation was given to the teacher on the current principles of effective assessment implementation.
4. After receiving the training, soon the English teacher taught the class applying the current principles of effective assessment implementation. In the mean time, data about the during intervention assessment nature, the during intervention trends of students' global-analytical integration and their day-to -day English learning performance were collected.
5. Finally, data collected before and during the intervention were summarized in their respective category. The summarized data were eyeballed on line graphs having a cut of point to exhibit the trends side by side and discussions were made based on the trend analysis results

3.5. Data Analysis

The analysis was done in two ways as the study incorporated both qualitative and quantitative data. Data drawn from teachers and students' documents and teacher's anecdotal record of students' day-to-day activities and classroom situations were analyzed thematically. Data drawn from the questionnaire and the worksheets were analyzed statistically.

The qualitative data collected using evaluation checklists were cross checked against the current student assessment and evaluation principles. Information gained from the teacher's anecdotal records were used as supplementary source in discussing the findings of the study

Data collected using the questionnaire were summarized and analyzed as follows: The questionnaire has twenty statements: ten of them describe the strategies of global learners and the other ten describe the strategies of analytic learners. Once the questionnaire was administered repeatedly at different times before and during the intervention, first, statements of the questionnaire were coded as either 1 or 2. Items 3, 4, 5, 9, 11, 13, 14, 16, 18 and 20 in the questionnaire describe the strategies of global learners. These were coded 1. Items 1, 2, 6, 7, 8, 10, 12, 15, 17, and 19 describe the strategies of analytic learners. These were coded 2. Then, 'yes' responses or right(✓) tick marks under code 1 and 'yes' responses or right(✓) tick marks under code 2 were counted for each student to decide each student's global score and analytical score.

Thus, each student had two scores (global score out of 10 and analytical score out of 10). Based on his/her global score and analytical score, each student was labeled in one of the three dimensions i.e. students who got more 'yes' responses or more right(✓) tick marks under code 1 than the scores they got under code 2, were labeled global learner. Students who got more 'yes' responses or more right (✓) tick marks under code 2 than they got under code 1 were labeled analytic learner. Students who got equal yes response or equal right (✓) tick marks under code 1 and under code 2 were labeled integrated (balanced) students. See the following figure below.

Willing (1994) clustered each student's learning strategy preference (their response to the twenty statements) into four groups and proposed a learning style taxonomy which has four categories: authority oriented, concrete, communicative, and analytical learners. In this study, however, each student's learning strategy preference (their response on the twenty statements) was clustered into two groups: global score and analytical score. Then, each student was labeled either global or analytical or integrated (balanced) learner. See 2.8.1 and 3.5 for more information why I have done this.

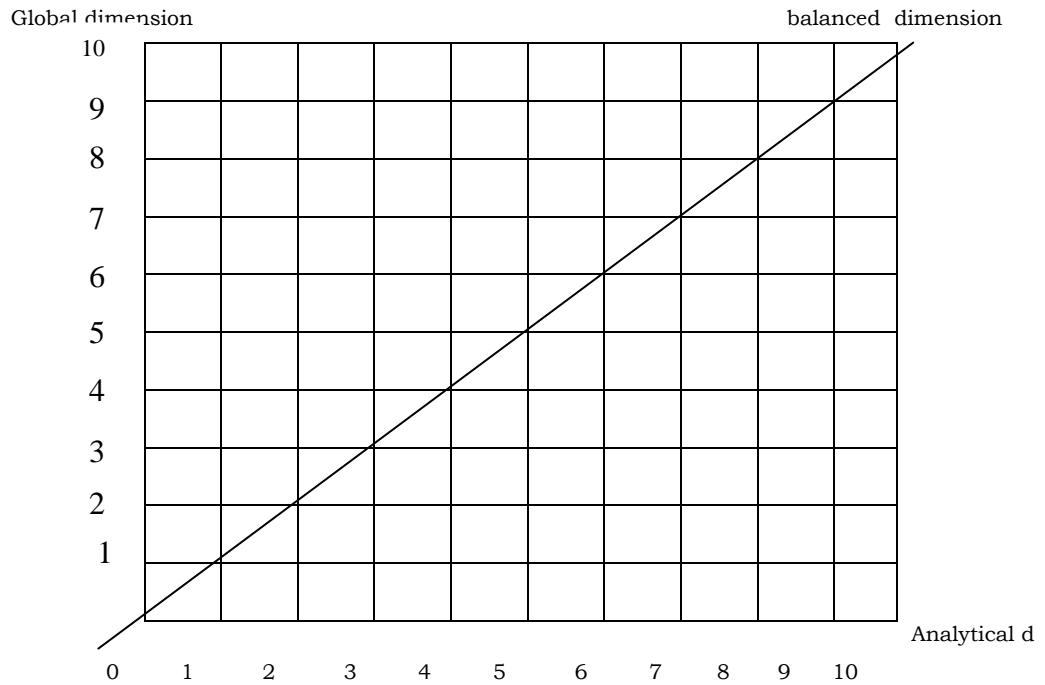


Figure 3.1. A Cross Tabulation of Students' Global and Analytical Learning Dimension Preference

Categorizing students in three groups (global, analytical and balanced) was too broad and did not show to what extent a student had integrated the global-analytical learning strategies. So, the researcher opted to make another category which could display the extent of integration a student had on these dimensions. (See the figure below)

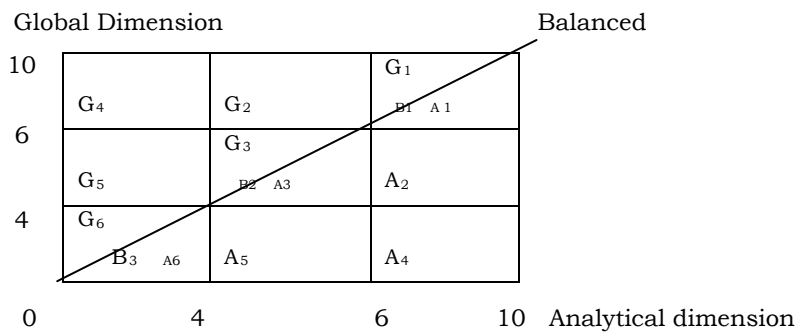


Figure 3.2. The Different Specific Categories of Each Dimension

Thus, students were labeled in the following categories:

1. Students who were labeled in B₁, G₁ and A₁ were labeled as very highly integrated (VHIS).
2. Students who were labeled in G₂ and A₂ were labeled as highly integrated (HIS).
3. Students who were labeled in B₂, G₃ and A₃ were labeled as average integrated (AIS).
4. Students who were labeled in G₄ and A₄ were labeled as low integrated (LIS).
5. Students who were labeled in B₃, G₅, A₅, G₆ and A₆ were labeled as very low Integrated (VLIS).

In the pilot study, the above stated procedures of summarizing data were done four times as the same questionnaire was administered four times—two times before and two times during the intervention of the modified assessment. In the main study, the above stated procedures of summarizing data were done eight times as the same questionnaire was administered eight times—four times before and four times during the intervention.

In both phases of the study (the pilot and the main), the before and during intervention students frequency distribution summary results were eyeballed on line graphs having a cut of point to easily compare and contrast students' global-analytical integration trends exhibited before and during the intervention.

Students' day-to-day English learning performances in the activities of the different sections of the worksheets adopted from grade eleven English textbook were summarized in their respective sections of reading, vocabulary, grammar, listening, speaking and

writing. Each student's performance in the activities of each section was marked and scored out of 10. The answer keys given in the teacher's guide were used to mark the worksheets. A student who didn't try the activity at all was given zero. A table with five main columns and several sub-columns within the main columns was prepared to record each student's performance in each activity in the different sections of the worksheets. See appendix 'K'. Students' mean performance in each activity was calculated.

These summarized data (mean of students' performance in different sections of the worksheets) were eyeballed on line graphs in their respective section having a cut-off point which helps to display the before and during-intervention trends of their performance side by side. In the pilot study, interpretation of the trends of students' English learning performance were made by simply comparing and contrasting the before intervention trend with the during intervention trend. However, in the main study, the trends of students' English learning performance were interpreted in the lens of the "Patterns of possible results in a simple time series experiment" a model developed by Ross et.al (1970) and found in Robson (2002) on page 144. It was after the pilot study that I came across the possibility of using this model and that I didn't use it during the pilot phase of the study. See appendix 'L' for more information about this model.

The themes of teacher's anecdotal record of students' day-to-day activities and classroom situations were used as supplementary information to compliment the interpretation of the trends of students' learning performance in different sections of the worksheets.

Finally, based on the summary results of the document analysis, the questionnaire, the worksheets and the supplementary information of teacher's anecdotal records, discussions and conclusions were made about the effects of modifying EFL teachers' assessment on students' integrated approach to learning English.

CHAPTER FOUR: THE PILOT STUDY

4.1. The Rationale for Conducting this Pilot Study

A pilot or feasibility study which is a mini version of a large scale study is conducted before conducting the main research. It is conducted as part of a preparation for the main study in order to check the feasibility of a proposed research design. According to Teijlingen and Hundley (2001), conducting a pilot study prior to a main study helps researchers try out the following important aspects of a research design before resources are expanded on large scale.

- Pretest research instruments, sampling technique and analyses method to be used;
- Assess whether the level of intervention is appropriate;
- Explore ideas, approaches or clues which were not noticed while designing the research methodology
- Identify problems that may be encountered while conducting the main study and then forward possible solutions and
- Make an evaluation of the investigation progress since the pilot study is amid of the research process.

Trying out a main study as a small scale version, with an intention to accomplish the above mentioned points, helps researcher(s) make(s) necessary amendments in line with the pilot results. This mini experiment has been, therefore, conducted to check the feasibility of all the above mentioned aspects of the proposed research methodology.

4.2. Preliminary Findings

As stated in 3.1, section 11E of Tana Haik High School was selected for the pilot study. 11E had 40 students. Thus, all Grade 11E students and the English teacher who was teaching this class were the pilot subjects of this study.

As one of the objectives of conducting this pilot study is to pretest the instruments of data collection and the analysis methods, the following subtitles discuss in detail about preliminary findings of the research variables.

4.2.1 Observed Differences between the Assessment method Practiced Before and During Intervention

As stated in 3.3, Different evaluation checklists had been prepared to evaluate whether or not the training had helped the English teacher modify the assessment method. See Appendix 'A'. The current principles of assessment and evaluation (see 1.1 p. 7) were evaluative criteria. The evaluation was done by analyzing the documents used by the teacher and students in the assessment and evaluation process.

In light of these evaluation criteria, the before training student assessment and evaluation process was juxtaposed with the after training assessment and evaluation process so that it would be easy to identify the difference between the two phases of the assessment practice. Then, the results of evaluation checklists which are found under Appendix 'F' are discussed in the following paragraphs.

The document analysis result which has been done using evaluation checklist 'A' shows that assessment has not been part of the instructional planning before the intervention. In the pilot teacher's yearly and daily lesson plans, there is no column in which the teacher specifies the objectives of student assessment, the type of assessment tools used, and the role of students in the evaluation process. However, as shown in the checklist, after the training, the teacher has incorporated assessment and evaluation in his daily lesson plan preparations. In the assessment and evaluation column of his daily lesson plans, he specified the kind of assessment tools to be employed to assess the various aspects of students' learning and the different roles students had in the evaluation process.

The results of evaluation checklist 'B' also portrays that the teacher's before and during intervention assessment processes are not the same. Before the training, the teacher was not using different assessment tools to assess the various aspects of students' English learning. A series of tests and students' performance on exercise books (portfolio) were the only assessment tools used in the process of assessment. However, after the training, as the checklist result shows, the teacher has used different assessment tools to get assessment information about the various aspects of students' English learning.

The document analysis result of evaluation checklist 'C' also supports the role of the training in helping the teacher to modify assessment method. After the training students started to practice self-assessment and peer-assessment, record their performance using checklists, record the evaluative feedback they get from their

teacher, etc. As the contrasts of the two phases of implementation show clearly, students have been more involved in the assessment and evaluation process after the training than they did before.

To sum up, incorporating assessment in weekly lesson plans, using a wide range of assessment tools and involving students in assessment implementation process are indicators of the modifications made on the method. This implies that the training has helped the teacher modify the assessment method and implement it as part of the instruction

4.2.2. The Trends of Students' Global-analytical Learning

Dimension preference before and during the Intervention

Since English is not the mother tongue of the pilot subjects (11E students of Tana Haik), willing (1994) questionnaire was translated into Amharic. This was done with the assumption that the mother tongue version of the questionnaire is easier to comprehend than the English Version. The researcher with one English instructor at Bahir Dar University (Kassie Shiferie) has translated into Amharic. To check whether the translation is done appropriately, the translated questionnaire i.e. the Amharic version was given to another English instructor (Ato Abdu Mohammed) to be translated back to English.

After checking the appropriateness of the translation, the two versions of the same questionnaire were ready to be tried out to check to which of these versions students may show consistency in their response. For this purpose, one fourth of the pilot subjects were taken as representatives of 40 students of Grade 11E. However, according Robson (2002), as the sample size increases

the reliability check out increases. As a result, 11 students among the forty students of the pilot subjects (Grade 11E) were selected using lottery system random sampling technique.

Then, the selected 11 students were given the two versions of the same questionnaire. This was done two times on different days arranged by the selected students and the researcher. Data collected from the 11 students using the two versions of the same questionnaire were tallied and analyzed following the procedures of data analysis stated in 3.4. Then, each student’s global score and analytical score were recorded. See Appendix ‘G’

To identify which version of the questionnaire is reliable with regard to the use of students’ mother tongue (Amharic) or English, the correlation of test 1 and 2 of each version were calculated using Pearson product moment correlation.

Table 4.1. Pearson Product Moment Correlation of Test 1 and Test 2 Results of Each Version

Correlation Between	Amharic Version Test 1 and Test 2 Correlation Results	English Version Test 1 and Test 2 Correlation Results
$R_{GG'}$	0.85	0.41
$R_{AA'}$	0.90	0.52

The above table depicts that the ‘G’ scores obtained in the Amharic version of test 1 and 2 are more highly correlated than the English Version ‘G’ scores correlation result. This is also true for students’ ‘A’ score. This implies that from the first test and retest results of

the two versions, students showed more consistency to the Amharic version than the English version.

Therefore, the translated questionnaire of willing (1994) i.e. the Amharic version was used to collect data about students' global-analytical dimensions of learning English in order to get more reliable data. Since one of the objectives of this research is to investigate the trend of students' global-analytical integration, the translated questionnaire was administered four times—two before and two after the training given to the EFL teacher who teaches the pilot subjects (11 E students). Each repeated measure result was tallied and summarized following the procedures stated in 3.4. The repeated measure results of drop outs were excluded in summarizing the data.

To understand the overall picture of students' global-analytical learning dimensions, the summary results which is found in Appendix 'H' was again condensed by categorizing students into three groups: global, analytical and balanced (integrated) students. In order to compare and contrast the before and during intervention trends of students' learning dimension preference, these condensed data were eyeballed in line graphs.

frequency of students distribution
in each repeated measure

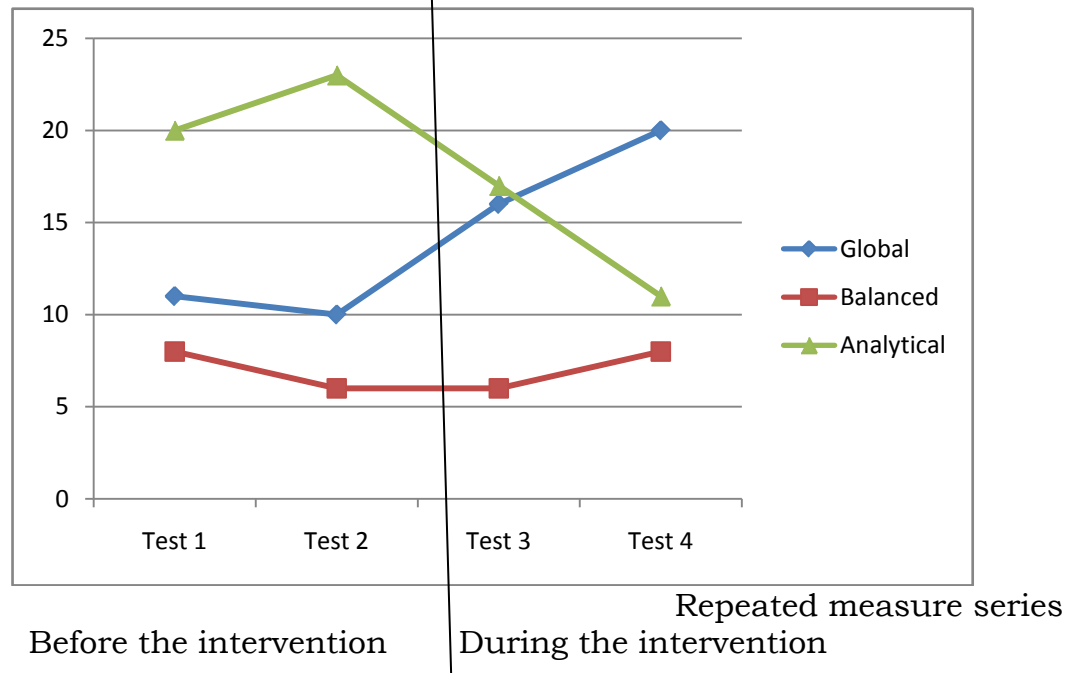


Figure 4.1. Students learning Dimension Preference before and during the Intervention

The above line graphs portray that most students were analytical before the use of the modified assessment. However, when the teacher started crafting the assessment method, the trend of students' dimension preference was changed. In the middle of the intervention, the total number of global learners was almost the same as the total number of analytical learners. But, the last administered questionnaire summary result shows that some students who were analytical before the treatment had become global learners. This implies that these students' shifted from using more analytical learning strategies to using more global strategies. This also implies that the treatment influenced some students to shift their learning dimension preference from being analytical learner to being global learner.

In line with this finding, Hughes (1989) notes that the shift of the assessment method has changed students' study approach. Oxford (1990) and Schneider (2007) also point out that identifying students' dimension preference as one important task of SL teachers. According to these scholars, SL language teachers can make adjustments to help students extend their learning dimension preference and develop a balanced approach. Even though a shift has been observed from being analytical to being global learner after the intervention, the trend of balanced learners did not show any change.

The summary results of figure 4.1 did not show the extent a student has integrated the global-analytical strategies of learning. As a result, the summary result which is found in Appendix 'H' was condensed by labeling students in the following categories:

1. Students who were labeled in B₁,G₁ and A₁ were labeled as very highly integrated students (VHIS).
2. Students who were labeled in G₂ and A₂ were labeled as highly integrated students (HIS).
3. Students who were labeled in B₂, G₃ and A₃ were labeled as average integrated students (AIS).
4. Students who were labeled in G₄ and A₄ are labeled as low integrated students (LIS) and
5. Students who were labeled in B₃, G₅,A, G₆ and A₆ were labeled as very low integrated students (VLIS).

