

**Addis Ababa University
School of Graduate Studies**

**Washback of the University Entrance
English Exam (UEEE) on Teachers' and Students'
Practices: The Case of Preparatory Schools
in Amhara National Regional State**

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ABSTRACT

Washback of the University Entrance English Exam (UEEE) on Teachers' and Students' Practices: The Case of Preparatory Schools in Amhara National Regional State

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The main purpose of this study was to examine the influence of the UEEE on teachers' and students' practices. Specifically, it examined the influence of the exam on the domains of teaching and learning. It further explored mediating factors of washback on teachers' and students' practices.

The study employed concurrent mixed methods research design. The participants of the study were all the 62 Grades 11 and 12 English language teachers and 1,579 randomly selected students from nine preparatory schools in Amhara National Regional State. Different instruments were used to collect data. Classroom observations were conducted to look into what teachers' and students' practices looked like. To assess teachers' perceptions about the influence of the exam on their practice and mediating factors of washback, questionnaire and interview were utilized. On the other hand, to examine students' perceptions about the influence of the exam on their practice and mediating factors of washback, questionnaire and focus group discussion were used. To further examine the influence of the exam on teachers' and students' practices, document analyses were conducted on Grade 11 and 12 English syllabi, the UEEE, and teacher-made tests. The collected data were analysed quantitatively and qualitatively.

Findings of the study reveal that the UEEE affected the domains of teaching and learning to be exam-oriented. Teachers' perceived awareness of the exam, students' learning attitudes, external pressure in teaching, and their teaching experience mediated washback on their practice. Correspondingly, students' perceived ambition for success in the exam, importance of the exam, awareness of the exam, external pressure in learning, and teachers' teaching attitudes mediated washback on their practice.

The exam yielded overt, strong, and harmful washback on teachers' and students' practices that in turn led the implementation of the syllabi to be less successful.

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Table of Contents

Contents	Pages
Abstract	i
Acknowledgements	ii
List of Tables	viii
List of Figures.....	ix
List of Abbreviations and Acronyms.....	x
Chapter One: Introduction.....	1
1.1 Background of the Study.....	1
1.2 The Research Context	6
1.2.1 The Teaching of English Language in Ethiopia	6
1.2.2 Historical Perspectives of University Entrance Examinations in Ethiopia	9
1.2.3 The English Language Component of the University Entrance Examination.....	12
1.3 Statement of the Problem	13
1.4 Research Questions.....	17
1.5 Objectives of the Study	17
1.5.1 General Objectives.....	17
1.5.2 Specific Objectives.....	17
1.6 Significance of the Study	17
1.7 Scope of the Study.....	18
1.8 Limitations of the Study.....	19
1.9 Organization of the Paper.....	19
1.10 Definition of Key Terms.....	20
Chapter Two: A Review of Related Literature.....	22
2.1 Introduction.....	22
2.2 The Role of Evaluation in Education.....	22

2.3 Uses of Language Tests.....	24
2.4 Washback: Influence of Testing on Teaching and Learning.....	25
2.5 Historical Perspectives of Washback.....	26
2.6 Washback: Which Areas Does it Touch?	28
2.6.1 Washback on Teaching.....	28
2.6.2 Washback on Learning.....	31
2.7 Factors Affecting Washback.....	34
2.7.1 Teacher-related Factors.....	35
2.7.1.1 Personal Factors.....	36
2.7.1.2 Contextual Factors.....	37
2.7.2 Student-related Factors.....	40
2.7.2.1 Personal Factors	40
2.7.2.2 Contextual Factors.....	41
2.8 Dimensions of Washback.....	43
2.8.1 Scope of Washback.....	44
2.8.2 Revelation of Washback.....	45
2.8.3 Intensity of Washback.....	46
2.8.4 Value (Direction) of Washback.....	47
2.9 Washback Hypothesis and Model.....	48
2.10 Ways of Promoting Positive Washback	54
2.11 Summary.....	56
Chapter Three: Research Methodology.....	58
3.1 Introduction.....	58
3.2 Research Design.....	58
3.3 Research Site and Participants of the Study.....	61
3.3.1 Research Site	61
3.3.2 Participants of the Study.....	62
3.4 Data Gathering Instruments.....	65
3.4.1 Classroom Observation.....	65