To compare and contrast the before intervention students' global-analytical integration trend with the during intervention trend, the frequency summary results were eyeballed on a line graphs as shown below

Frequency distribution

Of students

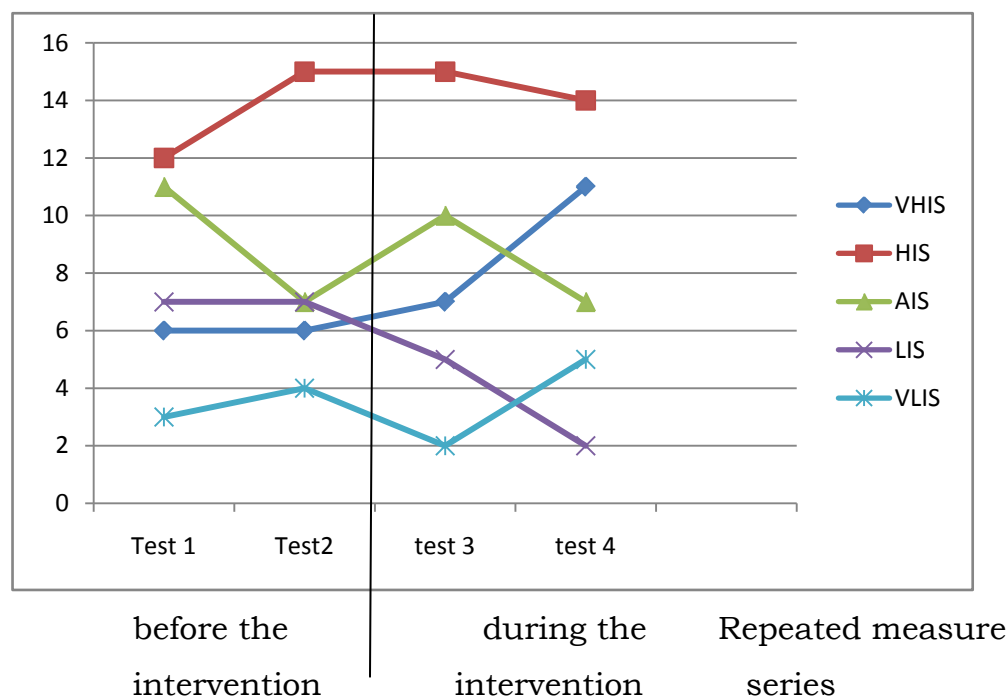


Figure 4.2. the Trends of Students' Global-analytical Integration before and during the Intervention

The line graphs depict that the trend of students' global-analytical integration is not the same before and during the intervention. Before the intervention VHIS and LIS were consistent. But, after the intervention, VHI increased while LIS decreased. The increasing tendency of VHIS and the decreasing tendency of LIS, imply that the modified assessment method has helped a few students to integrate the global-analytical strategies of learning English. Helping students weave together the global strategies with the analytical strategies of learning makes them use integrated skills approach (Oxford, 1990). By modifying assessment method which can let students use different learning strategies, SL

teachers can help students move beyond their comfort dimension and work on balancing both dimensions (Oxford,1990); Brown,1994 and Genesee and Upshur, 1996). As stated in the background and literature review, crafting the assessment method in a way it helps students work on both dimensions is a key to let students use an integrated skills approach to learning English.

When we examine the before and during intervention trends of HIS and VLIS, it seems that the modification had no effect on few students effort to integrate the global-analytical strategies of learning English. VLIS shows an increasing trend before and during treatment. When we compare and contrast the before and during intervention trend of VLI, the extent of increment during the intervention is a bit higher than the extent of the increment before the intervention.

To sum up, the before and during intervention trends of students' global-analytical dimension preference reflected in figure 4.1and 4.2 seems to show that the intervention influenced students to make adjustment in their approach to learning English.

4.2.3. The Trends of Students' Day-to-day English Learning Performance in the Different Sections of the Textbook

Data about students' English learning performance was collected using worksheets which were prepared by the researcher. For more information about the nature of the worksheets see Appendix 'D'. Four worksheets from the four units (units 9, 10, 11 and12)—two of them (units 9 and 10) and the rest two (units 11 and 12) were prepared. The first two worksheets were used before the intervention while the rest two were used after the intervention.

Then, the teacher, who teaches the pilot subjects, convinced the students to abandon doing any written home or classroom tasks on their exercise books and do them on the worksheets.

Using these worksheets, data about students' day-to-day English performance were collected. Then, they were marked by the researcher. 10 marks were given for each section of the unit. After recording each student's performance in each of the four units, the means of students' performance in each section were calculated. Then, the before and during intervention mean summaries of each section were eyeballed on line graphs in their respective section having cut of point as shown below. This was done to compare and contrast students' performance trends observed before and during intervention.

Mean score

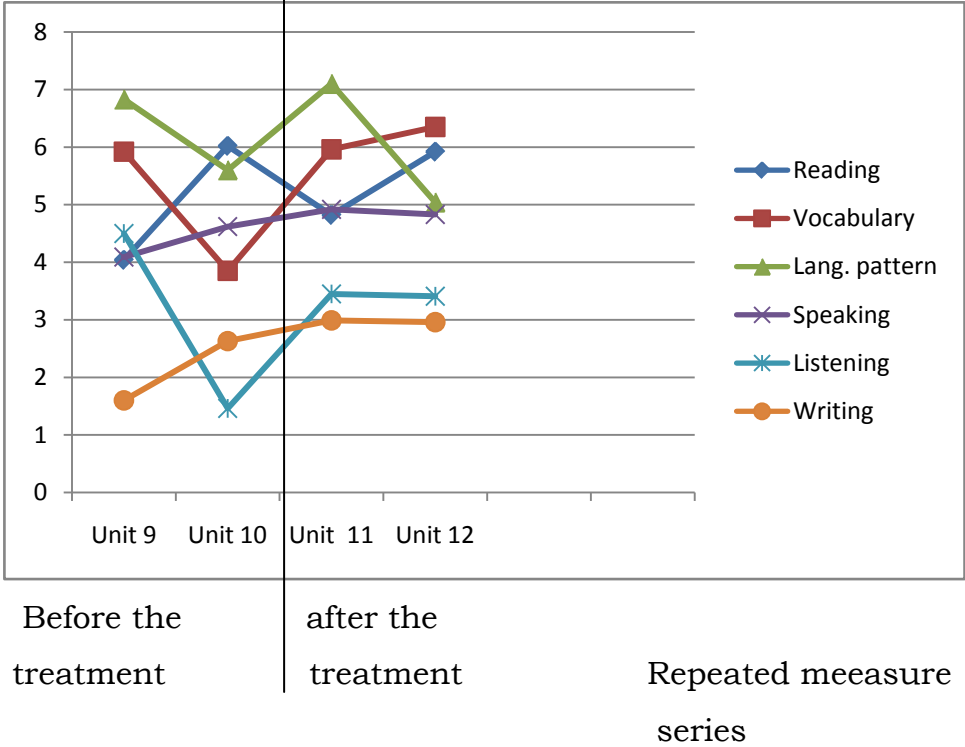


Figure 4.3. The before and during Intervention Trends of Students' English Learning Performance in the Pilot Study

The above line graphs portray that the before and during intervention trends of students' English learning performance on the different sections of the units are not the same. Before the treatment, the trend of students' performance on vocabulary, language pattern and listening sections showed decreasing tendencies. Nevertheless, the trends of their performance on the reading, writing and speaking sections showed increasing tendency.

But, during the intervention, except their performance on language pattern, students' performance on the different sections of the units showed either increasing tendency or consistency.

4.3. Overall Conclusion of the Pilot Study

The trend analysis results of both students' global-analytical learning dimension and their English performance show that the modified assessment had influence on students learning approach to English. It made them extend themselves beyond their dimension preference. The trends of students' global-analytical learning dimension preferences i.e. Graph 4.1 shows that most of the students were analytical learners before the intervention. However, after the intervention, most students were global learners. The increasing tendency of VHIS and the decreasing tendency of LIS, as indicated in graph 4.2, also imply that the modified assessment influenced students to integrate both dimensions.

The during intervention students' performance trends show that students perform well in all sections of the units except the decreasing trend tendency of their performance in language pattern. The decreasing trend tendency of students' performance on language pattern may be pertinent to some students dimension shift from being analytical to being global.

In general, the overall analyses result of this pilot study has showed that the modified assessment method had a beneficial effect on students learning style and their day-to-day English learning performance.

4.4. Lessons Learned from the Pilot Study

As stated in 4.1, the objective of this pilot study was to try out the instruments of data collection, try out the methods of data analyses, explore approaches which were not noticed in designing the proposal, identify problems and evaluate the progress of the research process. The trial of the instruments of data collection and methods of data analyses showed that the proposed instrument and analyses method had worked as planned in the proposed research methodology.

With regard to the unnoticed approaches while designing the proposal, this pilot study has helped the researcher notice the possibility of using teacher's anecdotal record of students' day-to-day participation and classroom situations to triangulate data. As stated in 2.6., anecdotal record is an assessment tool which is used to collect information about students' day-to-day

participation and the classroom situations. Thus, after the training, the English teacher was recording the day-to-day classroom situation and students' participation being aware of the relevance of this record. While the researcher goes through these recorded comments, I came to realize the possibility of using these comments as supplementary information to triangulate data.

In addition, the researcher came across the possibility of using "Patterns of possible results in a simple time series experiment" a model developed by Ross et.al (1970) and found in Robson (2002) on page 144 to interpret the line graphs of students' English learning performance in different sections.

Unexpected challenges also appeared in conducting this pilot study. It was planned to collect data about students' English performance from six units. However, since the school where this pilot study was conducted was closed for two weeks due to national examination, data about students' English learning performance were collected from only four units. Due to time limitation the questionnaire was also administered only four times even though it was planned to be administered six times.

To sum up, this pilot study was conducted in view of its contribution stated in 4.1. And all important lessons gained from this pilot were used in the main study.

CHAPTER FIVE: THE MAIN STUDY

5.1. Findings of the Main Study

The pilot study was conducted to try out the research instruments, test the analyses methods, identify problems and assess the level of intervention. The above mentioned aspects of the proposed research methodology were tried out to check the feasibility of the study. Then, preparations were made to conduct the main study. Data were collected and the findings are presented below.

5.1.1 Observed Differences between the Assessment Method Practiced Before and During the Intervention

As stated in 4.1, exploring whether or not the desired modification on the assessment method has been brought was one of the objectives of this research. To this end, documents which were used by the teacher and students in the process of assessment and evaluation were examined through the different evaluation checklists which were used in the pilot study. In light of the evaluation criteria raised in the checklists, the before intervention student assessment process was juxtaposed with the during intervention assessment process. This was done to examine the changes by comparing and contrasting the before training assessment practice with after training practice.

The comparison and contrast made between the before and during intervention assessment plans of the teacher reveal information about what changes the teacher has made in his plan of teaching especially in student assessment and evaluation. The analysis result of **evaluation checklist A** (see Appendix T) seems to reflect that the teacher has made some modifications in his teaching plan after the training. Even though the yearly lesson plan was prepared before the school year began and the English teacher who was teaching Section 11 ‘O’ was not willing to revise this yearly plan, he made some modifications in his weekly lesson plan preparation. Under the teacher’s activity column and students’ activity column of the weekly lesson plans, the teacher has specified the following assessment activities to make assessment as part of the instruction during the intervention:

Under the teacher’ activity column

- encourage students to assess himself/herself.
- encourage students to exchange their worksheets and do peer assessment.
- monitor students’ participation
- encourage students to evaluate their successive performance on each section of the units (his or her reading or writing or listening performance on each unit

Under the students’ activity column

- be involved in assessing their performance in their homework
- exchange their exercise books and do peer-assessment

The above mentioned activities of the teacher and the students were not specified in the weekly lesson plans before the training. This implies that the training helped the teacher to modify the assessment method and implement it as part of the instruction.

Data gathered using **evaluation checklist 'B'** aimed at finding out whether or not the teacher started to use different assessment tools after the training. The data in checklist 'B', (see Appendix 'I'), portrays that after the training the teacher started to use different assessment tools which had not been used before the training. After the training, the teacher prepared the following assessment tools to implement assessment as part of the instruction:

- . observation checklist which was used to follow up students who do and do not do their homework.
- . adhesive note paper which has scale to follow up students' day-to-day participation.
- . a questionnaire to get information about students' focus of study;
- . an interview to get information about students' study approach
- . and a notebook which was used to record comments about students' problem in learning English, their interest, their focus of study, their progress, their strength and their weakness. For more information about what the teacher did with the above assessment tools see appendix 'N'.

Evaluation checklist C (see Appendix 'I') was employed to get information about students' involvement in the assessment process before and during the intervention. The findings seem to show that the involvement of students in the assessment process before the intervention is different from what is observed during the intervention. During the intervention, some students prepared tables at the back of their exercise book to record their performance of writing, reading, listening, grammar and vocabulary. A few students (such as student 39, 35, 20) have taken the courage to record their day-to-day performance continuously in

these tables. Most students have also started to give attention to the writing sections of the textbook which they used to skip before the intervention. The teacher's anecdotal records also show that students have given more emphasis on the writing sections during the intervention than they did before the intervention.

5.1.2. The Trend of Students' Global-Analytical Learning

Dimension Preference before and during the Intervention

To examine whether or not the trend of students' global-analytical learning dimension preference observed before the intervention is different from the trend observed during the intervention, the translated willing (1994) questionnaire was administered four times before and four times during the intervention.

Data collected in each repeated measure was tallied and summarized following the procedures stated in 3.4. For more information about the summary results, see appendix 'J'. Drop outs (student 2, 3, 4,8,17, 19, 33 and42) were excluded in the analysis. The summary results were eyeballed on line graphs having a cut of point. Then, the before and during intervention students' frequency distribution trends were compared and contrasted.

Frequency of students' distribution

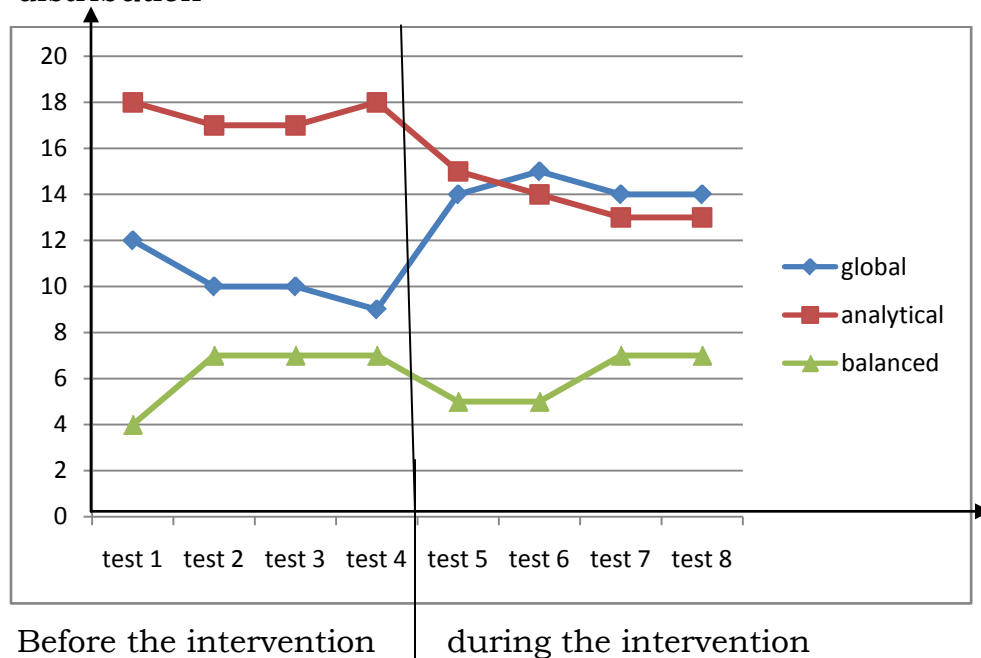


Figure 5.1. Distribution of students in their learning dimension Preference before and during the intervention

Key: test series here refer to the repeated measure results of the questionnaire

The above line graphs show that the trend of students' frequency distribution is not the same before and during the intervention. In each of the summary results of test 1, 2, 3 and 4 which were conducted before the intervention, the number of analytical learners is greater than the number of global learners. However, this distribution pattern changed during the intervention. As the teacher kept on crafting the assessment method, students shifted gradually from being analytical to being global learner or balanced learner.

The above summary result does not show explicitly to what extent the intervention prompted students to integrate both dimensions (global versus analytical). Thus, to investigate the effect of the intervention on students' effort to integrate both dimensions, the data was summarized again by labeling students in the following categories: very highly integrated, highly integrated, average integrated, low integrated and very low integrated (For more information, see 3.5). Frequency distribution of students in each repeated measure were summarized and eyeballed on line graphs having a cut of point. Then, the before and during intervention students' frequency distribution trends were compared and contrasted.

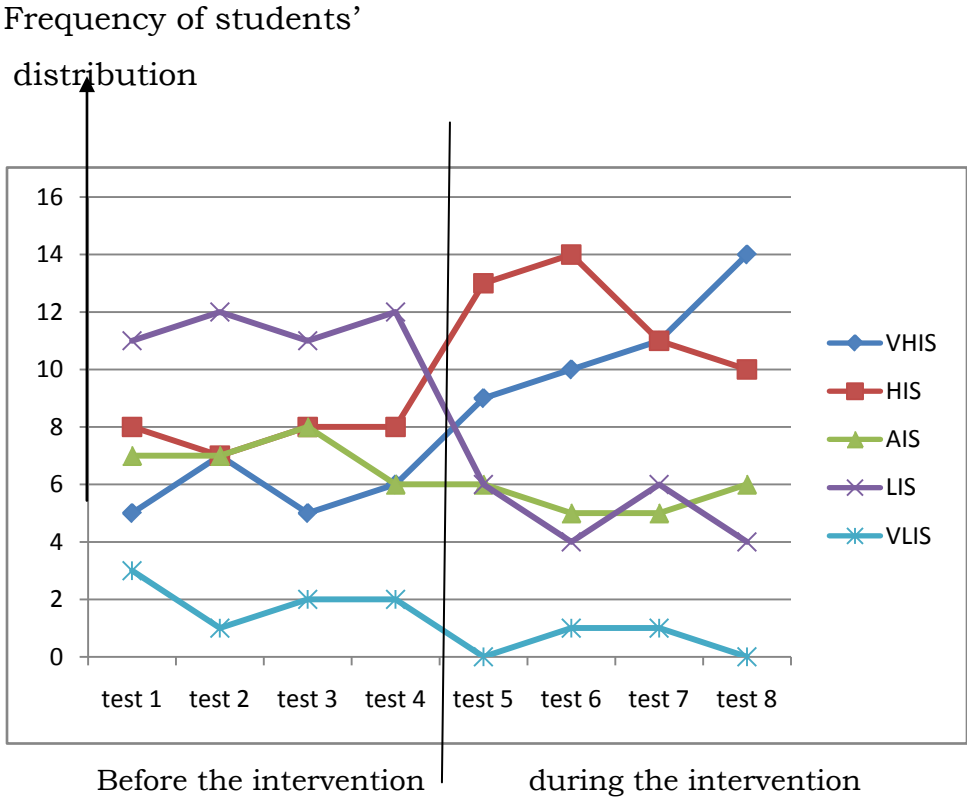


Figure 5.2 students' global- analytical integration trends before and during the intervention

The above line graphs reveal that the trend of students' global-analytical integration is not the same before and during the intervention. Before the intervention, each line graph shows a fairly consistent trend with a varying tendency of either slight increase or decrease. However, this distribution pattern changed during the intervention.

During the intervention, the number of VHIS shows a gradual increasing trend. The number of HIS shows an increasing trend in the beginning of the intervention and a decreasing tendency towards the end of the intervention. The number of LIS falls sharply and the number of VLIS also falls to null.

5.1.3. The Trends of students' Day-to-day English Learning Performance before and during the Intervention

As stated in 3.4, data about students' day-to-day English learning performance was collected using worksheets which were adopted from the new Grade 11 English textbook. See Appendix 'E' for more information about these worksheets. The data were summarized following the procedure stated in 3.4. The before and during intervention mean summary results were eyeballed on line graphs in their respective section to examine students' day-to-day English learning performance trends. In addition the "Patterns of possible results in a simple time series experiment" a model developed by Ross et.al (1970) and found in Robson (2002) on page 144 was used to interpret the line graphs of students' learning performance in different sections. The teachers' anecdotal record information was also used to triangulate data. The findings are presented in the following subtitles.

5.1.3.1. The Trend of Students' Day-to-day Listening Performance

Activity A5.1, B5.1, A6.1, two Listening Revision Exercises from unit (4-6), A7.3, A7.5 and B7.2 were employed to collect data about the trend of students' listening performance. After marking each student performance in each activity out of 10, the mean of students' listening performance in each activity was calculated.

Then, for visual interpretation, the means were eye-balled on a line graph having a cut of point. Thus, the before and during intervention trends of students' day-to-day listening performance are displayed side by side as shown below.

Means of students' Listening performance

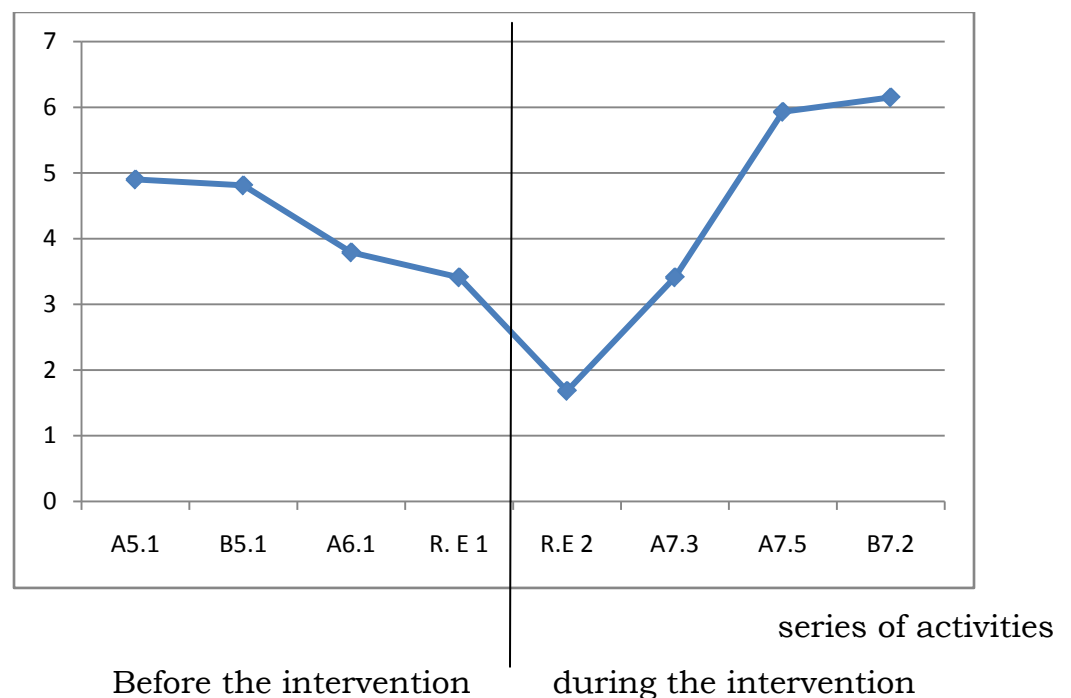


Figure 5.3 The trend of students' listening performance before and during the intervention

The above line graph portrays that the trend of students' listening performance before the intervention shows a decreasing tendency. However, this trend changes direction and increases sharply at the beginning of the intervention and slightly to the end of the intervention. From the patterns of possible results in a simple time series experiment given in Robson (2002), this graph resembles line graph 'C' which labels the intervention having a clear effect on students listening performance.

But, the teacher's anecdotal record reveals that the teacher faced a problem while he was teaching the listening sections of the textbook. The listening texts are appended to the textbook. They should have been appended only to the teacher's guide book. As stated in the teacher's anecdotal recorded, students used to read the appended listening text in their textbook while they were requested to listen and do the activities. The teacher described the problem of having the listening texts at the back of the student's textbook as follows: "even though the instruction of Activity A7.3 says listen to your teacher, students violated what they were told to do and started to read the appended listening text. See Appendix 'M' for more information about the teacher's description of this problem. This made the listening lessons to function as almost like reading lessons.

5.1.3.2. The Trend of Students' Day-to-day Vocabulary learning Performance

From the four units covered during the main study, data about the trend of students' day-to-day vocabulary learning performance was collected from the following activities: A5.2, A5.5, B5.5, A6.2, B6.4, revision exercise (from 4-6), A7.4, A7.6, B7.1 and A8.5. Students'

performance on each of the above activities was marked out of 10. The mean of students' performance in each activity was calculated.

To easily compare and contrast the trend of students' day-to-day vocabulary learning performance obtained before the intervention with the trend obtained during the intervention the mean data were eyeballed on a line graph having a cut of point.

Means of students' day-to-day vocabulary learning performance

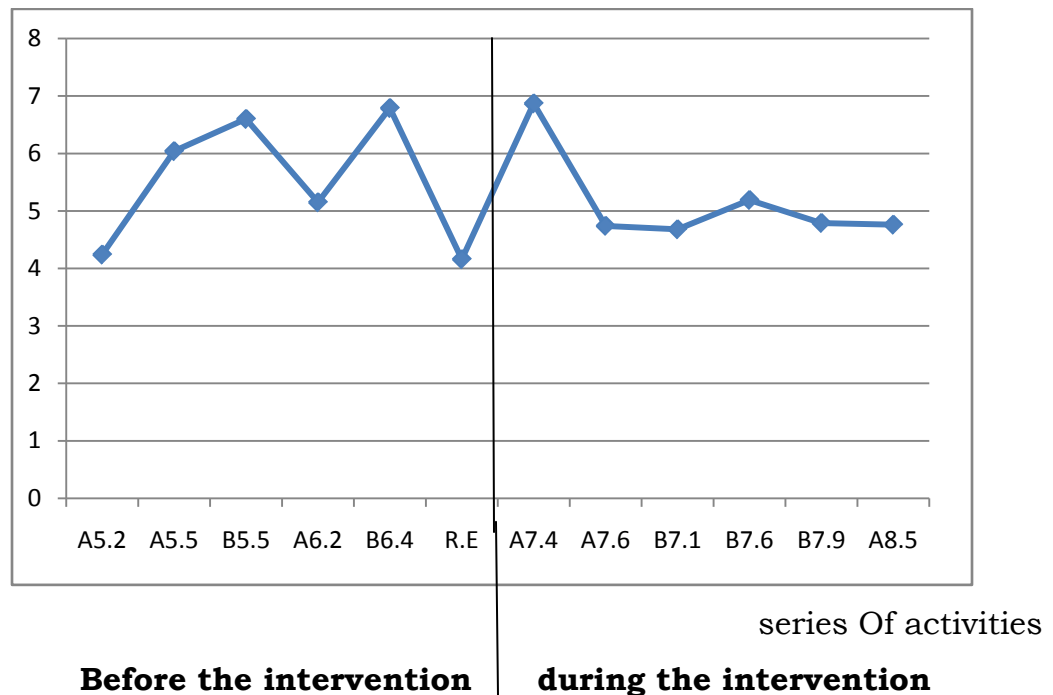


Figure 5.4 the trend of students' vocabulary learning performance before and during the intervention.

The above line graph of students' day-to-day vocabulary learning performance shows that the before and during intervention trends are different even though they are similar in some aspects. Before the intervention, the trend shows a sharp increase in the beginning and it vacillates with a slight increase and decrease. Finally, it falls

to its beginning. During the intervention the trend shows a decreasing tendency first and it has become fairly consistent with a slight increase and decrease. Even though the before and during intervention trends are different in the above aspects, they have the following similarities. In both phases of the study i.e. before and during intervention, the maximum means for both trends are almost the same. In addition, both trends vacillate between the minimum 4.24 and the maximum 6.87. From the patterns of possible results in a simple time series experiment given in Robson (2002) this graph is similar to graph 'a' which labels the intervention as having no clear effect.

5.1.3.3. The Trend of Students' Day-to-day Grammar Performance

Data about the before and during intervention trends of students' day-to-day grammar learning performance were obtained from the following activities: A5.4, A6.4, A6.5, B6.6, Revision exercise (from unit 4-6), A7.7, B7.3, B7.5, A8.6, B8.2, B8.4 and B8.5. Each student's performance on each of the above activities was marked out of 10. Mean of students' performance in each activity was calculated. To examine whether or not there is difference between the before and the during intervention trends of students' day-to-day grammar learning performance, the means were eyeballed on a line graph having a cut of point.

Means of students' day-to-day grammar learning performance

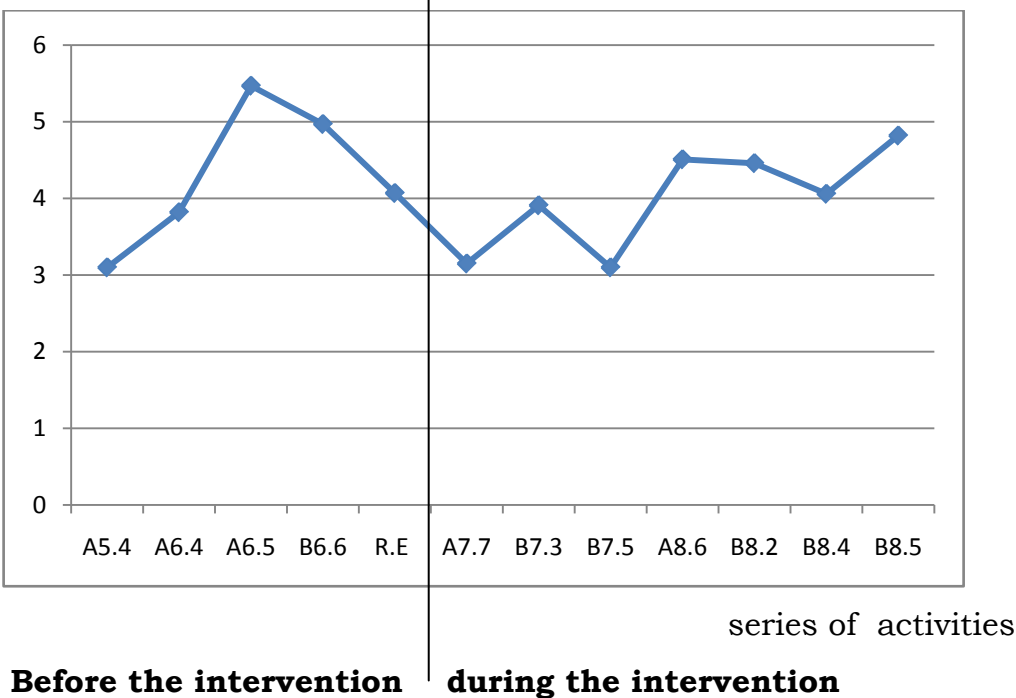


Figure 5.5 the trend students' grammar learning performance before and during the intervention

The before and during intervention trends of students' day-to-day grammar learning performance are the same in some aspects but different in their trend direction. Both have almost the same initial point and both trends vacillates between the minimum 3.10 and the maximum 5.47. Even though these trends have the above mentioned similarities, they are different in the following aspects. The before intervention trend increases first and then gradually falls. However, the during intervention trend shows an increasing tendency even though there is a slight increase and decrease in its move. To interpret the effect of the intervention on students' day-to-day grammar performance, this graph was compared with the

pattens of possible results of a simple time series experiment given in Robsons(2002). The above line graph is almost the same as line graph 'a' . This implies that the modification done in the assessment method had no clear effect on students' day-day-to-day grammar learning performance

5.1.3. 4. The Trend of Students' Day-to-day Reading Performance

Data about the before and during intervention trends of students' reading performance were collected from activity A5.8, B5.7, B6.3, Revision Exercise (from unit 4-6), A7.2, B7.7, A8.2, A8.8 and B8.8. After marking each student performance in each of the above activities, mean of students' reading performance in each of the activities was calculated. Then, the before and during intervention trends of students' day-to-day reading performance are displayed side by side as shown below.

Means of students' reading performance

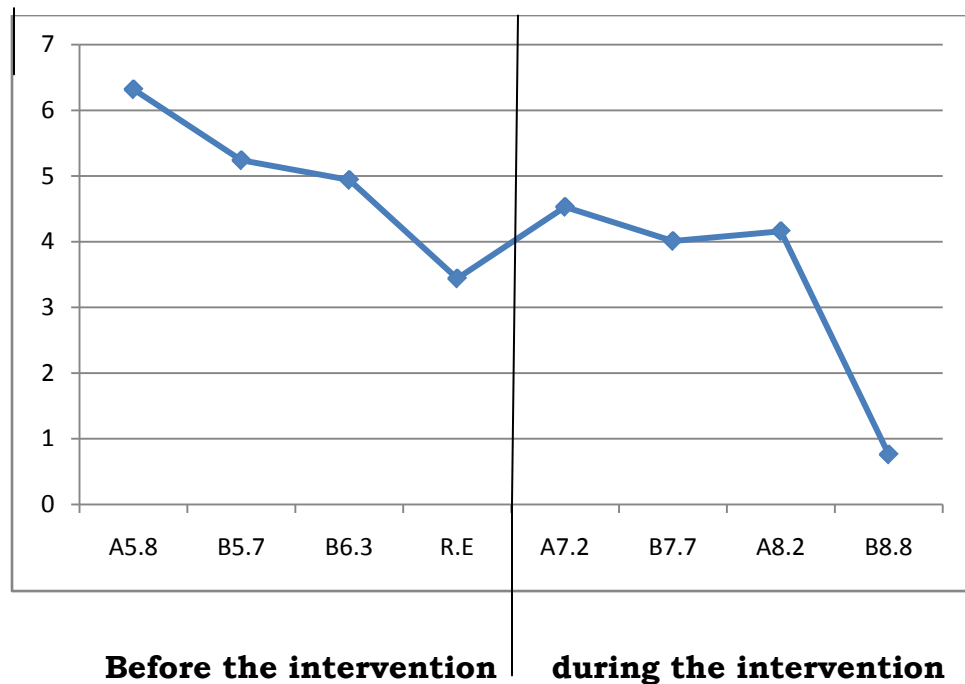


Figure 5.6. the trend of students' reading performance before and during the intervention

The above line graph indicates that the before and during intervention trends of students' reading performance are almost the same. Both of them show a decreasing trend even though the later shows a dramatic decrease at the end. The before intervention trend does not show any sign of increase in the repeated measure series. However, during the intervention, it shows a fairly consistent trend for some time but it falls dramatically. From the patterns of possible results in a simple time series experiment given in Robson (2002), this line graph has no similarity to any of them.

However, the teacher's anecdotal record comment shows that most students came to class without doing activity B8.8 since they had a Biology quiz, mathematics homework, physics homework and English homework on the same day. As a result, the effect of the intervention on students' reading performance is not interpreted.

5.1.3.5 The Trend of Students' Day-to-day Writing Performance

From the four units covered during the main study, data about the before and during intervention trends of students' writing performance was collected from activity A5.6, A5.9, A6.7, Revision Exercises (from unit 4-6), B7.1, B7.8 and B8.9. Each of the above activities was marked out of 10 and mean of students' writing performance in each of the activities was calculated. To interpret the summary results visually, the means were eye-balled on a line graph having a cut of point. Thus, the before and during

intervention trends of students' writing performance are displayed side by side as shown below.

**Means of students'
writing performance**

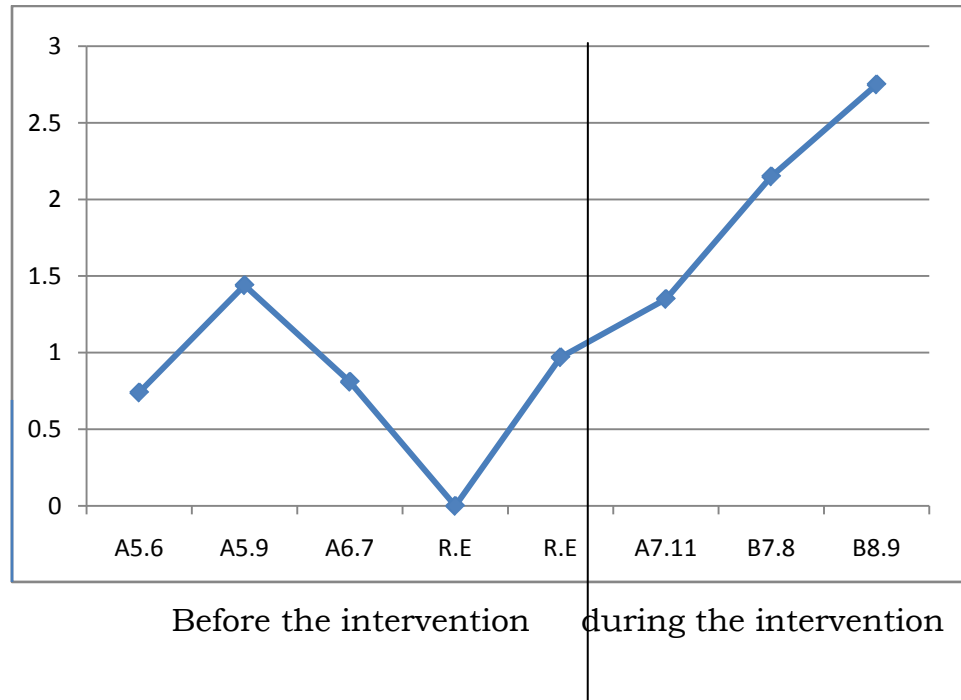


Figure 5.7 the trend of students' writing performance before and during the intervention

The above line graph portrays that the before and during intervention trends of students' writing performance are different. The before intervention trend does not show a clear trend of decreasing or increasing tendency. It shows a slight increase first then falls down and then increases. However, the during intervention trend of students' writing performance shows an increasing tendency. From the 'patterns of possible results in a simple time series experiment' given in Robson (2002), this line graph is similar to line graph 'c'. This implies that the modification on the assessment method had a clear effect on students' writing

performance. The teacher's anecdotal record has also evidence for students' day-to-day writing performance improvement during the intervention. The teacher described the difference between the before and during intervention students writing performance as follows.