3.4.1.1 Rationale of Using the COLT Scheme.....	66
3.4.1.2 Field Notes.....	68
3.4.2 Teacher Questionnaire.....	69
3.4.3 Student Questionnaire.....	72
3.4.4 Document Analysis.....	75
3.4.5 Teacher Interview	76
3.4.6 Student Focus Group Discussion	77
3.5 Validity and Reliability of the Instruments.....	78
3.5.1 Evidences of Validity from Reviewers	79
3.5.2 Evidences of Validity and Reliability from the Pilot Study.....	79
3.5.2.1 Setting and Procedures of the Pilot Study.....	79
3.5.2.2 Lessons Gained from the Pilot Study.....	81
3.6 Data Collecting Procedures.....	83
3.7 Methods of Data Analysis	87
Chapter Four: Data Analyses, Findings and Discussions.....	89
4.1 Introduction.....	89
4.2 Quantitative Data Analyses and Findings.....	89
4.2.1 Classroom Observation (the COLT Scheme)	89
4.2.2 Teacher Questionnaire.....	95
4.2.2.1 Demography of Participants.....	95
4.2.2.2 Teachers' Practice	96
4.2.2.3 Factors Influencing Teachers' Practice.....	98
4.2.3 Student Questionnaire	100
4.2.3.1 Demography of Participants.....	100
4.2.3.2 Students' Practice.....	101
4.2.3.3 Factors Influencing Students' Practice.....	102
4.2.4 Document Analysis.....	105
4.2.4.1 Content of the Syllabi.....	105

4.2.4.2 Content of Classroom Exams.....	108
4.2.4.3 Content of Entrance Exams	110
4.2.4.4 Skill Distribution across the Documents.....	112
4.3 Qualitative Data Analyses and Findings.....	115
4.3.1 Field Notes.....	116
4.3.1.1 Teacher Focus Area of Practice.....	116
4.3.1.2 Teaching Methodology	117
4.3.1.3 Students Focus Area of Practice.....	119
4.3.1.4 Evidences of Exam-oriented Teaching	121
4.3.2 Teacher Interview.....	122
4.3.2.1 Teachers' Practice.....	123
4.3.2.1.1 Focus Areas of Teaching	123
4.3.2.1.2 Teaching Methodology.....	126
4.3.2.1.3 Teaching Material Choice.....	128
4.3.2.1.4 Classroom Assessment.....	130
4.3.2.2 Factors Influencing Teachers' Practice.....	131
4.3.2.2.1 Personal Factors.....	131
4.3.2.2.2 Contextual Factors.....	135
4.3.3 Student Focus Group Discussion	145
4.3.3.1 Students' Practice.....	145
4.3.3.1.1 Focus Area of Learning.....	145
4.3.3.1.2 Learning Material Choice.....	148
4.3.3.2 Factors Influencing Students' Practice.....	150
4.3.3.2.1 Personal Factors	150
4.3.3.2.2 Contextual Factors.....	152
4.4 Discussions	158
Chapter Five: Summary, Conclusions, and Recommendations.....	173
5.1 Introduction.....	173
5.2 Summary.....	173

5.3 Conclusions	177
5.4 Recommendations	180
References.....	184
Appendices.....	192
Appendix 1: Student Modality (Analysis).....	192
Appendix 2: Distribution of Skills in the Documents Analysed.....	193
Appendix 3: Formats of Modified COLT Parts.....	194
Appendix 4: Format of Field Notes.....	195
Appendix 5: Teachers Questionnaire Items.....	196
Appendix 6: Student Questionnaire Items.....	198
Appendix 7: Teacher Interview Items.....	202
Appendix 8: Student Focus Group Discussion Items.....	204
Appendix 9: Sample UEEE	206
Appendix 10: Sample Classroom Exams.....	229
Appendix 11: Classroom Tests Score Sheet.....	285
Appendix 12: Sample Extracted Lessons.....	286
Appendix 13: Teacher Interview Responses	303
Appendix 14: Students Focus Group Discussion Responses.....	316
Appendix 15□ Instrument Validation	321
Form.....	