“When I (the teacher) confer with the students, they (students) told me that their focus of study is grammar, reading and vocabulary sections of the textbook. They also told me that they would like not to be taught the speaking, listening and writing sections of the textbook.” This conference was conducted immediately after the training as a start to modify the traditional assessment method. The objective of the conference was to know the strengths and the limitations of students' approach to learning English and discuss possible solutions for their limitations. In the middle of the intervention, the teacher described students' writing performance as “after the conference students give attention to the writing sections of the worksheet” Trend analysis result of students' writing performance heavily agrees with the data found in the anecdotal record. This implies that the intervention influenced students to give emphasis to the writing sections and improve their performance.

5.2. Discussions

The document analyses results of the pilot and the main study show that the English teachers applied the current SL classroom assessment principles during the intervention. During the intervention, they incorporated assessment and evaluation column in their daily teaching plans, use different assessment tools and involve students in the assessment implementation process. The

teachers' application of the current assessment principles during the intervention but not before the intervention is an evidence for the contribution of the training in crafting the assessment method.

The findings of the document analyses, therefore, seem to support what Genesee and Upshur (1996); Phul (1997) and McMillan (2003) have noted about the relevance of workshop training on the current SL classroom assessment implementation principles. Genesee and Upshur (1996); Phul (1997) and McMillan (2003) reiterate the necessity of such workshops for in-service and pre-service teachers to help them implement assessment as part the instruction.

As indicated in 5.2. , the modification made on the assessment method influenced students to stretch beyond their dimension preference in their learning approach. The before intervention students' global-analytical learning dimension preference trends reveal that the number of analytical learners is greater than the number of global learners in each of the repeated measures conducted before the intervention. However, this trend has changed during the intervention having more global learners than analytical ones in each repeated measure summary results. See figure 5.1 for more information. This finding is consistent with the research finding of Pask's (2005) which is cited in Schneider (2007) and which points out that students usually work on one end of the global-versus-analytical learning dimension. According to Oxford (1990) and Schneider (2007), SL teachers can craft their assessment method and help students stretch beyond their dimension preference.

Figure 5.2 also shows that the intervention (modification on the assessment method) has role on students approach to integrate both dimensions. The before and during intervention VHIS and VLIS trends has shown clearly that this modification had a role in letting students stretch beyond their dimension preference and move from a lower integration level to the next higher integration level. VLIS trend during the intervention falls to zero. VHIS trend shows a move from a maximum of 12 very highly integrated students before the intervention to a maximum of 15 very highly integrated students during the intervention. Thus, this finding agrees with what Oxford (1990) points out about the necessity of crafting assessment method to help students use multiple learning strategies in an integrated manner and then develop a balanced approach to both dimensions.

Being extremely analytical and less global or being extremely global and less analytical will limit students' information processing in learning SL (Scarcella and Oxford, 1992 and Schneider, 2007). One means of solving this kind of learning approach is modifying the assessment method hand-in-hand with the improvement of the teaching methodology and teaching materials (Oxford, 1990). The trend analyses of figure 5.1 depict the modifications effect on students' bidirectional approach to the global-versus-analytical learning dimension. A research by Jiang and Sharpling (2011) has also showed that the change of the assessment mode has made Chinese students shift their learning approach from 'learning for test or exam' to gaining greater exposure to language use.

Regarding how the use of the modified assessment method influences students' day-to-day English learning performance

indirectly and what the findings of the data collected using the worksheets show are discussed in the paragraphs below.

As stated in 3.4, students were labeled as global or analytical or balanced based on their learning strategy preference reflected in their response to the questionnaire. From the 20 statements of this questionnaire, statements 1 and 2 are strategies of learning grammar. Others, such as statements 5,7,10 and 20 are vocabulary learning strategies. Statements 3 and 5 are learning strategies which students use to improve their listening skill. Statements 8, 17 and 20 are learning strategies which are used by students to improve their writing skill. Statements 6, 10, 15 and 20 are learning strategies which students use to improve their reading.

As Oxford (1990) explains it in detail, this is how students learning strategy choice influences students' global-analytical learning dimension preference directly and their day-to-day English learning performance indirectly. According to her, SL teachers can help students integrate both dimensions and perform well in their learning by modifying the assessment method besides the use of appropriate teaching methodology and teaching materials. It was with this assumption that this study aimed to modify the current assessment method and investigate its effect on students' day-to-day English learning performance.

The findings of the trend analyses of students' day-to-day performance in the different sections of the worksheets indicate that the modified assessment has no clear positive effect on some aspects of students' English learning performance. When the trends of students' day-to-day vocabulary learning performance

and the trends of students' day-to-day grammar learning performance are interpreted in lenses of the patterns of possible results in a simple time series experiment given in Robson (2002), the trends seem to reflect that the modification on the assessment method has no clear positive effect on students' day-to-day vocabulary learning performance and grammar learning performance.

The before and during intervention students' reading performance show a trend tendency which is out of the patterns of possible results of a simple time series experiment given in Robson (2002). Besides, the anecdotal record indicates that most students came to class without doing activity B8.8 since they had a Biology quiz, mathematics homework, physics homework and English homework on the same day. Such kind of problems mentioned in the anecdotal record has made students' reading performance data lack validity and the interpretation of the effect of the change on students' reading performance uncertain. Thus, it was found out difficult to interpret the effect of the intervention on students' day-to-day reading performance.

However, when the trends of students' listening and writing performance are examined in the lenses of the 'patterns of the possible results of a simple time series experiment' given in (Robson, 2002), both show that the modification had a clear positive effect on students listening and writing performance. Even though, the trend analysis result of students' listening performance shows the intervention's clear positive effect, the anecdotal records (see appendix 'M') reveal that the appended listening texts have created a problem to use the listening activities as they have been planned to function.

The finding of students' writing performance is consistent with the research findings of Phul's (1997) which reported the role of applying the current assessment principles on students' writing performance. There are also evidences in the teacher's anecdotal record which assert students' emphasis on the writing sections during the intervention but not before the intervention.

As stated in the teacher's anecdotal record, students' emphasis on the writing sections during the intervention is attributed to the positive effect of the conference they had with their teacher. This implies that the modification had positive effect on students' integrated skills approach to learning English. In the traditional assessment method, as Hughes (1989) and Oxford (1990) point out, writing, speaking and listening skills are less treated in the evaluation process since they are difficult to administer or mark tests or any other tasks in these skills. As a result, students give less attention to writing, speaking and listening sections of the textbooks.

Though some sections of students' day-to-day English learning performance data have the above mentioned limitations, the trend analysis results of students' writing performance and the teacher's anecdotal recorded data reveal that students' emphasis shift from reading, grammar, and vocabulary sections to writing and speaking sections during the intervention. This finding strongly agrees with the finding of Jaing and Sharpling (2011) which reveals that Chinese students' emphasis shift from grammar and vocabulary to language skills as the mode of assessment shifts from more of summative to more of formative assessment. This implies that the modification made on the assessment method has

influenced students to use integrated skills approach to learning English

Focusing on one or two skills and giving very less attention to the others does not let students use integrated skills approach to learning SL (Scarcella and Oxford, 1992). According to Scarcella and Oxford, (1992), making students focus on writing and speaking sections of Language textbooks is one means to scale up their integrated skills approach to learning the target language. Therefore, the increasing trend tendency of students' writing performance and the teachers' anecdotal record comments on students' interest to participate actively in speaking lessons during the intervention reveal the influence of the modification on students' use of integrated skills approach to learning English.

In sum, the modification made on the assessment method has positive effect on students' integrated approach to learning English. It has influenced students to integrate the global-analytical learning dimensions and to integrate the different skills of the language. The other aspects of students' integrated approach such as their integration of visual versus auditory learning dimensions, their integration of extraverted versus introverted learning dimension, etc. are not investigated in this research to make the study manageable. Although the effects of the modification on all aspects of students' approach to learning English are not investigated in this study, the findings of this study are indicators of the positive effects of the modification on students' integrated approach to learning English.

Chapter Six: SUMMARY, CONCLUSION AND PEDAGOGICAL IMPLICATIONS

6.1. Summary

As stated in detail 1.1 and 1.2, modifying SL teachers' assessment method is a means of adjusting students' approach to learning SL (Genesee and Upshur, 1996). Studies (for example, Phul, 1997; Shabaan, 2001 and Jiang and Sharpling, 2011 Etc.) reveal the role of modifying SL teachers' assessment on students' different aspects of SL learning. After considering the current theories of student assessment and research findings in this field of education, MOE (1994) has requested English teachers to implement assessment as part of their instruction.

However, the findings of Nibret (2005) and Kassahun (2007) report the following limitations of high school EFL teachers' assessment implementation. High school EFL teachers do not use different tools of assessment. Assessment is not part of their teaching plan and they do not involve students participate actively in the assessment process. Kassahun (2007) concluded that teachers are hardly trying to modify their assessment method since any short-term training, which helps them be aware of the current principles of assessment implementation, has not been given. Furthermore, as far as this researcher's teaching experience and reading is concerned, the effects of modifying English teachers' assessment

method on different aspects of students' English learning are hardly investigated in Ethiopian education.

This researcher, after considering the above stated facts, he was convinced to modify the current EFL teachers' assessment method and investigate the effects of this modification on students' integrated approach to learning English. Preparations, such as, examining the nature of the current EFL teachers' assessment practice, setting the guidelines of the desired modification, selecting the participants of the study, preparing data collecting instruments and deciding the data analyses methods were made.

In each phase of the study (the pilot and the main), a single case experimental group i.e. one section of Grade 11 was selected using area cluster sampling technique. All the students of these classes and the English teachers who were teaching these classes were participants of this study. From the different types of quasi-experimental designs stated in Robson (2002), interrupted time series experimental design was employed in this study. See 3.1 for more information why the researcher has chosen this experimental design.

The assessment method was modified in light of the current assessment and evaluation principles (See 1.1 P.7 and 2.3.p. 20-22 for more information about the current assessment implementation principles). Evaluation Checklists, which were used to compare and contrast the before and after training assessment practice, were prepared. The participant teacher was given materials (e.g. Arter 2003 and Genesee and Upshur, 1996) and had a week long discussions with the researcher on the applications of the current principles of assessment

implementation. When it was felt that the teacher had got the capacity to modify the assessment method, he agreed with the researcher to start the intervention.

To check whether or not the desired modification has been brought, data about the before and during intervention assessment process was collected using the evaluation checklists. Data about the before and during intervention participant students' global-analytical learning dimension preference was collected using Willing's(1994) questionnaire. Worksheets adopted from Grade 11 students' English textbook were employed to collect data about the before and during intervention trends of students' day-to-day English learning performance

The before and during intervention assessment practices were compared and contrasted in light of what the checklists show. The results showed that it was possible to bring the desired modification on the assessment method. Data collected using the questionnaire and the worksheets were summarized using line graphs having cut of point in order to compare and contrast the trends which are displayed side by side.

Finally, the effects of the intervention on students' integrated approach to learning English was discussed based on the findings. The trend analysis results of students' learning dimension preference indicate that the modification influenced students to integrate the global versus analytical dimensions. The trend analyses results of students' English learning performance in different sections of the worksheets reveal the positive influence of the modification on students' integrated skills approach. The teacher's anecdotal record has also evidences which show the

positive effect of the modification on students' integrated skills approach to learning English.

6.2. Conclusion and Pedagogical Implications

This study was designed to investigate the effect of modifying EFL teacher's assessment method on students' integrated approach to learning English. It was planned to modify the current English teachers' assessment method in light of the current principles of assessment implementation in SL classrooms. To achieve this purpose a training guideline was prepared and the training was given to the English teacher who was teaching the selected class.

Evaluation checklists were prepared to check whether or not the training has helped this teacher modify the method of student assessment. The direct effects of modification on students' English learning style (approach) were investigated using Willing's (1994) questionnaire. And the indirect effects of the modification on students' day-to-day English learning performance were investigated using the worksheets which are adapted from their textbook. Based on the analyses results, the following major conclusions and pedagogical implications are forwarded.

The document analyses results show that there was a difference between the before and during intervention teacher's assessment implementation. The evaluation checklist results reveal that after the training the teacher applied the current principles of assessment and implemented it as part of the instruction. The evaluation checklist results also show that the before intervention teacher's assessment implementation is similar with the findings of Kassahun (2007) which reports that High school English teachers

are implementing assessment in the traditional way by giving a series of tests to force students study hard. Kassahun's (2007) also recommends the necessity of awareness rising on teachers' perception of the current principle of student assessment. Test, as Genesee and Upshur (1996) and Phul (1996) point out, is narrowly focused.

Even though Kassahun's (2007) and this study have been done on limited subjects to reach conclusion, the findings imply that seminars or short-term trainings or workshops on the current principles of assessment implementation in SL classroom is crucial for Ethiopian in-service EFL teachers. The teacher training curriculum of English departments of all Ethiopian universities should also be revised to help pre-service teachers to be aware of the current principles of SL classroom assessment. There is no a single course or unit on assessment in the English teacher training curriculum in Ethiopian universities as far as the information this researcher has collected informally. Phul (1997) notes the need for modifying the current student assessment method of SL teachers as follows: "we cannot change the instructional process unless we change the assessment process....Narrow testing has meant narrow instruction, teaching done to the testing" (p.3).

Regarding about the effect of the modified assessment on students' learning approach, the findings of this study is similar to the research report of Jiang and Sharpling (2011) which states that the change of English teachers student assessment from more of summative to more of formative assessment has made Chinese students shift their learning approach from "product-oriented/learning for test or exam to process-oriented/ gaining greater exposure to English" (p.44). The finding of this study has

also shown that the application of the current principles of assessment implementation in SL classroom is one means to help students adjust their learning approach. Oxford (1990) and Schneider (2007) point out that effective SL learners usually try to integrate the global learning strategies with the analytical learning strategies to balance their global-analytical learning dimension preference depending on the nature of the tasks of the teaching material and assessment method.

Thus, the finding of this study has pedagogical implication for Ethiopian EFL teachers and the principals of the Ministry of Education. The insights of this study may help them shape English language teaching methodology and teaching materials in a way students' subconsciously integrate both the global and analytical learning strategies. As noted in Hughes (1989), Oxford (1990), Genesee and Upsher (1996), Phul (1997) etc. improving the quality of teaching method and teaching materials without giving attention to the assessment method would not let students use a communicative learning approach which is the order of the day.

Concerning the effect of modifying the assessment method on students' day-to-day English performance, the findings of this study indicate that the intervention (modification) had a positive effect on students writing performance. With regard to the effect of the intervention on other aspects of students' English learning performance, there were limitations while collecting data using the worksheets. For instance, the appended listening texts to the students' textbook have been a problem to use the listening activities while collecting data about students' listening performance. The anecdotal records of the EFL teacher about why most students didn't do the read activity B8.8 was also evidence

which shows the validity problem of students' reading performance data. Such circumstances were affecting the reliability and validity of data collected using the worksheets to reach conclusion about students' listening and reading performances.

Even though the data collecting procedure of students' day-to-day English performance had the above mentioned limitations, the finding of the trend analysis of students' writing performance and the information in the teacher's anecdotal record indicate that students gave more emphasis to writing and speaking sections than they did on grammar, vocabulary and reading sections during the intervention. In this regard the finding of this study is consistent with the finding of Jaing and Sharpling (2011) which reports the shift of students' focus from vocabulary and grammar to language skills—listening, speaking and writing due to the assessment change. This implies that modifying the method of assessment is one means of shifting students' focus of study when it is desired.

Scarcella and Oxford (1990) describe the following advantageous of integrated skills approach. When language teachers let students use integrated approach, students get chance to interact in an authentic and meaningful way, be exposed to the complexity of the language, be motivated to learn the language and develop multiple skills at the same time. Therefore, in the case of Ethiopian foreign language classrooms, the teaching methodology, teaching materials and the assessment method have to be modified in line with the principles of integrated approach to learning SL.

In sum, although this is a case study to make a general conclusion, the following lessons can be drawn from this study.

1. The study points out that in the sample case classes of the pilot and the main study, EFL teacher's assessment implementation before the training was in the traditional way.
2. The findings also show the possibility of modifying the traditional method of EFL teachers' assessment through workshops on the current principles of SL classroom assessment implementation.
3. This study has shown the advantageous of improving the quality of EFL teachers' assessment method in helping students adjust their approach to learning English. Thus, for teachers and researchers who are interested to do research in the field of assessment, this study may give insights.
4. Lastly, this study is a single case experiment, Further studies at a large scale are needed so that we can get deeper insights which illustrate how the application of the current principles of assessment implementation in SL classroom help students learn English with ease and speed.

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APPENDICES

Appendix 'A'

Evaluation Checklists Which are Prepared to Evaluate the before and after Training Assessment Implementation

Evaluation checklist A: An evaluation checklist which is prepared to evaluate (compare and contrast) the before and after training evaluation plans of the English teacher

No	Aspects of the evaluation plan raised to be crosschecked	Teacher's experience of planning student evaluation before and after the training.			
		Before the training		After the training	
		Yes	No	Yes	No
1	Does the yearly lesson plan of the teacher have assessment and evaluation column?				
2	If the answer to question number 1 is yes, Are the evaluation objectives of the yearly lesson plan consistent with instructional objectives?				
3	Does the teacher's daily lesson plan have assessment and evaluation column?				
4	In the yearly or daily lesson plan, has the teacher specified the type of assessment tools to be employed in the evaluation process				
5	In the yearly or daily lesson plan, has the teacher specified the role of the students in the assessment and evaluation process				

Evaluation checklist B: An evaluation checklist which is prepared to evaluate (compare and contrast) the English teacher's use of different assessment tools before and after the training

<u>NO</u>	Assessment tools recommended to be Employed to collect assessment information in SL classroom.	Teacher's experience of using different assessment tools before and after the training.			
		Before the training		After the training	
	Does the teacher have	yes	No	Yes	No
1	observation checklists document to assesses students' performance, participation problem of learning?				
2	questionnaire document to get assessment information about students' learning strategies, perception, attitude, focus of study				
3	interview document which is used to get information about areas in which students have limitation, interest, motivation etc. in learning English				
4	recorded anecdotal comments about students performance, participation, motivation, interest etc?				
5	Tests or examinations which are prepared to assess students' achievement?				
6	any adhesive note paper which was used to record assessment data (about students' progress, strengths, weakness, interest, etc.) systematically and quickly?				
7	diary which was used to write comments while he had been conferring with the students about the different aspects of their English learning ?				

Evaluation Checklists C: An evaluation checklist which is prepared to evaluate (compare and contrast) the involvement of students in the evaluation process before and after training .

No	Aspects in which students can be involved in the evaluation process	Students' experience in the evaluation process before and after the training.																							
		Before the training		After the Training																					
		yes	No	Yes	No																				
1	<p>Do students have an adhesive note paper or table attached at the back of their exercise books which is used to record their day-to-day performance? E.g my reading performance in this semester</p> <table border="1"> <tr> <td>Unit</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> <td></td> </tr> <tr> <td>Score</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Unit	1	2	3	4	5	6	7			Score													
Unit	1	2	3	4	5	6	7																		
Score																									
2	If they have the above table or adhesive note paper, do they continually recorded their day-to-day performance?																								
3	Do students have any recorded anecdotal comments which they have written them at the back of their exercise book or anywhere else while they confer with their teacher about their English learning?																								
4	Do students use their English exercise books as a portfolio to reflect their efforts or progress? e.g a portfolio of their writing samples																								
5	Are their portfolios Marked continually either by self-assessment or peer-assessment?																								
6	Do all sections of the textbook get equal attention in students' English exercise books?																								
7	Do students attach the English quizzes, tests and final examinations which they have taken at the back of their English Exercise books?																								

Appendix 'B'

The English Version of Willing's (1994) Questionnaire Used to Collect Data about Students Global-analytical Integration of Learning English

Dear students!

The purpose of this questionnaire is to gather information about Grade 11 students' English learning approach. The result of this study is believed to investigate the effect of modifying EFL teachers' assessment method on students' integrated English learning approach. So your genuine response to each of the items will immensely contribute to the study. Your contribution to the success of this study is highly important.

Thank you!

In reading the following 20 statements, think about how you learned English best. If anyone is true for you, put a tick next to it. Work on your own. Remember there are no wrong answers! Everyone's learning style is different.

1. I like to have someone, e. g a teacher, to explain things like pronunciation and grammar to me, to correct my mistakes.
2. I enjoy doing grammar exercises and learning rules because this helps me to avoid making mistakes.
3. I like to learn English by listening to people speaking in English, e.g. on the TV or the radio.
4. I am not afraid to make mistakes when I speak.
5. I like to learn English words by hearing and using them.
6. I like to learn by studying English books, news papers etc. whether in the class or out of class.
7. I like to write new words and answers to exercises in my book.
8. I like to improve my English by writing in English as much as possible.
9. I like to learn English by talking to people in English.
10. I like to study new words by seeing them.
11. I pay more attention to the meaning of what I read than to the grammar and vocabulary of the text.
12. I like to have my own textbook.
13. I never give up. I like to try any means to get my meaning across.
14. I make opportunities to study by myself, because it helps me more.
15. I like to learn by reading, rather than by speaking.

- 16.I like to learn by talking to others in English, asking lots of questions and so on.
- 17.I like to find my own mistakes.
- 18.I like to practice my English as much as possible for example by reading widely, writing, and speaking in English.
- 19.I like the teacher to give us problems to work on.
- 20.I like to try out new words in speaking or writing, so that I can learn to use them better.

Appendix 'D'

Worksheets Which Were Used to Collect Data about Students' Day-to-day English Performance during the Pilot Study.

This worksheet is prepared for research purpose and your marks in doing the activities of the different sections will not be accounted for as part of your mid exam or final exam. If any question is very difficult for you or if you have no time to do any activity or question, do not copy your friend's answer -- leave the blank space as it is. If you copy your friend's answer, you are cheating yourself not your teacher.

UNIT NINE SENSE OF RESPONSIBILITY

Section 1 : Reading

Exercise 2 : Comprehension Questions (P. 167)

Answer the following below only according to the text.

- 1 -----

- 2 -----

Exercise 3: Information package. Reread the text and try to answer the questions below.

- 1 "their right" in paragraph 4 line 8 signify -----
- 2 "resentment is the negative soul mate of responsibility" in the last paragraph means -----

- 3 "others " in paragraph 3 refer to -----

- 4 -----

5 -----

Section 2 Vocabulary

Exercise 1 Guessing meanings of new words using word components.

Read the above reading text once again and guess the meanings of the following words using word components as clue.

- 1. Shortcomings (paragraph 1) -----

- 2. Vulnerability(paragraph 2) -----

- 3. Meaningful(paragraph 2) -----

- 4. Liveliness(paragraph 3) -----

- 5. Irresponsibility(paragraph 3) -----

- 6. Interrogation (paragraph 4) -----

- 7. Self-pity(paragraph 4) -----

- 8. Free will (paragraph 3) -----

- 9. Rebuff(paragraph 4) -----

- 10. careless(paragraph 5) -----

Section 3 Writing (p. 169)

Exercise 1: Guided summary. Read the above reading passage critically and fill in the blank spaces.

The first paragraph brings forth the ideas (of/that) -----

----- and -----
----- . The second paragraph, on the other hand, focuses on -----
----- and -----
----- . In conclusion the last paragraph gives further information about -----

----- and the fourth paragraph is on -----

-----.

Section 5: Speaking Practice – Requesting Repetition

Exercise 2: learn the following dialogues and complete the conversation below (173).

Teacher: Take out your book and do exercise 4 on page 9.

Abera : Excuse me teacher, what did you say?

Teacher: -----

Abera: Oh, I see. I thought we would have some more debate today.

Teacher: Class / Do you share Abera’ idea?

Class: ----- sir, we do. Debating is a very exercise.

Teacher: Sorry. You can have too much of a good thing.

Section 6: language pattern -- study the different uses of the verbs ‘will’ and ‘going to’

Exercise 1(p.174): study the examples below and try to produce four sentences using “ will” and “ going to” to express intention.

1. -----

2. -----

3. -----

4. -----

Exercise 2 (p.174): Study the following four examples and using “ will” and “ going to” make four more sentences expressing prediction.

1. -----

2. -----

3. -----

4. -----

Exercise 3 (174 – 176): Study the three types of conditional sentences given on page 174 - 175 and work through the exercises below.

Using the conditional sentence type 1, complete the following sentences by putting the verbs into the correct form.

1. -----

2. -----

3. -----

4. -----

5. -----

Using conditional sentence type 2, complete the following sentences by putting the verbs into the correct form (176).

1. -----

2. -----

3. -----

4. -----

5. -----

Complete the following sentences using the appropriate form of the verbs given in brackets (176).

1. -----

2. -----

3. -----

4. -----

5. -----

UNIT TEN: CODE AND VALUE of DEMOCRACY

Section 1 : Reading

Exercise 2 : Reading for the main point (178--180)

You are going to read an extract from a live TV debate among professor Kebede Almu , Dr. Brihanu Semahegne and Ato Nigusse Angassa, all from the Department of Political Sciences and International Relations, Addiss Abeba. The gist of the debate is the role of a state in the construction of democracy among its people. Make an effort to comprehend the essence of their debate and answer the questions below.

1. -----

2. -----

3. -----

4. -----

5. -----

6. -----

7. -----

Exercise 3: Critical Reading. Read the text one more time and answer the following questions below (181).

1 -----

2 -----

3 -----

4 -----

5 -----

Exercise 5 Guessing meanings of new words (p. 181).

Using the wider context as a clue try to guess the meanings of the following words written in bold in the reading text (181).

- 1. fulfillment -----
- 2. authority -----
- 3. discourse -----
- 4. sovereign -----
- 5. constitutional -----

Exercise 6 : Recognizing the structure of the text (p.182).

The text seems to have three important parts in its structure: introduction, body and conclusion. Read the text again and fill the focus/es, functions and/or contents stated under the respective structures?

Exercise 3: Adverbial Modifiers and Adjectival Modifiers

Read the following sentences carefully and underline the adverb or the adjective (p.183).

1. The professor often teaches classes full of freshman.
2. The president owns a boat with a red, white, and blue sail.
3. The dinner after school was fun.
4. The car with the electronic motor was too expensive.
5. John and Mary walked along the beach.

Section 4: speaking**Exercise 1: Asking for Information**

Read the situations below and write suitable questions (183).

1. Suppose you are at cross roads confused as to the route to your school .How will you ask someone to tell you the right direction?

2. If you want to know how far Debre Brihan is from Addis Abeba, how will ask ?

3. Let us assume, you want to know your examination schedule, how will ask for it?

4. How could you ask for the menu at a restaurant?

5. Say you wish to be a successful teacher like your English instructor, how will you ask him/her?

Exercise 2 : Making use of dialogues for collecting information.

Read the following dialogues and fill the missing lines (184).

Dialogue 1

Kebede: Excuse me; I wonder if you could tell me where he national health department is?

Hagos: It is downtown. Let me see, yes take number 42 city bus from this corner and get off at legahare . Walk up to Meskel Square and you will find it there.

Kebede: Let me see if I have got that straight. -----

Hagos: That is right.

Kebede: -----

Dialogue 2

Almaz: Hi Gemech, I am sorry about what happened yesterday in the sweet shop. A thief stole my money.

Gemech: -----

Almaz: Buy the way would you please tell me when our examination is schedule for?

Geemech: Sure -----

Almaz: -----

Section 5 Listening

Exercise 1 pre listening Activity

Markers of Alternative and contrast

List a minimum of two markers of alternative and two markers of contrast and discuss their importance with your teacher in listening.

Exercise 2 Understanding a text through markers of alternative and contrast

Answer the following question.

1. How does the introduction begin the text and move the next paragraph?

2. How does the author ex press weak side of representative democracy?

Section 6 Writing

Exercise 1 Expressing personal views in writing

Complete the following dialogue between Tiblets and her boyfriend Mengistu. Using the dialogue write a short paragraph containing both opinions about the election.

Tiblets : Ethiopia is entering a new era of democracy? What do you think about Ginobet 7 election?

Mengistu: It was splendid in indeed nearly, -----

Tiblets: That is great I didn't imagine this many people would come out to vote. Did you?

M engistu: Not at all, but what surprised me even more is -----

Tiblets: Me too, I am proud of my people indeed. But, I didn't like the unlawful situation which Occurred later.

Mengistu: -----

Tiblets: Oh yes, that was too terrible indeed. Write your paragraph here.

Solomon: I thought you would say that. We really have no other choice.

Lidetu: -----

Solomon : However we must teach people to take heed of the warnings about getting the infection.

Didn't you think so?

Lidetu: -----

Exercise 4: Expressing disagreement (p.189)

Complete the following dialogue between Kebebush and Chaltu in which they disagree with each other.

Kebebush: Don't you think I look awful after acquiring the virus?

Chaltu: -----

Kebebush: Do you really think so?

Chaltu: -----

Kebebush: I wish I were negative; without testing negative to HIV rebuilding hope within oneself is impossible.

Chaltu: -----

Section 2: Listening

Exercise 3: listen and write a Summary guided by the following note.

Complete the following guided summary based on your notes from the listening text.

The text has -----
----- major divisions which include -----.

The first paragraph gives us ----- while the second paragraph focuses on -----
----- . The third and the fourth paragraphs are all about -----

----- . The emphasis of the last paragraph, on the other hand is on -----
-----and

- 8. I saw the doctor. (there) -----

- 9. This student speaks English.(fluently) -----

- 10.I have seen that film.(never)/(before) -----

Section 5 Reading

Exercise 1: Questions from the reading text (p.198)

Answer the following questions.

- 1. What does " the specimen card" signify (paragraph 1)? -----

- 2. What will happen if a person has a positive or indeterminate test result? -----

- 3. Telephone counseling services will accompany positive test results and will be optional for people with negative test results. A. true
B. false
Support your answer with a sound justification.

- 4. People with positive test results would be able to access counseling services six times in the first year after their result, whereas people with negative test results would have limited access to continued use of the phone –based counseling services .
A. true B. false
Support your answer with a sound justification.

- 5. What sort of products doesn't the FDA approve? -----

- 6. According to the text what should the conditions under which accuracy and reliability are demonstrated reflect? -----

- 7. What does 'live counselors' stand for (paragraph 3)? -----

8. When can Western bolt used in the process of blood testing? -----

-

**Exercise 2: Vocabulary workout using dictionary (199).
 Use any dictionary you wish and workout he contextual
 meanings of the following words taken from the reading text
 above.**

1. Counseling (paragraph 1) -----
2. kit paragraph 1) -----
3. pregnancy paragraph 2) -----
4. access paragraph 2) -----
5. positive paragraph 3) -----
6. automated paragraph 3) -----
7. voicemail paragraph 3) -----
8. concern paragraph 4) -----
9. reliability paragraph 4) -----
10. illegally paragraph 5) -----

Section 6: Vocabulary

Exercise 1: Dictionary Use

Find the dictionary meaning of the following words.

1. Slam -----
2. Privacy -----
3. option -----
4. anonymous -----
5. good will -----
6. avoid -----
7. available -----
8. resist -----

UNIT TWELVE: POVERTY AND GLOBALIZATION

Section 1: Reading

Exercise 3: Point of View (p.202)

**Read the text carefully and answer the following three
 questions.**

1. What do you think is the source of this article? -----

2. Whom do you think this article is written for? -----

3. Is the writer emotionally involved with the message of the text? ---

Exercise 4: Information package (p.202)

Read the above text once again and answer the following questions.

1. Why do hunger and malnutrition have to be the most serious manifestations of poverty? -----

2. In paragraph 1, "among them" signifies -----

3. What does the phrase "poverty line" mean to you? -----

Exercise 5: Vocabulary from the reading text

Work out the meanings of the following words as used in the reading text.

1. Malnutrition (paragraph 1)
a. Meaning:-----
b. Clue: -----
-
2. 'indication'(paragraph 1)
a. Meaning:-----o
3. Century(paragraph 5)
a. Meaning:-----
b. Clue: -----
4. education(paragraph line 11)
a. Meaning:-----
b. Clue: -----
-

Section 2: Vocabulary

Exercise 2: Synonyms and Antonyms

Read the following two questions and give the answers as required

1. Find at least four synonyms for the following words from the reading text

	Synonym 1	Synonym 2	Synonym 3	Synonym 4
Variety				
Dialectical				
Debates				
Concept				
Labor				
Capital				

2. Find at least four antonyms for the following words from the reading text

	Antonym 1	Antonym 2	Antonym 3	Antonym 4
Scattered				
Recent				
Emergence				
Involved				
Single				
Shrinking				
Wide				

Section 3 Speaking

Complete the following conversation based on the examples given to you above.

1. Dialogue between Alemu and Lemessa

Alemu: How do you like tennis?

Lemessa: -----

----- . How about you?

Alemu: -----

Lemessa: Where do you play?

Alemu: -----

Lemessa: That is great. I would really like that.

Alemu: -----

Lemessa: -----

2. Dialogue between Almaz and Hirut

Almaz: Did you enjoy the trip?

Hirut : -----

Almaz: Well it was wonderful. By the way how did you like my new dress the one that I wore during the trip?

Hirut: -----

Almaz: Thank you so much. You are indeed a sweet woman.

Hirut: -----

Section 4: Listening

Exercise 2: Anticipation

Your teacher is going to read a listening passage entitled “Does Globalization Cause Poverty?” Before he/she reads the passage answer the questions below.

1. What points do you think the text will bring out? -----

2. What are the major issues related to globalization with regard to poverty? -----

Exercise 3: Note taking and retelling a story

Now your teacher will read you the text at list twice, with a gap of 10 minutes. Jot down the main points while you are listening and then answer the following questions.

1. How many main points have you jot down? -----

2. Rewrite the text in your own words.

Section 5: Language pattern

Exercise 1: Modal Verbs

Complete the following sentences using the most appropriate modal verbs.

1. Ted's flight from Amsterdam took more 11 hours. He -----
----- after such a long flight. He -----
prefer to stay in night and get some rest.
2. If you want to get a better feeling for how the city is laid
out, you ----- walk downtown and explore the
waterfront.
3. Hiking the trail to the peak ----- be
dangerous if you are not well prepared for dramatic
weather changes. You ----- research the route
a little more before you attempt the ascent.
4. When you were a small child in the house, you -----
----- leave small objects lying around. Such objects ----
----- be swallowed, causing serious injury or
even death.
5. Abebe: ----- you hold your breath for more than a
minute?
Bekele: No, I can't.
6. Jenny's engagement ring is enormous / It have cost a
fortune.
7. Please make sure to water my plants while I am gone. If
they don't get enough water, they ----- die.
8. I ----- speak Arabic fluently when I was a
child and we lived in Egypt.

But after we moved back to Canada, I had very little
exposure to the
language and forgot almost everything I know as a child.
Now, I -----
just say a few things in the language.

9. The book is optional. My professor said we -----
read it if we needed extra credit. But we -----
read it if we don't want to.
10. Abebe: Where is the spatula? It -----
be in this drawer but I can't see it. Bekele: I just did a

Appendix 'E'

Worksheets Used to Collect Data about Students' Day-to-day English Performance during the Main Study.

This worksheet is prepared for research purpose and your marks in doing the activities of the different sections will not be accounted for as part of your mid exam or final exam. If any question is very difficult for you or if you have no time to do any activity or question, do not copy your friend's answer -- leave the blank space as it is. If you copy your friend's answer, you are cheating yourself not your teacher.

Unit 5: Tourism

Part A

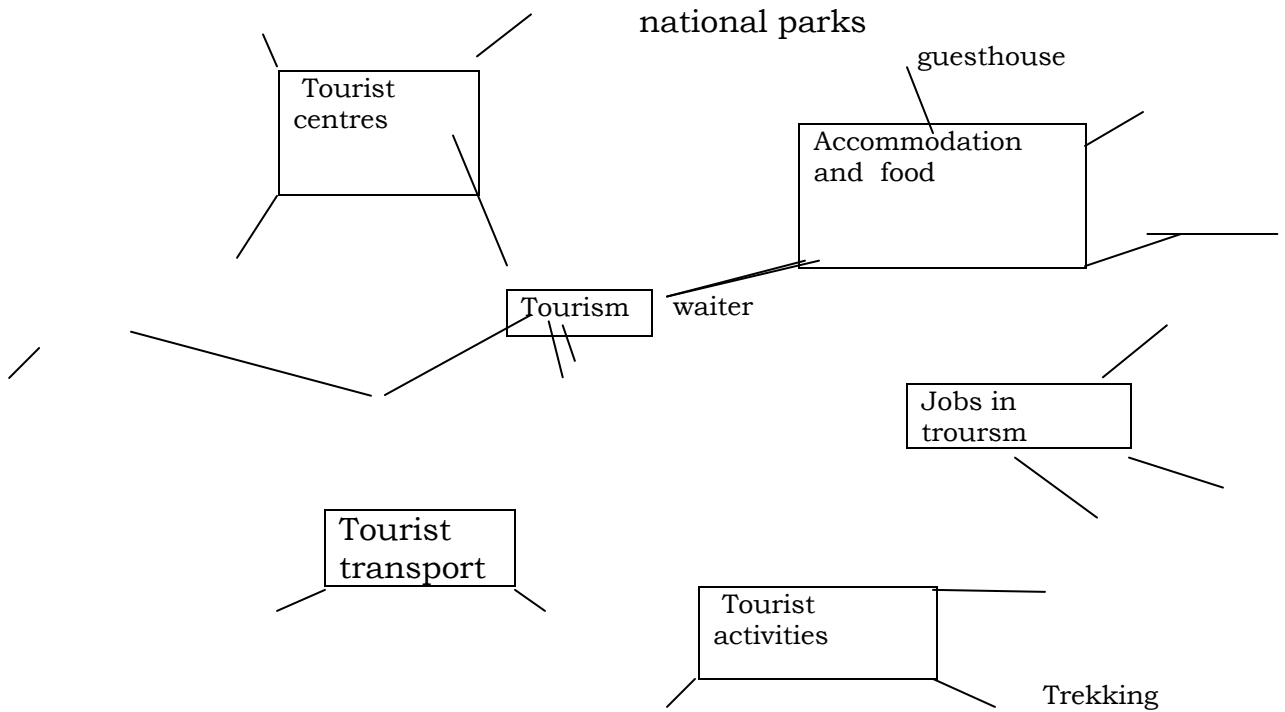
A5.1 Introduction (listening): Tourism in Ethiopia (page 120)

2. You are going to listen to an introduction to tourism in Ethiopia. As you listen, make notes in this table (page 120).