List of Tables

Table	Page
Table 3.1: Number of Teachers by Zone and by School.....	63
Table 3.2: Number of Students Surveyed by Zone and by School.....	64
Table 4.1: Comparison of Participant Organization.....	90
Table 4.2: Comparison of Contents Taught	92
Table 4.3: Summary of Teacher Personal Factors	95
Table 4.4: Mean Result of Teachers' Perceptions about the Influence of the Exam on their Practice.....	96
Table 4.5: Regression Coefficients of Teacher Factors.....	98
Table 4.6 Summary of Student Personal Factors	100
Table 4.7: Mean Result of Students' Perceptions about the Influence of the Exam on their Practice.....	101
Table 4.8: Regression Coefficients of Student Factors	102
Table 4.9: Contents of the Syllabi by Skill Type and by Number of Allotted Periods Allotted.....	107
Table 4.10: Summary of Content Analyses of Sample Classroom Tests.....	109
Table 4.11: Summary of Content Analyses of the Sample Entrance Exam.....	111

List of Figures

Figures	Pages
Figure 2.1: Basic washback model	51
Figure 2.2: Washback model of students' learning.....	53
Figure 3.1: Relationship between teacher-related independent variables and the dependent variable in the washback process designed for this study.....	60
Figure 3.2: Relationship between student-related independent variables and the dependent variable in the washback process designed for this study.....	61

List of Abbreviations and Acronyms

CLT: Communicative Language Teaching

COLT: Communication Oriented Language Teaching (observation scheme)

EFL: English as a foreign language

EHEECE: Ethiopian Higher Education Entrance Certificate
Examination

EHEECEEE: Ethiopian Higher Education Entrance Certificate English
Examination

ELIC: English Language Improvement Centre

ELID: English Language Improvement Department

ELIP: English Language Improvement Programme

ESLCE: Ethiopian School Leaving Certificate Examination

GCE: General Certificate Examination

HKCEE: Hong Kong Certificate Education Examination

NMET: National Matriculation English Test

UEEE: University Entrance English Examination

Chapter One: Introduction

1.1 Background of the Study

Evaluating educational processes and outcomes is an indispensable practice in any educational system. This is due to the fact that education by its very nature is a complex, sensitive and core sector for a country. Mehernse (1984) in this regard states that it is essential to examine the processes and outcomes of the educational activities as it is a 'giant and important enterprise'. This, thus, emphasizes the inseparable role of evaluation in any educational process.

In the evaluation of the educational processes and outcomes, curriculum suitability, instructional materials usability, and effectiveness of the teaching methodology to implement the designed syllabus together with the students' and teachers' performances are assessed. The results that are obtained from the assessment tools provide dependable and quantifiable data, unlike personal guesses to make decisions by the concerned bodies in the system (Mehrense, 1984; Taiwo, 1998).

Tests are the most dominantly used tools of assessment at different levels of educational setting. Wolf (1979) mentions the abundant use of tests in the education system in that teachers or institutions mostly rely on tests throughout the primary, secondary, and tertiary levels to assess the processes and outcomes of education. Cheng and Curtis (2004) assert that the role of tests in educational system is crucial, and they claim that the vital role of tests perpetuates in the education sector.

Studies conducted in applied linguistics over different times have pinpointed that tests have an impact on the processes of teaching and learning, professional experiences of teachers, and lives of learners and other stakeholders (Shohamy, 1993; Shohamy et al., 1996; Cheng, 1997, 1998; McNamara, 2000). For a long time, however, this impact of tests was not noticed as a distinct phenomenon in language education. Scholars in applied

linguistics call this impact of tests on teaching and learning 'washback' or 'backwash'.

Lately, Alderson (1986) has identified washback as a predominant phenomenon in the realm of language testing which demands researchers to turn their attention to the area. However, the impact of tests has been interplaying in the teaching and learning processes for a long time. In this regard, Cheng and Curtis (2004) state that though the washback from tests to teaching and learning has been noticed lately, the impact of tests existed since the use of tests as assessment tools.