Historical and religious attraction	
Afar	
Dire Dawa	
Axum	
Nejashi	
Lalibela	
Harar	
Natural Beauty	
Lakes	
Mountains	
Rivers	
The Capital	

A5.2. Increase Your Word Power (page 121)

1. Work with a partner. Think of some words and expressions to complete the mind map.



A5.3. Reading: Extract from a tourist brochure website (page 122)

1. The following text is taken from a tourist brochure about Ethiopia. It is about one of the country's most famous tourist destinations. Read it and try to guess the name of the place.

- 1.----- 2.----- 3.-----
- 4.----- 5.----- 6.-----
- 7.----- 8.----- 9.-----
- 10.----- 9.----- 10.-----
- 11.----- 12.----- 13.-----

5. In your group read this text about another tourist destination? Identify the place being described and try to complete the missing names. Then, listen to your teacher reading the text to check your answer.

- 1.----- 2.----- 3.-----
- 4.----- 5.----- 6.-----

A5.4 Language (page 123)

1.Describing places and activities persuasively. The text contains many examples of sentences which describe places and activities in a way designed to persuade people to come to Ethiopia. Add two sentences about Ethiopia to each of these sentence tables

- a 1.-----

- 2.-----

- b. 1.-----

- 2.-----

- C. 1.-----

- 2.-----

A5.5. Increasing your word power: word building (124)

1. Make nouns from these verbs. Make any necessary spelling changes.

1	Accommodate	
2	Alter	
3	Complicate	
4	Discuss	
5	Educate	
6	Explain	
7	Hesitate	
8	Organize	
9	Pollute	
10	Reduce	
11	Suggest	

A5.6. Writing (125)

The listening and the reading text above are both taken from a tourist brochure. Write one or two paragraphs about it to include in the brochure. Imagine that your town or village is not included in the brochure. Write one or two paragraphs about it to include in the brochure. Include the information listed on page 125 under activity A5.6. Write the draft and the revision on a piece of paper and the final draft on the space given below.

A5.8. Reading: The impact of tourism(page 126)

1.Tourism can have a significant impact on economy. Read the text below and decide if the following statements are true or false according to the text.

- a ----- b ----- c ----- d -----
- e ----- f ----- g ----- h -----

A5.9. Writing: A formal letter (page 127)

You are going to write a letter to the tourist agency which produced the tourist brochure used in A5.1 and A5.3 . Follow the plan (procedures) given on page 127 under A5.9. Write a first draft of your letter and then check it carefully before writing a final draft on the space given below.

Part B

B5.1. Listening: Tourist Complaints (page 128)

Sometimes tourists are unhappy with the service they receive and they make complaints. You are going to hear three dialogues between foreign tourists and the manager of an eco-loger in the Semien Mountains.

- 1. As you listen, choose the sentences which best summarizes the complaint

made by the
tourists in each dialogue.

Dialogue A ----- Dialogue B -----

Dialogue C -----

2. Now make brief notes on the solution which the guess accepts in each of the dialogues:

Solution A -----

Solution B -----

Solution C-----

B5.5. Increase your word power: -ed/-ing adjectives (page 132)

Complete these dialogues. Put the correct adjective form of the verb in brackets.

1. a. I didn't enjoy the film. It ----- me. (bore)
b. Yes, it was very -----.

2. a. This Maths problem is ----- .(confuse)
b. I was ----- at first, but now I understand it.

3. a. The history of the walls of Harar is ----- .
(fascinate)
b. Yes, I was ----- to find out how old they are.

4. a. I'm always ----- after athletics. (tire)
b. It ----- me today, although usually I'm okay.

5. a. I was ----- to hear that I had done the test(astonish)
b. I don't think that's ----- at all. You always do well.

3 Complete these dialogues. Put the correct adjectival form of the verbs in the box

amaze	annoy	astonish	disappoint	fascinate
impress	interest	please	relax	tire

- 1.----- 2. ----- 3. -----4. -----
 5. ----- 6.----- 7. ----- 8. -----
 9.----- 10 -----

B 5.7. Reading: Operation rhino (Page 137-139)

Reading the following text and do the exercises which follow it.

1. Choose the best answer to each question.

- 1.----- 2. ----- 3. ----- 4.-----
 5. ----- 6. ----- 7. -----

2. Write your own definitions of these words and phrases, according to how they are used in this text.

- | | |
|---------------|--------------|
| a. convoy | b. scrubland |
| b. hound | c. brutal |
| c. reproached | d. assets |

Unit 6 : Fiction

Part A

A6.1. Introduction(listening): A story (page 141)

1. Your teacher is going to read the first part of a story from Swaziland. Listen and do these exercises.
- a. The first time you hear it, number these events in the order in which they occur.
 First event ----- second event ----- third event -----
 Fourth ----- fifth event ----- sixth event ----- seventh event -----
- f. Give the story a title -----

A6.2. Increasing Your Word Power: Extreme Adjectives (page 143)

1. Complete this table to make adjective partners with related meanings(page 143).)

Base adjectives	Extreme adjectives
	Delicious
	terrible/awful

Big	
	Freezing
	Packed
	Terrifying
Good	
Hot	
Hungry	
Interesting	
	Deafening
	Beautiful
	Silent
	tiny/minute
Surprised	

2. Complete these sentences with an appropriate modifier; quite/very/completely/absolutely

1. This bean sauce is ----- delicious.

2. I can't do this maths problem. It is ----- impossible to work out.
3. Asgedom is ----- tall; he could play in the basketball team.
4. You look ----- exhausted. Go to bed and rest.
5. There is no need to serve the food now. I am ----- hungry but

Can't wait.
6. The party was ----- enjoyable, they had to leave early.
7. At the end of the match they were all ----- tired.
8. My test results for English are ----- good, but my results for Biology is ----- terrible.

A6.4. Language focus: Questions (page 145)

A. Yes/No questions

1. Make these statements into Yes/No questions(page145). Write the answer on space provided

- a. You speak Somali. -----

- b. You are going to stay at home tonight. -----

- c. You had chicken and rice for lunch. -----

- d. Your brother can run faster than anyone in the school. -----

B. Wh-or information questions

1. Make the appropriate wh- questions for these answers.

- a. I went to bed at 10 o'clock last night. -----

- b. I'm going to the market after school. -----

- c. My mother is very well, thank you. -----

- d. It's November 12th. -----

C. Tag questions

2. Make these statements into tag questions.

- a. You live on the fifth floor.-----
- b. You can't swim.-----
- c. It is cold today.-----
- d. You don't like milk.-----

A 6.5. Language focus: Narrative tenses (page 147)

2. Put the verbs in brackets in the correct past form.

- 1. While I ----- (wait) for the bus, I----- (meet) two of my friends.
- 2. When I ----- (meet) them I ----- (be) at the bus stop for half an hour.
- 3. We ----- (chat) when the bus ----- (arrive).
- 4. We ----- (laugh) so much that I nearly ----- (miss) the bus.
- 6. I ----- (smile) to myself for the whole bus journey because I -----(enjoy) our conversation.

3. Complete these sentences with verbs in brackets, use either the past simple or present perfect.

1. My brother ----- (eat) three bananas this morning.
2. Last night he ----- (eat) two after his evening meal
3. My mother -----(tell) him many times that he eats too many bananas.
4. I ----- (not eat) a banana for long time.
5. We ----- (buy) some in the market last Saturday and he ----- (eat) them all on the way home /

4. Complete the story of the African National Cup choosing the correct alternative from those listed below to complete the gap (page 148).

- 1----- 2.-----3.-----
 4.-----5.----- 6. -----
 7.----- 8.----- 9.-----
 10.----- 11.----- 12.-----
 13.-----14.-----15.-----
 16.-----17.-----18. -----

A6.6. Language focus: Sequencing Words and Expressions (page 149)

Complete the table with the words and expressions in the box.

Previously	at the same time	as soon as	later on
immediately	after that	while	next
simultaneously	prior to	finally	at first
		first	

One event happening after another in a sequence	Then ----- ----- -----
One event happening before another	-before then ----- -----
Events happening at the same time	While ----- -----
One event happening very quickly after another	When ----- -----

3. join the pairs of sentences below in a logical way, using one of the linking words and expressions.

- . Change the order of the sentences if you wish.
- . Change the grammar of the sentences where necessary.
- . Make at least two sentences for each pair of sentences.

Example: I had my breakfast. I left the house.

Prior to leaving the house, I had my breakfast.

I had my breakfast and after that I left the house.

First I had my breakfast, and then I left the house.

1. I watched TV. My brother read the news paper?

2. We were doing our exam. Some other students came into the room.

3. I kicked the ball to Ahmed. He headed to the net.

4. I have something to eat. I get home.

5. We were working in the garden. It started raining.

A6.7 Writing : A narrative (page 150)

Write a story of 250 to 300 words. Follow the procedures given on page 150 to develop the story and write a final neat version of your story in the space given below.

First event ----- second event ----- third event ----- forth event -----
 fifth event ----- Sixth event ----- ---seventh event ----- eighth event -----
 ninth event ----- tenth event -----

2. Choose the best answers to these questions.

1.----- 2.----- 3.----- 4.----- 5.----- 6.-----7. -

3. Find words in the text with the following meanings.

- a. Working for a long time on something by doing small things to it. (line 9) -----
- b. Two lines of a poem.(line 11) -----
- c. On its side. (line 48) -----
- d. A small car part. (line 56) -----

B6.4 Increasing you word power: phrasal verbs in and out (page 159) .

1. Read these sentences and note the underlined phrasal verbs. Then match them to the definitions on the right .Write the Roman number that contains the definition on the space provided. (Page 159).Underlined phrasal verbs

- a. a. drop in -----
- b. take it all in -----
- c. moved in -----
- d. put in -----
- e . get in -----
- f. bringing in -----

- b. a. finds out -----
- b. carried out -----
- c. dropped out -----
- d. left out -----
- e. set out -----
- f worn out -----

These sentences contain more phrasal verbs with *in* and *out*. Read each one carefully to understand the meaning and complete it with *in* or *out*.

- a. Seeing that further resistance was useless, the criminal turned himself ----- to the police.
- b. After the storm, the sky started to brighten and the sun broke ----- again.
- c. Our army fought hard and eventually their enemy was forced to give -----

- d. The man looked carefully at the document, but couldn't make ----- what it meant.
- e. Pete slipped by the river and fell -----.
- f. "I am a bit tired," said Kibatu. "Can we sit ----- --- the next dance?"
- g. I can't pick ----- anyone that I know in this old photograph.
- h. The rain has set ----- today and will probably continue until tomorrow.
- i. I'll be home late but don't wait up for me as I'll let myself ----- with my key.
- j. Burglars broke ----- during the night and took the TV.

B6.5 Assessment (page 160)

- 2. Imagine you have received this letter from your uncle. Write a letter of reply giving appropriate suggestions and advice.

Revision 2 (units 4—6)

Listening (page 161)

Your teacher will read a short biography of Okot p'Bitek. As you listen, make notes of the key information in the table.

Place and date birth	
First job	
Interest	
His first book	
When and why he went to England	
What he did in England	
His job in Gulu	
What he wrote at this time	
Why he had to leave Uganda	
When he spent his exile	
What his work prompted	
Year and place of death	

Reading (page 162-163)

Read Song of Lawino by Okot P'Bitek and then choose the best answer to each these questions.

Vocabulary (page 164)

1. Answer these questions with words from units 4-6

- a. ----- b.----- c. ----- d. -----
f.-----g.----- h.----- i. -----
j.----- k.----- l.----- m. -----
n.----- o. ----- p.----- q. -----
r. ----- s. ----- s. ----- t. -----
u.----- v. ----- w----- x.-----

Language Use (page 165)

1. Identify the mistakes in these sentences and then write them correctly in your exercise

books

- a. You don't like fish, don't you? -----

- b. When you are thinking of going to see your cousin?

- c. Could you tell me what time is the bus leaving?

- d. While I had been waiting for a bus my money was stolen from my pocket.

- e. Before I had met you, I hadn't met your sister.

- f. The World Cup has been held in South Africa in 2010.

1. Put the words in order to make logical sentences.

- a. find can card phone I where buy my need out a for to I sim.

- b. book I the can't name this make written out in.

- c. grandmother's did in yesterday drop your house you at?

- d. Maths yet given my I in homework haven't.

e. Everyday clothes wear your wear don't new out or them you'll.

f. Investigation carrying police murder the a into are an out.

3. Write sentences which begin as indicated but keep the same meaning as the given sentence.

a. It is important to educate young people about HIV.
Young people should be educated about HIV.

b. It would be a good idea for you to see a doctor.
You had -----

c. I think you need to study more. If I were you -----

d. It's a good idea to write new words in a vocabulary book.
My advice would -----

e. Sales of bicycles have declined since 2000.
There has -----

f. Growth in HIV infection rates peaked at the end of the 1990s.
There was a -----

g. There has been a steady rise in the number of cases of TB.
The number of cases of TB -----

h. The new park is very big. The new park is absolutely -----

i. The stadium is extremely crowded. The stadium is absolutely --

j. I was extremely surprised by the news. The news was
absolutely -----

k. I didn't enjoy the film' I was bored by it. The film was not
enjoyable, it was -----

i. Everyone was confused by the instructions. The instructions
were -----

Unit 7 Weather and Climate Change

Part A

A7.2 Reading: the challenge of climate change (page 168-169)

Read this text about climate change and answer the questions below.

1. To what extent is climate change a modern event? -----

2. What seven reasons are given to prove that the climate change is happening?
1----- 2-----3 -----

4 ----- 5----- 6-----
----- 7-----
3. Why do some scientists disagree that humans are responsible for climate change? -----

4. What target did most countries agree to at Kyoto in 1997? -----

5. What alternative can countries choose instead of carbon cuts?

6. Why is climate change unfair to developing countries? -----

A7.3. The green house effect (page 169-170)

Listen to your teacher reading description of the causes of climate change and complete your notes with the missing words and expressions. Look carefully at the diagram first; it will help you.

Example: 1= 15⁰ c

1. Life on Earth depends on heat and the normal average temperature of the earth is -----
-----.
2. Many places are ----- and some are -----
-----.
3. Heat comes from the -----.
4. It passes through the Earth's -----and then reaches the Earth's -----.
5. Some heat is radiated back from the ----- and into the -----.
6. Oxygen and nitrogen make up ----- and of the gases in the atmosphere.
7. The other 1 percent is made up by other gases which are called -----.
8. These gases keep the Earth----- as they absorb heat and stop it escaping back out into -----
-----.
9. Without these gases the temperature on Earth would be -----
-----.
10. Changes in the proportion of these greenhouse gases in the atmosphere causes -----.
- 11.The burning of ----- has increased the amount of ----- in the atmosphere.
- 12.More and more ----- is trapped and cannot escape.
- 13.This process is called the -----
-----.
14. It is why most scientists believe the Earth is getting -----

A7.4. Increase Your Word Power: Climate Change (page 170-171)

Think carefully the terms commonly used in the discussion of climate change and the Complete these definitions of terms given below.

1. ----- refers to the changes in the climate, most notably the rise in global temperatures since the 1900s.
2. ----- are used by motor vehicles, power stations, factories. They are minerals such as coal, petrol and gas. They are finite resources and they cannot be replaced.

3. ----- means the carbon dioxide produced by the burning of fossil fuels by motor vehicles, factories.
4. Providing the means for people to live and work without damaging the environment or depending on fossil fuels is called -----.
5. ----- were agreed at an international meeting in Kyoto, Japan. Each country which produces larger quantities of carbon dioxide is trying to reduce those amounts.
6. ----- means energy produced by renewable sources such as solar, wind and wave power. These do not produce carbon dioxide.
7. ----- -- make up 1 per cent of the earth's atmosphere. They include carbon dioxide, methane, nitrous oxide, ozone, water vapor and halocarbons.
8. The action of greenhouse gases in absorbing heat and preventing it from escaping from the atmosphere into space is called -----
9. At both the north pole and the south pole there are large quantities of ice which are referred to as -----

10. Land which is at the same height as the level of the sea, that is at zero meters, is said to be at -----

A 7.5 Listening: The impact of Climate Change (page 171)

Listen to your teacher reading a description of the impact of climate change and complete the notes below with the missing words and expressions.

1. The increase in global temperatures has led to the melting of ---
----- at the north and south poles. This has caused a rise in ----- which may lead to the disappearance of low lying coastal areas.
Mountain ----- are threatened by rising temperatures.
2. The ice cap on Africa's ----- Kilimanjaro in East Africa which has reduced by ----- in 100 years.
3. In parts of the northern hemisphere one effect of global warming is heavier -----

4. In Africa and Asia it is causing a rise in temperatures and an increase in the incidence of severe -----
5. Many species of plants and animals previously found only in tropical regions are now found in areas that were previously too -----.
6. There is a real threat that species will become extinct as their natural -----are lost and there is nowhere for them to ----- to.
7. The wild ----- plant found in the mountains of southern Ethiopia.
8. Most agriculture in Africa relies on ----- it is put at risk by changes in climate variability.
9. It is predicted that disruption to agriculture will mean that by 2050 up to more people in the world will be hungry.
10. Climate change will have significant impacts on species diversity and -----in Africa.
11. Both substantial reductions in heat-trapping ----- in developed countries and careful ----- to changes in climate are crucial.

A7.6. Increase your word power: Discourse markers (page 172)

2. Add the discourse markers given below in the box where there functions are listed

Indeed	furthermore	thus	as I see it	however
in fact	nevertheless	secondly	although	whereas
due to	while	as a result	secondly	regarding
for example	as far as ----	is concerned		
hence		an illustration of this is		
moreover	since		for instance	

Function	Discourse markers used for this function
Adding information	e.g. in addition
Contrasting information	e.g. however

Emphasizing information	e.g. of course
Sequencing events	e.g. firstly
Introducing the cause	e.g. due to the fact that
Introducing the effect	e.g. consequently
Introducing a new topic	e.g. with regard to
Introducing a personal comment	e.g. in my view
Introducing examples	e.g. examples are

3. Think about the relationship between the sentences in these pairs and then introduce one of them with a suitable discourse marker to link them. Be careful to change the wording of the sentences when necessary.

a. Shoes are traditionally made of leather. Many shoes are made of plastic nowadays.

b. Our school hall is used for assembly every day. The hall is often used for plays and concerts.

c. There are many potholes in the road into town. Traffic moves slowly along the road into town.

d. Several countries in Africa have changed their names since independence. Zimbabwe and Zambia are countries that have changed their names since independence.

e. It takes a long time to travel from Ethiopia to West Africa. There are not many direct flights between Ethiopia and West Africa.

f. Human beings have a long history in Africa. Human history started in Africa.

g. The international community is beginning to address the problem of climate change. This Contribution is too little, too late.