This educational phenomenon, washback, emanates from the power and authority of tests on the roles or practices of different parties in the system (Shohamy, 1992). Researchers in applied linguistics have discussed the great power of tests in affecting the implementation of the designed curriculum and obtaining the desired learning outcome. Spolsky (1981:5) explains the power of tests, "Tests should be labeled just like dangerous drugs. Use with care!" This implies the need to wisely use tests; otherwise, they could have adverse effects on the teaching - learning process. While describing the power of tests in affecting the implementation of a certain curriculum, Madaus (1988:83) argues, "It is testing, not the 'official'[sic] stated curriculum, that is increasingly determining what is taught, how it is taught, what is learned, and how it is learned." This still emphasizes the overriding power of tests on the practices of teachers and students. Furthermore, Alderson and Wall (1993) state that tests exert greater influence in affecting the 'what' and 'how' of teaching and learning. Hence, tests have a powerful role in affecting the educational processes.

In language testing research, there has been a due consideration of evaluating the inherent nature of a test, i.e., the validity and reliability aspects within a test have been emphasized. Contemporarily, studies on language testing tended to investigate the washback of a test, i.e., its impact on the teaching and learning aspects. This implies that language testing studies should not be

restricted to examining a test for its validity and reliability. In light of this, Cheng, et al. (2004: xiv) state the need to give attention to examining the impact of tests that:

In the field of language testing, researchers' major interest has been to address issues and problems inherent in a test in order to increase its reliability and validity. However, washback goes well beyond the test itself. Researchers now need to take account of a plethora of variables, including school curriculum, behaviors of teachers and learners inside and outside the classroom, their perceptions of the test, how test scores are used, and so forth.

These scholars have noted that the concerns of researchers were on examining the inherent nature of tests, reliability and validity. They call up on researchers to work on tests beyond their inherent nature. That is, researchers are required to consider the behaviors' of teachers and students in relation to tests and the factors that contribute in the washback process. Similarly, Ghorbani (2008) discusses the current tendency in language testing research that, customarily, researchers had been focusing on investigating the reliability and validity of a test. However, these days, researchers tend to examine the washback phenomenon empirically instead of merely dealing with the nature of a test in itself. As a result, the educational phenomenon, washback, has become a global concern in the area of language testing research.

This has called for researchers to give due considerations to study the washback of tests on the implementation of a certain curriculum. In response to this demand, these days, the washback phenomenon has received more emphasis in language testing research, and researchers in the area have tended to study the influence of tests on the teaching and learning practices. Indicating the concerns given to research on the area, Alderson (2004: ix) mentions that "Washback and the impact of tests more generally have become a major area of study within educational research, and language testing in particular, ...". Substantiating this, Ying (2008) further states that washback

of tests was a less researched area in language testing in the 1990s, whereas these days, it has gained better attention from researchers in the field.

Despite the fact that washback has received better attention in language testing research, researchers invariably argue that there is lack of empirical research in the area (Bailey, 1999; Pan, 2009; Shih, 2009). There remains a clear demand to understand more what washback might look like, and how it works. In light of this, Wall (1997) contends that even though researchers' interest is increasing about the whatness of washback, adequate studies have not been conducted on it. Substantiating this, Cheng (2004:148) comments, "In spite of the growing literature on washback, there is relatively little empirical research in this area." According to these researchers, most of the washback studies conducted are more of anecdotal, studied with survey and interview methods. Therefore, the researchers in the area are called for to conduct further studies on washback empirically.

Alderson and Wall (1993) have conducted a landmark study of washback on language testing in Sri Lanka for about four years (1988-1991). They examined the impact of a new English examination introduced in the education system. In their study, they have developed the basic framework for washback hypotheses, which state that testing affects teaching and learning. The study reveals that washback is a complex phenomenon. After this prominent work of Alderson and Wall (1993), some studies have been conducted, though it is claimed that the area still needs further investigation. Among these EFL test washback studies conducted abroad, the works of Alderson and Hamp-Lyons (1996), Chen (2002), Tsagari (2007) and Ghorbani (2008) are noteworthy.

The washback study conducted by Alderson and Hamp-Lyons (1996) in USA tried to explore the influence of TOEFL on English language teaching. For the study, language school for university entrants was taken to see the effect of the test on the classroom teaching. Data were collected through interviews with teachers and students and through classroom observation. The finding

of the study indicates that the TOEFL has affected both content and teaching methodology, though the degree of the test impact varied from teacher to teacher.

Chen (2002) conducted a study that investigated the washback of a reformed public examination on English language teaching in Taiwan. The study mainly addressed the influence of the reformed examination on the teachers' perceptions in their curricular planning and instruction. Targeting the Taiwan Junior High School teachers, data were collected using survey questionnaire and focus group discussion. The finding indicates that the reformed public examination affected the curricular planning and instruction of the teachers. The change happened on content area of the language was significant; however, the change made on methodology was superficial.

An investigation of the washback of a high-stakes EFL examination on English language teaching and learning process was the other study conducted in Greece by Tsagari (2007). Data were collected using interview with native and non-native EFL teachers and detailed content analysis of textbooks, which were used by teachers. The result shows that the examination had influence on teaching material choice, but the influence of the tests on the teaching methods was not significant. In addition, the study indicates that the attitudes, feelings, and motivations of students towards learning the language were affected by the washback of the examination.

The other study to be mentioned is Ghorbani's (2008) work that examined the washback of the University Entrance Examination on Iranian English language teachers' curriculum planning and instruction. To investigate the impact of this examination on the activities of teachers, the researcher used questionnaires and focus group discussion to elicit data from pre-university English teachers. The result of the study reveals that the Iranian English University Entrance Examination had negative washback on the curriculum planning and instruction of the teachers.

The surveyed washback studies mentioned above investigated washback from different perspectives. The effect of the tests was reflected on the contents and types of materials teachers used, on students' feeling and motivation towards learning the language, and partly on teaching methodology. However, as most of the findings indicate, the effect of the tests on teaching methodology was not significant. In this regard, studies made at different times indicate that while content changed because of test, teaching methodology was found less changed (Wall and Alderson, 1993; Cheng, 2004; Pan, 2009).

The washback studies surveyed are mostly on the effect of tests on teaching. However, examining washback of tests on learning has received less attention. Substantiating this, Pan (2009) argues that the washback of tests on the students' learning process is the less researched area. The impact of tests on students' learning of a language is the area that needs more emphasis to be explored (Alderson and Wall, 1993; Bailey, 1996; Wall, 2000; Watanabe, 2004; Shih, 2007). In this regard, Stoneman (2006) further argues that for better understanding of the washback phenomenon in the language classroom activities, researchers in the future are also recommended to examine the changes happened on the attitudes, feelings, learning styles and learning strategies of the students due to the impact of tests.

Hence, the present study tried to address the washback of the English language component of the Ethiopian university Entrance Examination on students' practice together with that of teachers.

1.2 The Research Context

1.2.1 The Teaching of English Language in Ethiopia

As English language has been taught for various purposes in the world, it has also been taught in Ethiopian schools for a long time. The teaching and using of this language in Ethiopia dates back to the advent of modern education to the country. Regarding this, Eshetie (1974), cited in Dejene (1990:12),

mentions that “English succeeded in assuming the role of Ethiopia’s language of instruction, and international contacts only after 1935, a period which marked the beginning of modern education in the country.” That is, English language has been used in Ethiopia for instructional and diplomatic relation purposes for more than half a century.

As Dejene (1990) notes, during the introduction of English language to the country, the textbooks and examinations were prepared in United Kingdom and imported to the country. However, later to meet the social, political, and economical realities of the country, all the instructional materials were locally published to be Ethiopianized.

Regarding the teaching of the language, before the current Education and Training Policy was introduced in 1994, English was taught as a subject starting from Grade 3 up to tertiary level education, and it served as a medium of instruction starting from Grade 7 through tertiary level education (Rogers, 1967). Currently, after the introduction of the new Education and Training Policy, it is being taught as a subject starting from Grade 1 to tertiary level education. It is also used as a medium of instruction starting from 9th Grade through tertiary level education.

The greater emphasis that has been given to English language teaching, particularly in the secondary schools is evidenced in different ways. For instance, 5-6 periods per week is allocated to English language teaching as one subject; it has been considered as a compulsory subject or component for the candidates both in the former Ethiopian School Leaving Certificate Examination (ESLCE) and in the currently administered university entrance exam. This trend is similar with countries where English is taught as foreign language such as China as Qi (2005) notes. She notes that in the university test battery English is one of the compulsory subjects to all candidates.