A7.7 Language Focus: cause and effect (page 173)

Complete these sentences with a suitable cause or result expression or verb

- a. He has won a lot of races and broken a large number of world records and ----- some people think he is the best long distance runner ever.
- b. I have not seen you for long time -----I was not able to invite you to my party.
- c. I haven't eaten all day ----- I am very hungry.
- d. I am out of breaths ----- that I have been running very fast.
- e. The burning of fossil fuels ----- carbon emission.
- f. Too much carbon dioxide in the atmosphere ----- global warming.
- g. Drought ----- famine.
- h. We've been training hard all season -----we feel ready for the big event.

A7.11 Focus on writing (page 178 - 179)

After reading the strategies for improving your writing which are found on page 178 and 179, write a paragraph for each of the following topics.

Weather condition of Bihar Dar

2		
3		
4		
5		
6		
7		
8		

4. Add the nouns and adjectives in the box to each of the weather features below.

hot breeze humid heavy strong warm dry a flood
 cold a shower a tropical storm /cycle a drought cool
 pouring

1. Temperature: hot
2. The condition of the air:
3. Wind:
4. Rain:

B7.2. Listening: Weather Forecast (page 182)

2. Now listen to the weather forecast for your country and make notes in the table (page 182).

Names of Regional States	Weather Forecast
Benishangul – Gumz	
Gambella	
Oromia	
SNNPR	
Tigray	
Amhara	
Afar	
Somali	

B7.3. Language Focus: will and going to (page 183)

2. Make sentences about the dates of these future events. Use will or going to.

a. Your next birth day. My next birth day will be on 8th August, in two months time.

b. the next birth day in your family:

c. The end of this term.

d. The beginning of next term.

e. The next Public holy day.

3. Make prediction about these things using will or going to.

a. the weather this afternoon.

b. the weather tomorrow.

c. which country will win the next football world cup.

c. your future career.

d. hunger in Africa.

e. clothes in 100 years

5. Complete the replies. Use the contracted form of will: 'll or going to and any other necessary words (page 183).

a. 'there is someone knocking at the door.' 'I ----- open it.'

b. 'All your clothes are dirty/' , 'yes, I ----- them.'

c. 'Why are you looking at that bridal dress?' 'Bekele and I ----- / '

d. 'I can't hear the radio.' 'I ----- .'

e. 'I heard you are leaving school.' 'Yes. I -----
----- a job.'

f. 'Please don't tell anyone about my new boyfriend.' 'Don't worry, I-----your secret.'

g. 'Oh no/ Look at that child/ He's learning right over the edge of the bridge.' 'Oh dear/ He ----- into the river/'

h. 'Do you know what you ----- give father on his birthday?' 'I don't have any money so I -----
--- a small cake.'

B7.5. Language Focus: hopes and fears (page 184-185)

2. study this language about how we can express our hopes and fears about the future. Then, answer the questions about the

questions about the topics in the circles. For more explanation, look at the examples given on page 185.

1. What are your hopes for the future? -----

2. What are your hopes for your family's future? -----

3. What are your hopes for Ethiopia's future? -----

4. What are your hopes for Africa's future? -----

5. What are your hopes for weather condition of the world? -----

B7. 6 Increase Your Word Power: Word Building (page 185-186).

1. Make verbs from these adjectives. Make any necessary spelling changes. See how many of them you already know, without using a dictionary. For more clarification look the examples above.

adjectives	Verbs	Adjectives	Verbs
Broad		Pure	
Dark		Regular	
Deep		Soft	
False		Solid	
Flat		Strong	
Hard		Tight	
Legal		Weak	
Light		Wide	

Long			
Loose			
General			
Popular			

6. Complete these sentences and short paragraphs with the four adjectives in brackets, adding verb suffixes where necessary. Note that the adjectives are given in the order in which they are used in the sentences and you may have to change the form of some of the verbs (page 186).

1. The main road into the city is too ----- and the city council is going to -----it. To ----- -- the period of construction, work will be carried out 24 hours a day, 7 days a week, which may not be ----- with local residents. (narrow/popular/short/wide)
2. During the experiment, the -----liquid ----- and then ----- to a ----- brown substance. (clear/dark/hard/solid)
3. If someone is feeling -----and is likely to faint, lie them down on a -----surface and raise their feet above the level of their head. Any clothing around their neck and give them some ----- water to drink. (Cold/flat/loose/weak).
4. My muscles are too -----, so I am starting to do ----- exercise with weights. My aim is to ----- - my stomach and ----- my muscles all over. (Flat/regular/soft/strong).
- 5.

B7.7 Reading: Why weather forecasts are important (page 186-187)

Read the text which is found on page 186 and 187, and answer these questions about the text.

- a. What role has aviation paid in weather forecasting in Ethiopia?

- b. What is the role of weather stations, satellites and radar in weather forecasting?

k. The exam has been postponed as the papers didn't arrive on time. -----

l. Nunu's party was cancelled due to the death of her grandfather. -

B7.10 Writing: An Information Leaflet (page 190 -191).

Write an information leaflet on one of the these topics

Climate change the greenhouse effect deforestation
weather

The importance of weather forecast

Follow the steps given on page 191.

Unit 8 water

Part A

A8.2 Reading 8: The Tale of a Tap (page 199-201)

4. Choose the best answer to each of the following

1. ----- 2. ----- 3. ----- 4. ----- 5. -----

A8. 5 Increase your word power: Word Building (page 202-203)

1. Try to complete the words in the table (only the blacks spaces with tick marks). They all appear in this unit in the form in which they are given in the table.

Verb	√	Adjectives	Adverb
	Atmosphere	√	
√	Breathing	Breathing	√
√	Condensation	√	
Connect	Connection	√	
√	Container	Contained	
Continue	√	√	
√	Convection	√	

Demonstrate	√	√	√
√	Evaporation		
Expect	√	√	√
	√	√	fortunately√
	√	Invisible	√
√	√	Moist	√
	√	√	Personally
Precipitate	Precipitation	√	√
√	√	√	Properly
√	Pride	Proud	Proudly
Realize	√		
	√	Solitary	√
Struggle	Struggle	Struggling	
√	Transportation		
Triumph	√	√	√

3. Complete each of these sentence pairs with two forms of the words in brackets. Note: you may have to make further changes to some of the words (page 203).

a. (personal) the president made a ----- visit to the scene of the accident. Students are ----- responsible for the payment of their fees.

b. (Condensation) I am fond of putting ----- milk in my tea. It is so hot in the kitchen that ----- is running down the walls.

c. (moist) you need to ----- very dry clothes before you iron them. Not a single drop of ----- was left in the river during the drought.

d. (atmosphere) planes should only fly in good ----- conditions. When I entered the classroom the ----- was not good. I quickly realized that Someone was being punished.

e. (solitary) there is a ----- tree in our garden.
Sometimes I enjoy -----.

F. (expect) the audience waited ----- for the concert to start. ----- Mothers should stay calm and rest as much as possible.

A8.6 Language Focus: like and as (page 204-205)

2. Complete these sentences with like and as.
 - a. I want to join the army ----- an officer.
 - b. The garden looks like ----- a jungle. We must tidy it.
 - c. I usually wear light colors ----- white, pink or yellow.
 - d. My eldest sister is ----- a boss at home.
 - e. ----- The oldest child, she has a lot of responsibilities.
 - f. Your idea is good. I will do ----- you suggest.
 - g. Mimi came first in the test. ----- We all knew she would.
 - h. ----- You know, term finishes in three weeks.
 - i. When water evaporates it rises into the air ----- water vapor.
3. Complete these sentences from A8.2 Reading text 'Tale of the Tap'
 - a. A few weeks ago I woke in the morning ----- usual.
 - b. They only trouble with this news ----- with all news, is that by the time it reaches me, it has already reached half the town.
 - c. I saw third floor bearing down ----- an angry buffalo.
 - d. We closed ----- a couple of old tankers.

A8.8 Study Skills: Focus on Reading (page 205-208)

Read the text which is found on page 207 and decide whether the following statements are true or false. Write the answers in the space provided (page 107).

1. Tom-tom players went with the reapers to the fields.-----
2. The writer's grandmother didn't want him to make friends with the tom-tom players.-----

3. The men wore a lot of clothes as they worked. -----

4. The men worked slowly.-----

5. They usually cut a stalk with a single cut.-----

6. Each man tried to cut more stalks than the other men.-----

7. The writer’s uncle wasn’t a very good reaper.-----

8. The writer was allowed to do some of the work.-----

9. The rice was not completely ripe when they cut it.-----

10. It was difficult for a child to tie the bundles of rice stalks.-----

B8.2 Language Focus: Adverbs (page 210 -212)

2. Complete this table with the correct forms of the missing adjectives and adverbs. Note: some of the adjectives don’t have adverbs (page 211).

Adjectives	Adverb	Adjectives	Adverb
Childish	Childishly	Hopeful	
	Easily	Cowardly	
Good			Early
Fast		Friendly	
Angry		Late	
	Probably	Slow	

3. Complete these sentences with the adjectives in brackets, using the adverbial form where necessary. Then write an ending for the sentence (page 211).

- a. The (friendly) crowds welcomed the competitors -----

Answer: The friendly crowds welcomed the competitors into the stadium with cheers and whistles.

- b. The policeman shouted (angry) at -----

- c. The teacher looked so (angry) that -----

- d. Juma played very (bad) and -----

- e. The weather was so (bad) -----

- f. Swimming is a (healthy) activity that -----

- g. The athlete ran (fast) and -----

- h. The striker kicked the ball so (hard) that -----

4. Complete these sentences with the correct form of the words in brackets. Where necessary add than, the, or as and make any necessary spelling changes (page 212).

- a. Nujuma studies ----- anyone else in the class. I think she is ----- working ----- student in the school. (hard)
- c. Generally dogs live ----- cats. (long)
- d. Our new pump works ----- the old one. (efficient).
- e. My younger brother behaves far ----- I did at his age. (bad)
- f. I can't speak Swahili ----- I should after living in Mombasa for several years. (fluent)
- g. This afternoon the Ethiopian team played ----- they normally do. (good)

B8.5 Language Focus: I wish (page 213 -215)

1. Make Sentences in the way indicated so that they have the same meaning as the original sentences (page 215).

Example : It 's raining , so we can't go to the match.

I wish it weren't raining so we could go to the match.

- a. It is a pity there is no secondary school in my village.

I wish

.....
.....

- b. I don't have enough time to prepare for the exam.

I wish -----

- c. We don't see each other very often because you don't live near my house.

I wish -----

- d. I can't watch TV because I have got too much homework to do.
I wish -----

- e. I didn't go to your party. I wish -----

- f. I haven't finished my homework so I can't go out.
I wish -----

B8.5 Language Focus: Contrasting Ideas (page 214-215)

2. join these pairs of sentence using a suitable linking word or phrase (page 215).

Decide which kind of link is needed. Decide also if you need one sentence or more

- a. He is a rich man. He is not generous. -----

- b. He didn't steal the money. He was sent to prison.

- c. Neither of my parents is from Addis. My mother is from Dire Dawa. My father is from Harar.-----

- d. I'm not sure what I want to do. I would like to be an accountant. My mother thinks I should be a lawyer.-----

- e. My sister is bossy. She has a very kind heart.

- f. I listen to all kinds of music. I like our traditional music. I like hip hop.

- g. There are two seasons in inland South Africa. October to April is hot and wet. April to September is cool and dry. -----

-----.

h. It was raining yesterday. We played the match. -----

B8.8 Reading: How the World is dealing with water shortage (page 218- 220)

4. Find words in the text with these meanings.
 - a. The use of money to make a business activity successful, or the money the money that is used (para. 1) -----

 - b. The study of the movement, distribution, and quality of water throughout Earth.
(para. 2) -----
 - c. The reduction of the amount of something that is present or available. (para. 3) -----
 - d. A piece of equipment used for scattering water on grass or soil. (para. 4) -----
 - e. Using advanced technology. (para 4) -----

 - f. The pipes that water flows through a building and the sinks, baths and toilets that use the water. (para. 5) -----

 - g. The process of removing salt from sea water so that people can use it. (para. 7) -----

B8.9 Writing: saving water in Ethiopia (page 220)

Write two to three paragraphs (not more than one side of a page) about the best water conservation method or methods; either for your region or town or for Ethiopia as a whole . Follow the procedures given on page 220.

Appendix ‘ F’

Evaluation Checklist Results of the Pilot Study

Evaluation checklist A: An evaluation checklist which is prepared to evaluate (compare and contrast) the before and after training assessment and evaluation plans of the teacher

No	Aspects of the evaluation plan raised to be crosschecked	Teacher’s experience of planning student evaluation before and after the training.			
		Before the training		After the training	
		Yes	No	Yes	No
1	Does the yearly lesson plan of the teacher have assessment and evaluation column?		√		√
2	If the answer to question number 1 is yes, Are the evaluation objectives of the yearly lesson plan consistent with instructional objectives?				
3	Does the teacher’s daily lesson plan have assessment and evaluation column?		√	√	
4	In the yearly or daily lesson plan, has the teacher specified the type of assessment tools to be employed in the evaluation process		√	√	
5	In the yearly or daily lesson plan, has the teacher specified the role of the students in the assessment and evaluation process			√	

Evaluation checklist B: An evaluation checklist which is prepared to evaluate (compare and contrast) the English teacher's use of different assessment tools before and after the training

Assessment tools recommended to be employed to collect assessment information in SL classroom		Teacher's experience of using different assessment tools before and after the training			
		before the training		After the training	
<u>No</u>	Did the teacher prepare	Yes	No	Yes	No
1	observation checklist(s) document to assesses students' performance or participation or problem of learning?		√	√	
2	questionnaire to get information about students' learning strategies, attitude, focus of study, etc.		√		√
3	interview to get information about students limitation, interest, motivation, etc. in learning English		√	√	
4	anecdotal comments about students performance, participation, motivation, interest etc?		√	√	
5	tests or examination to assess students' achievement?	√		√	
6	any adhesive note paper to assessment students' progress, strengths, weakness, interest, etc.) Systematically and quickly?		√		√
7	an anecdote to write comments while conferring with the students about the different aspects of their English learning?		√	√	
8	an anecdote to rate students' performance on their English exercise or books or portfolio?	√		√	

Evaluation Checklists C: An evaluation checklist which is prepared to evaluate (compare and contrast) the involvement of students in the evaluation process before and after training

<u>NO</u>	Aspects in which students can be involved in the evaluation process	Students' involvement in the evaluation process before and after the training.																					
		Before the training		After the Training																			
		Yes	No	Yes	No																		
1	Do students have an adhesive note paper or table attached at the back of their exercise books which is used to record their day-to-day performance? E.g my reading performance in this semester <table border="1" style="margin-left: 20px;"> <tr> <td>Unit</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Score</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Unit	1	2	3	4	5	6	7		Score										√	√	
Unit	1	2	3	4	5	6	7																
Score																							
2	If they have the above table or adhesive note paper, do they continually recorded their day-to-day performance?		√	√																			
3	Do students have any recorded anecdotal comments which they have written at the back of their exercise book or anywhere else while they confer with their teacher about their English learning?		√		√																		
4	Do students use their English exercise books as a portfolio to reflect their efforts or progress? e.g. a portfolio of their writing samples	√		√																			
5	Are their portfolios Marked continually either by self-assessment or peer-assessment?		√	√																			
6	Do all sections of the textbook get equal attention in students' English exercise books?		√	√																			
7	Do students attach the English quizzes, tests and final examinations which they have taken at the back of their English Exercise books?	√		√																			

Appendix 'G'

Students' Global and Analytical Dimension Scores in the Two Versions of the Willing's (1994) Questionnaire

Student code	Students' dimension score in the Amharic version questionnaire				Students' dimension score in the English version questionnaire			
	Test 1		Test 2		Test 1		Test 2	
	G score	A score	G' score	A' score	G score	A score	G' score	A' score
1	5	6	4	6	4	5	5	7
2	6	9	7	9	6	8	6	8
3	4	3	4	4	5	4	4	5
4	7	5	7	5	5	6	4	7
5	2	4	3	4	6	5	5	6
6	8	7	7	6	3	4	4	3
7	6	4	6	5	7	6	5	7
8	5	5	7	5	5	5	6	7
9	3	4	4	3	7	6	5	4
10	4	5	4	6	5	5	4	7
11	6	7	7	6	6	7	5	6

Appendix 'H'

Students' Learning Dimension Preference Frequency Distribution in Each Administered Test of the Pilot Study

Dimension Type	Distribution of students in each administered test				
	Before the treatment is given to them			After the treatment is given to them	
	Test 1	Test 2		Test 1	Test 2
G ₁	1	1		3	4
G ₂	5	5		7	11
G ₃	4	3		3	1
G ₄	1	0		1	2
G ₅	0	1		1	2
G ₆	0	0		1	0
B ₁	2	2		2	4
B ₂	3	4		4	3
B ₃	3	0		0	1
A ₁	3	3		2	3
A ₂	7	10		8	3
A ₃	4	0		3	3
A ₄	6	7		4	0
A ₅	0	2		0	2
A ₆	0	1		0	0
Total	39	39		39	39

Appendix 'I'

Evaluation Checklist Results of the Main Study

checklist A: An evaluation checklist which is prepared to evaluate (compare and contrast) the before and after training evaluation plans of the teacher

No	Aspects of the assessment and evaluation plan raised to be crosschecked	Teacher's experience of planning student assessment before and after the training.			
		Before the training		After the training	
		Yes	No	Yes	No
1	Does the yearly lesson plan of the teacher have assessment and evaluation column?		√		√
2	If the answer to question number 1 is yes, Are the assessment and evaluation objectives of the yearly lesson plan consistent with instructional objectives?				
3	Does the teacher's daily lesson plan have assessment and evaluation column?		√	√	
4	In the yearly or daily lesson plan, has the teacher specified the type of assessment tools to be employed in the evaluation process		√	√	
5	In the yearly or daily lesson plan, has the teacher specified the role of the students in the assessment and evaluation process			√	

Evaluation checklist B: An evaluation checklist which is prepared to evaluate (compare and contrast) the English teacher's use of different assessment tools before and after the training

Assessment tools recommended by scholars to be employed to collect assessment information in SL classroom		Teacher's experience of Using different assessment tools before and after the training			
		before the training		After the training	
No	Did the teacher prepare	Yes	No	Yes	No
1	observation checklist(s) to assesses students' performance or participation or problem of learning?		√	√	
2	questionnaire to get information about students' learning strategies, attitude, focus of study, etc.		√	√	
3	interview to get information about students limitation, interest, motivation, etc. in learning English		√	√	
4	anecdotal comments about students performance, participation, motivation, interest etc?		√	√	
5	tests or examination to assess students' achievement?	√		√	
6	any adhesive note paper to assessment students' progress, strengths, weakness, interest, etc.) systematically and quickly?		√		√
7	an anecdote to write comments while conferring with the students about the different aspects of their English learning? Data gathered using evaluation checklist B aimed at finding out whether or not the teacher had started to use different assessment tools after the training.		√	√	
8	an anecdote to rate students' performance on their English exercise or books or portfolio?	√		√	