Currently, due to the emphasis given to English language education, English Language Improvement Programme (ELIP) has been launched under the

Ministry of Education. In this regard, the ELIP guideline (2007:1) states that:

English is the cornerstone in the development of the Ethiopia's commerce, communication system, technology, and education. As part of the Federal Government of Ethiopia's initiative in enhancing the use of English throughout the country, English Language Improvement Program was launched in 2002. The programme is now based on the English Language Improvement Department (ELID) of the Ministry of Education in Addis Ababa.

As part of this programme, English Language Improvement Centres (ELIC) have been established in different higher education institutions with the mission of developing the English language proficiency of the staff and the students. This centre mainly facilitates different trainings and experience sharing among staff in the different institutions (ELIC Establishing Guidelines: 2007). The launching of ELIP at the Ministry level as one component of the education system and the establishment of ELIC in different institutions further indicates the greater attention given to the teaching and learning of English language nationally.

Regarding the approach of teaching the language, before the new Education and Training Policy was introduced, the curriculum for English language was mainly grammar-oriented due to the influence of behaviourism in language learning. The language teaching was highly devoted to teaching the form of the language, paying less attention to the communicative aspect of the language (Awole, 1999). Surafel (2002), while evaluating the former syllabus, he comments that the textbooks had been prepared to teach usage of English language de-emphasizing its communicative aspects.

However, when Communicative Language Teaching (CLT) approach has been introduced and become the most prevailing approach to language teaching globally, especially after the introduction of the new Education and Training Policy, the syllabi for English language teaching has also been changed from structural syllabus to communicative one (Surafel, 2002;

Alemu, 2004). Accordingly, as Alemu points out, the English language textbooks were prepared with the orientations of the principles of CLT approach with advisory support from the British Council. While commenting on the Grade 11 English language textbook of this syllabus, Tylor (1998) notes that currently the issued English language textbooks are more of communicative-oriented than the former ones. In strengthening the idea that the textbooks are prepared with the insights gained from the theories of CLT approach, Alemu (2004) further comments that the textbooks for English language teaching have been prepared in a way to develop the communicative language skills of students.

Along with the preparation of textbooks more communicatively, teacher-training programmes in higher education institutes have been designed and practised to equip the trainees with the methods of applying CLT approach using the newly issued textbooks. Besides, a number of workshops and in-service teacher training programmes have been conducted so as to implement CLT approach in the English language classroom as Surafel (2002) and Alemu (2004) have pointed out.

1.2.2 Historical Perspectives of University Entrance Examinations in Ethiopia

Public examinations, synonymous with external examinations, are common in the educational systems of most countries in the world. The exams are employed for various purposes (Qi, 2005). They are used to place students into higher education institutes, evaluate the quality of education, and control nepotism in the allocation of scarce opportunities (Cheng, 2005; Al-Jamal and Ghadi, 2008; Ghorbani, 2008). In light of this, Manjarres (2005:3) further notes, "The importance of National Examination cannot be denied: it is a criterion for admission into higher education; it supports the process of self-evaluation and improvement of educational institutions ..."

With this intention, the Ethiopian Ministry of Education has been using such

examinations for more than half a century. According to Dejene (1990), towards the beginning of the English language education in Ethiopia, the examination, namely the London General Certificate Examination (GCE), was prepared in United Kingdom and imported to Ethiopia together with the textbooks.

When the teaching materials were prepared locally in 1954, the Ethiopian School Leaving Certificate Examination (ESLCE), in which English language was one component, was launched in the form of pilot exam administered together with the formerly employed GCE exam (Bender, et al., 1976). Later in 1959, the ESLCE totally replaced the GCE and it became the main exit exam for secondary school graduates. The exam was produced at Haile Sellassie I University (Bender, et al., 1976; Dejene, 1990).

The ESLCE consisted of five subjects: Amharic Language, English Language, Mathematics, Aptitude Test, and Social Science or General Science. Initially, all subjects were considered compulsory. Gradually, changes were made on the number of compulsory subjects of the ESLCE components. For instance, Aptitude Test and Amharic were dropped from the list of compulsory subjects. However, English language and Mathematics remained as compulsory subjects (Dejene, 1990).

The ESLCE including the English language component continued to serve until 2000. In the year 2001, a new national examination (the Ethiopian General Education Certificate Examination) was introduced and administered to students of the new education policy at the end of Grade Ten. This national examination, which is still in use, is used to screen candidates who join university preparatory schools or vocational training colleges. Candidates who score better performance in this exam are placed into the university preparatory education. On the other hand, others with low score compete for vocational training colleges.

Students who successfully complete preparatory school programme finally

take the university entrance examination. This examination was first administered in 2003 to the first batch students of the new education policy. The purpose of this examination is mainly to screen candidates who join in government universities and to place them competitively into different fields of study.

The university entrance examination is a battery test that initially included five subjects: English, Mathematics, Civics and Aptitude (for all students), General Science (for natural science students only) and Social Science (for social science students only). However, currently seven subjects are offered in the entrance exam: English and Mathematics (independent tests taken by both social and natural sciences students), Geography, History and Economics (taken by social science students), Biology, Physics, and Chemistry (taken by natural science students), Aptitude and Ethics and Civics (taken by all students). The test is produced in Addis Ababa University at the Institute of Educational Research (IER). Subject specialists of the university undertake the test construction. Before the tests are administered, they are edited and reviewed by test and measurement specialists of Addis Ababa University (Desalegn, et al., 2007).

This examination, in which English language is one component, is assumed to have impact especially on the practices of teachers and students as it has a crucial role in the lives of the participants. It is a high-stakes test. The scores which the candidates obtain in this examination have a long lasting effect on their academic lives as their opportunities of joining university is determined based on their scores. Even, the placement of the students at the faculties and departments in the universities which the students consider 'more prestigious' or 'less prestigious' ones is made on the basis of their scores. As a result, different parties such as students, teachers, school administrators, parents and other stakeholders give greater emphasis to this examination. Hence, examining the washback of this high-stakes examination on the practices of teachers and students is noteworthy as it is under-researched.

1.2.3 The English Language Component of the University Entrance Examinations

As Dejene (1990) points out, in the beginning of the ESLCE establishment, the English language component had a similar format of the GCE consisting of four main parts: composition, comprehension, précis, and grammar that were subjectively marked. As Bender et al., (1976) comment, the initially produced ESLC Examination was affected by the old-fashioned testing system of Europe. Gradually, in line with the making of the teaching materials Ethiopianized, the English language component of the ESLCE was also attempted to be localized. While appreciating the attempts made to Ethiopianize the contexts of the exam and the efforts of relating the teaching and testing, Madsen (1967:46) remarks:

In fairness, it should be pointed out that one occasionally hears of worse examinations in both England and America: tests requiring parsing and intricate grammatical analysis, the regurgitation of rules and of tortuous terminology. The English language section of the ESLCE avoids such idiocy. Furthermore, the reading passage and questions are culturally suitable for Ethiopians. Then, too, the portions dealing with vocabulary and mastery of English idiom are well fashioned; disputing usage is avoided; incorrect alternatives have an authentic Amharic ring to them. Even the weakest portions of the examination reflect the good intentions of those who set the English section...a desire to see the language in *action* instead of a useless *analysis* of the language.

However, this appreciated quality of the ESLCE English language component was not maintained. Due to the challenge of subjective marking and the difficulty level of the exam for the candidates, the exam was transformed into fully objective form that could be marked by machine. The format of this exam was criticized for the lack of comprehensiveness and subjectivity of evaluating the essay and précis parts. As a result, dropping the précis and the essay formats, the English language exam was designed to be objective in format, mainly in the form of multiple choices starting from 1968

(Madsen,1967).