Evaluation Checklists C: An evaluation checklist which is prepared to evaluate (compare and contrast) the involvement of students in the evaluation process before and after the training

NO	Aspects in which students can be involved in the evaluation process	Students' involvement in the assessment process before and after the training.																					
		Before the training		After the Training																			
		Yes	No	Yes	No																		
1	<p>Do students have an adhesive note paper or table attached at the back of their exercise books which is used to record their day-to-day performance? E.g my reading performance in this semester</p> <table border="1" style="margin-left: 20px;"> <tr> <td>Unit</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td></td> </tr> <tr> <td>Score</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Unit	1	2	3	4	5	6	7		Score										√	√	
Unit	1	2	3	4	5	6	7																
Score																							
2	If they have the above table or adhesive note paper, do they continually recorded their day-to-day performance?		√	√																			
3	Do students have any recorded anecdotal comments which they have written at the back of their exercise book or anywhere else while they confer with their teacher about their English learning?		√		√																		
4	Do students use their English exercise books as a portfolio to reflect their efforts or progress? e.g. a portfolio of their writing samples	√		√																			
5	Are their portfolios Marked continually either by self-assessment or peer-assessment?		√	√																			
6	Do all sections of the textbook get equal attention in students' English exercise books?		√	√																			
7	Do students attach the English quizzes, tests and final examinations which they have taken at the back of their English Exercise books?	√		√																			

Appendix 'J'

Each Student's Learning Dimension Preference in Each Administered Test of the Main Study before the Intervention

St. code	Test 1			Test 2			Test 3			Test 4		
	G.s	A.s	D.P	G.s	A.s	D.p	G.s	A.s	D.P	G.s	A.s	D.P
1	6	9	A ₂	6	6	B ₂	6	9	A ₂	4	8	A ₄
5	1	3	A ₆	3	8	A ₄	2	7	A ₄	3	6	A ₅
6	5	6	A ₃	8	8	B ₁	8	9	A ₁	5	7	A ₂
7	6	5	G ₃	3	8	A ₄	4	5	A ₅	4	4	B ₃
9	8	6	G ₂	8	6	G ₂	9	5	G ₂	8	5	G ₂
11	7	8	A ₁	7	6	G ₂	7	9	A ₁	8	9	A ₁
12	4	5	A ₅	7	6	G ₂	5	6	A ₃	6	6	B ₂
13	5	7	A ₂	7	8	A ₁	5	7	A ₂	6	10	A ₂
14	8	4	G ₄	5	5	B ₂	8	8	B ₁	7	6	G ₂
15	6	7	A ₂	7	6	G ₂	6	5	G ₃	8	8	B ₁
16	8	7	G ₁	6	5	G ₃	6	4	G ₃	6	5	G ₃
18	5	6	A ₃	5	5	B ₂	6	5	G ₃	5	5	B ₂
20	7	6	G ₂	8	7	G ₂	7	5	G ₂	6	5	G ₃
21	4	7	A ₄	4	7	A ₄	5	6	A ₃	4	7	A ₄
22	2	8	A ₄	3	5	A ₅	3	3	B ₃	4	6	A ₅
23	5	4	G ₅	4	7	A ₄	4	6	A ₅	6	6	B ₂
24	5	5	B ₂	6	5	G ₃	2	5	A ₅	4	3	G ₆
25	4	8	A ₄	9	4	G ₄	6	6	B ₂	5	9	A ₂
26	6	5	G ₃	6	6	B ₂	5	5	B ₂	5	4	G ₅
27	6	2	G ₅	3	7	A ₄	3	8	A ₄	2	6	A ₅
28	6	4	G ₅	5	6	A ₃	7	6	G ₂	6	5	G ₃
29	4	8	A ₄	2	5	A ₅	2	9	A ₄	3	8	A ₄
30	3	2	G ₆	1	1	B ₃	3	3	B ₃	3	3	B ₃
31	6	6	B ₂	4	7	A ₄	5	7	A ₂	4	8	A ₄
32	4	4	B ₃	4	7	A ₄	5	4	G ₅	5	3	G ₅
34	7	5	G ₂	7	6	G ₂	6	5	G ₃	7	9	A ₁
35	7	8	A ₁	7	9	A ₁	7	8	A ₁	7	8	A ₁
36	6	9	A ₂	6	9	A ₂	6	9	A ₂	5	8	A ₂
37	2	8	A ₄	7	8	A ₁	4	8	A ₄	4	9	A ₄
38	7	7	B ₁	7	8	A ₁	6	6	B ₂	6	8	A ₂
39	7	9	A ₁	8	8	B ₁	8	8	B ₁	8	9	A ₁
40	9	5	G ₂	9	7	G ₂	8	6	G ₂	9	5	G ₂
41	5	6	A ₃	4	7	A ₄	4	5	A ₅	7	7	B ₁
43	3	7	A ₄	2	7	A ₄	4	6	A ₅	4	6	A ₅

Each Student's Learning Dimension Preference in Each Administered Test of the Main Study during the intervention

St. code	Test 5			Test 6			Test 7			Test 8		
	G.S	A.S	I.L	G.S	A.S	I.L	G.S	A.S	I.L	G.S	A.S	I.L
1	6	6	B ₂	5	7	A ₂	7	8	A ₁	6	9	A ₂
5	5	3	G ₅	4	4	B ₃	4	3	G ₆	5	4	G ₅
6	8	5	G ₂	7	6	G ₂	7	6	G ₂	6	6	B ₂
7	9	7	G ₁	6	7	A ₂	8	9	A ₁	9	9	B ₁
9	7	6	G ₂	6	7	A ₂	5	7	A ₂	6	8	A ₂
11	7	7	B ₁	9	7	G ₁	8	7	G ₂	9	8	G ₁
12	5	7	A ₂	5	7	A ₂	4	7	A ₄	7	5	G ₂
13	5	9	A ₂	7	9	A ₁	7	6	G ₂	7	9	A ₁
14	8	7	G ₁	7	7	B ₁	8	6	G ₂	9	8	G ₁
15	5	6	A ₃	7	6	G ₂	6	7	A ₂	6	6	B ₂
16	6	5	G ₃	8	5	G ₂	9	6	G ₂	6	7	A ₂
18	6	5	G ₃	6	5	G ₃	6	6	B ₂	6	6	B ₂
20	6	7	A ₂	8	6	G ₂	6	6	B ₂	7	8	A ₁
21	5	7	A ₂	6	5	G ₃	7	6	G ₂	8	7	G ₁
22	3	5	A ₅	5	6	A ₃	5	5	B ₂	8	7	G ₁
23	6	8	A ₂	6	7	A ₂	6	7	A ₂	6	6	B ₂
24	8	5	G ₂	4	4	B ₃	4	6	A ₅	5	7	A ₂
25	5	6	A ₃	6	7	A ₂	6	5	G ₃	5	6	A ₃
26	7	5	G ₂	7	7	B ₁	7	8	A ₁	8	8	B ₁
27	4	4	B ₃	5	3	G ₅	5	3	G ₅	5	2	A ₅
28	7	7	B ₁	6	8	A ₂	8	8	B ₁	8	7	G ₁
29	3	6	A ₅	4	6	A ₅	4	5	A ₅	4	5	A ₅
30	4	6	A ₅	4	3	G ₆	4	5	A ₅	6	4	G ₅
31	6	7	A ₂	7	6	G ₂	7	7	B ₁	7	8	A ₁
32	4	5	A ₅	5	6	A ₃	8	8	B ₁	6	5	G ₃
34	9	8	G ₁	7	9	A ₁	7	8	A ₁	8	8	B ₁
35	8	8	B ₁	8	8	B ₁	8	7	G ₁	9	7	G ₁
36	6	8	A ₂	7	6	G ₂	8	5	G ₂	9	6	G ₂
37	8	6	G ₂	8	7	G ₁	4	8	A ₄	6	8	A ₂
38	8	9	A ₁	7	8	A ₁	9	7	G ₁	9	8	G ₁
39	8	7	G ₁	9	8	G ₁	9	8	G ₁	9	7	G ₁
40	8	6	G ₂	7	6	G ₂	6	8	A ₂	5	9	A ₂
41	8	7	G ₁	8	6	G ₂	8	5	G ₂	6	8	A ₂
43	5	6	A ₃	5	6	A ₃	5	5	B ₂	5	7	A ₂

St. code	Sts. Listening performance								Sts. Reading performance								Sts. Writing performance								
	A5. 1	B5. 1	A6. 1	R. E	R. E	A7. 3	A7. 5	B7. 3	A5. 3	A5. 8	B6 .3	R. E	A7 .2	B7. 7	A8. 2	A8. 8	B8. 8	A5. 6	A5. 9	A6. 7	R. E	R. E	A7. 11	B7. 8	B8.9
1	0	0	5	0	0	5	6.5	6	0	0	0	3	3	5	0	4	0	0	0	2	0	0	0	5	4
5	4	7	2	4	0	0	4	0	8	6	5	4	0	5	2	2	3	3	5	1.5	0	0	0	1	3
6	0	5	6	3	9	6	7	8	2	8	6	3	2	7	0	0	0	0	0	0	0	0	0	0	0
7	2	0	0	0	0	5	6.5	8	5	8	4	0	2	1	3	6	2	2	1	1.5	0	1	0	2	3
9	2.5	5	5	6	0	2	9	10	7	9	6	3	2	6	8	3	1	1	2.5	1.5	2	0	0	2	3
11	9	5	4	8	0	9	8.5	8	8	7	0	6	3	10	5	0	1	1	5	2	0	2.5	2	3	2
12	0	5	7	8	0	8	7.5	8	0	6	6	5	3	8	0	3	0	0	0	0	0	2	0	5	2.5
13	4	5.5	0	2	0	0	10	6	7	6.5	5	0	1	0	4	5	0	0	0.5	1	0	0	1	2	0
14	8	8	3	8	4	0	2	8	7	9	6	7	5	8	0	0	0	0	0	0	2	0	2	0	5
15	0	5	4	2	3	8	0	9	8	7	5	6	4	8	6	7	1	1	2	0	0	0.5	2	3	2
16	0	8	2	5	5	0	6	0	5	5	9	5	3	6	6	5.5	0	0	0	1	1	1	0	0	0
18	0	5	7	2	0	5	8	8	5	8.5	7	5	3	5	6	4	0	0	1	0	1	0	2	0	2
20	4.5	5	5	1	0	0	7.5	8	7	7	0	5	3	6	4.5	5	0	0	0	1	3	2.5	0.5	1	2
21	3	5	2	4	0	0	4	0	6	7	8	7	6	0	3	0	0	0	3.5	0	2	0	0	3	4
22	4	0	0	2	4	7	0	2	5	1	0	4	0	2	3	3	0	0	0	1.5	0	0	0	1	1.5

St. code	Sts. Listening performance								Sts. Reading performance									Sts. Writing performance							
	A5. 1	B5. 1	A6. 1	R. E	R. E	A7. 3	A7. 5	B7. 3	A5. 3	A5. 8	B6 .3	R. E	A7 .2	B7. 7	A8. 2	A8. 8	B8. 8	A5. 6	A5. 9	A6. 7	R. E	R. E	A7. 11	B7. 8	B8. 9
23	6	5	7	4	0	0	7	1	1	1.5	4	3	4	5	0	6	0	0	2	0	2	1	1	2	3.5
24	5	8	2	4	5	9	7.5	0	6	9.5	7	6	1	6	3	2	0	0	0	0	0	1	0.5	0	2
25	0	2	0	4	4	3	2.5	5	7	7	5	4	2	6	5	5	0	0	0	0	0	1	0	0	3
26	0	0	3	3	1	4	5.5	9	7	7.5	8	7	5	4	6	6	1	0	0	0	0	0	0	0	0
27	2	5	2	2	0	0	2	7	7	7	5	6	0	5	2	5	3	0	2	0	1	0	1	1	2
28	0	1	0	0	3	5	8	8	5	7	6	5	2	3	6	5	0	1	1	1	2	1.5	2	2	4
29	3.5	5	0	2	0	0	4.5	8	2	0	6	5	5	0	4	5	0	0	0	0	0	1	0	0	3
30	4.5	0	5	0	4	6	5	0	7	6	7	7	6	0	5	5	1	3	3	0	3	2.5	3	4	5
31	3.5	3	7	0	2	3	5	4	0	4	0	4	2	0	3	4	1	0	0	0	0	1	0	1	2
32	4	7	6	3	0	8	5	3	6	5	7	3	1	6	6	4	0	0	0	1	0	0	0	0	1
34	0	2	7	2	0	0	6	7	5	7	8	5	4	8	5	6	0	1	1	1	0	0	0	0	0
35	9	10	4	5	5	0	10	9	6	8	7	8	6	5	6	4	1	1	3	3	3	2	3	4	4
36	1	6	1	4	0	5	0	6	4	8	7	4	6	5	5	5	0	0	0	3	0	1	5	6	6
37	5	8	6	3	3	0	7	9	7	6	5	5	6	4	5	4	0	0	0	1	0	3	3	4	3
38	0	8	3	5	0	0	9	9	0	9	6	7	7	5	6	4	0	0	0	1.5	2	1.5	5	3	4
39	4	9	7	8	0	9	7	10	7	9.5	5	9	8	10	8	9	3.5	3.5	3	0	8	5	8	7	5
40	7	7	6	7	0	5	9	8	7	9	7	6	4	0	5	7	7.5	7.5	8	3	4	0	2	4	5
41	3	9	5	5	0	0	7	8	4	3	7	6	2	0	2	3	0	0	4	0	0	0	0	2	2
43	0	0	6	0	5	4	8	9	5	6	4	5	6	5	4	5	0	0	1.5	0	0	2	3	5	5

St. code	Sts. Vocabulary learning performance												Sts. grammar learning performance											
	A5.2	A5.5	B5.5	A6.2	B6.4	R.E	A7.4	A7.6	B7.1	B7.6	B7.9	A8.5	A5.4	A6.4	A6.5	B6.6	R.E	A7.7	B7.3	B7.5	A8.6	B8.2	B8.4	B8.5
1	5	6	6	7	5	5.5	9	5	5	5	8	4	4	3	5	3	3	6	5	5	3	10	2	4
5	2.5	9	5	5.5	7	1	9	2	3	7	6	5	5	2.5	5	6	0	5	3	2	3	0	0	0
6	5	0	9	5	8	6	0	8	0	0	2	3	0	6.5	3	6	3	2	3	1	0	0	5	4
7	3	9	3	4.5	6	0	9	7	6	5	3	6	4	6	5.5	5.5	0	2	0	1	3	5	0	6
9	4	10	9	4	8	6	6	7	8	8	6	5	5	8	6	8	0	1	5	4	6	0	3	5
11	8	8	7.5	6.5	8	8	10	5	9	7.5	9	6	3	7	5.5	9.5	0	3	8	5	7	4	6	0
12	5	0	7	5	8	6	7	5	5	8	7	0	0	2	0	4	5	2	6	0	2	5	3	6
13	5	8	7	6	4	7	6	4	1	3	2	0	4	1	5	5	5	2	2.5	1	5	3	0	4
14	4	7	8	5	7	6	9	2	7	7	5	8	3	7	7.5	7	4	2	6	3	9	5	8	0
15	5	8	6	5	8	1	6.5	9	8	6	6	6	3	4.5	6	6	4	1.5	5	2	7	5	6	8
16	0	0	5	5	8	6	9	0	4	6.5	4	5	2.5	2	7	5	7	1	4	2	7	6	5	5
18	0	0	7	2.5	7	3.5	0	9	2	6	6	5	0	4.5	5	5	0	1	2	3	2	4.5	3	5
20	6	10	9	5.5	3	4	9.5	5	7	5	6	5	3.5	3	7.5	5	5	1	4	1	7	6	0	6
21	10	7.5	8	3	8	3	7	5	0	7	5	0	1.5	5.5	3	0	10	0	2.5	5	7	0	4	5
22	4	2	4	3	8	3	5	8	2	0	0	6	0	0	3	2	7	1	2	0	0	1.5	2	5

St. code	Sts. Vocabulary learning performance												Sts. grammar learning performance											
	A5. 2	A5. 5	B5. 5	A6. 2	B6. 4	R. E	A7. 4	A7. 6	B7. 1	B7. 6	B7. 9	A8. 5	A5. 4	A6. 4	A6. 5	B6. 6	R. E	A7. 7	B7. 3	B7. 5	A8. 6	B8. 2	B8. 4	B8 5
23	6	8	10	6	8	4	9	5	8	7	8	6	6	4.5	7.5	4.5	7	6	8	1	3	6	7	0
24	5.5	6	9	7	7	4	6	2	3	6	4	5	1.5	3	7	5	4	1	2	3	4	6.5	6	5
25	5	8	6	2	7	5	9	0	7	6.5	6.5	4	2	3	7	5.5	2.5	5	3	1	4	3	4	6
26	4	5	8	9	7	8	0	4	3	4	3	5	6	2.5	5	9	0	4	4	5	5	5	5	6
27	3.5	6	4	5	7	2	4	2	2	3	1	5	4	3	5	4	3	1	5	2	6.5	5	0	4
28	1	5	8	3	7	0	9	7	8	4	4	5	1	2	6.5	5	4	1	3	2	4	6	7	6
29	3	6	5	4	6	2	9	6	0	4	4	5	2	4	2	3	3	1	0	3	2	0	4	5
30	6	7	7	7	6	0	7	3	6	7	2	5	4	0	6	0	5	5	4	2	3	4	5	6
31	5	6	5	4	5	3	4.5	5	4	0	5	7	4	4	3	4	3	4	3	2.5	6	6	4	5
32	3	8	8	6	5	3	6	5	4	4	5	6	5	3.5	5	5	3	5	3	1	5	5	4	8
34	5	4	4	5	4	1	7	0	5	3	1	0	3	1	6	3	4	3.5	4	5	2	6	5	0
35	5	8	7	7	8	8	9	3	0	7	6	0	4	6	5	6	5	6	4	8	7	5	6	4
36	0	4	6	5	8	6	9	5	6	4	4	5	0	4	6	5	7	7	6	7	5	7	5	6
37	5	7	7	4	8	4	5	4	5	5	4	9	3	5	4	6	6	5	4	5	6	7	0	6
38	0	4	3	5	9	6	6	3	8	8	6	5	0	5	7	4	6	0	5	6	3	4	5	0
39	6.5	9	7.5	7.5	8	7	10	5	7	9	6	9	3.5	7	8	6.5	6	9	7	8	7	10	9	9
40	8.5	10	10	5	5	5.5	6	10	4	5	5.5	5	8.5	4	8	5	6	4	4	3	1	5	4	8
41	5.5	10	7.5	6	7	0	7	4	9	5	7	5	3.5	3	7	5	5	4	2	1	4	0	6	10
43	0	0	2	5	6	7	9	7	3	4	6	7	6	3	7	7	6	5	4	5	8	6	5	7