Regarding the washback of this examination, Dereje (2000) tried to investigate how the ESLC English Language Examination influenced the secondary schools English language classroom practices. He administered questionnaires to students to crosscheck teachers' responses about their (teachers') practice; he interviewed teachers, curriculum designers, and experts from National Examination Authority to assess their beliefs about the relationship between the syllabi objectives and the examinations. He also employed material analysis to compare the contents of the old secondary school English language textbooks with three years (1997, 1998, and 1999) ESLC English Language Examination papers. Though classroom practices of teachers and students looked like were not examined, the result indicates that the examination had influence mainly on the content of teaching, partly on the teaching methodology, students' study technique and the way teachers designed classroom tests.

1.3 Statement of the Problem

As stated above (in Section 1.2.1), greater endeavors are being made in the teaching of English language through designing CLT approach syllabi, preparing textbooks with the orientations of CLT, and training English language teachers to implement CLT.

Regardless of the different efforts that are being undertaken to develop the communicative ability of the learners, currently complaints seem to prevail about the poor English language proficiency of the students at all levels of the education system in the country. While evaluating the English language proficiency of the students, Teshome (2003) contends that their (students') English language ability is getting poorer and poorer. Besides, Alemu (2004: VI) points out that "The students' language has shown no improvement after the exposure to the new textbooks (the communicatively produced textbooks)." Alemu's investigation indicates that after six years of using

textbooks prepared with the orientation of CLT approach in the secondary schools in Ethiopia, the performance of the learners in English language was not found to be promising.

In addition to these findings, the current researchers' teaching experience gave him insights that students in the tertiary level education lack the required English language proficiency. Moreover, most colleagues in universities are often heard complaining about the English language deficiency of their students.

There could be different factors attributed to make students less proficient in the language regardless of the efforts that are being undertaken to develop their communicative skills. However, the researcher feels that the washback of the English language tests tended to influence the practices of teachers and students towards developing the students' communicative abilities. That is to say, the effect of the exam appeared to hinder the practices of teachers and students from implementing the designed syllabi intended to promote students' communicative skills in the language. Substantiating this, Alemu (2004) claims that the traditional system of tests was one factor to influence the practices of English language teaching towards promoting students' communicative ability.

Recently, researchers have given attention to examining washback, which has become an eminent educational phenomenon. However, in Ethiopia, little attention has been given to examining the washback of EFL exams on teachers' and students' practices though complaints appeared to prevail about the poor English language communicative skills of the students. In commenting the problem of failing to examine the washback of tests, Prodromou (1995) notes that disregarding investigating the washback from tests to teaching and learning is one of the main reasons for new approaches of teaching to be unsuccessful. Hence, examining how the washback of tests influences practices of teachers and students in the English language education is worthwhile.

In response to the demand for examining this globally prevailing educational phenomenon, a few washback studies of language tests have been carried out in Ethiopian context including the work of Dereje (2000). The works of Melkamu (2007) and Kassa (2007) that were conducted to examine the washback of the national English exams on English language education are to be mentioned.

Melkamu (2007) studied the washback of the Grade 10 Ethiopian General Secondary Education Certificate (EGSEC) English language Examination on the English language teaching and learning practice. He used checklist indices to compute the content validity of the examination and questionnaire to assess the reactions of teachers and students to the existing examination. His finding reveals that the examination had positive impact on the perceptions of the teachers and students. However, the examination was found poor in reflecting the syllabi objectives, the content, and methods with respect to coverage, relevance, and appropriateness. The researcher concluded that the examination has the tendency of producing negative washback on the practices of English language teaching and learning.

The work of Kassa (2007) is specifically related to the current research. He studied the washback of the Ethiopian Higher Education Entrance English Examination (EHEECEE) on learners, teachers and teaching and learning process. He used teacher and student questionnaires, interview with test designers, document inspection (textbooks, Teacher's Guide, syllabus, and entrance exam papers of the years 1997 and 1998). His finding indicates that there were differences between the objectives of the exam and that of the syllabus. There were also mismatches between contents of the exam and contents of the textbook. On the other hand, the finding indicates that test designers were found using test specifications while constructing exams. Based on such findings, it was concluded that the flaws that hinder to prepare good tests and inappropriate methods used in the EHEECEE had

washback effects on students' language proficiency development and students' performance.

The studies made by these local researchers tended more to examine the content validity of the exams. The studies were found mainly dedicated to determining the relationship between the contents of the textbooks and the exams with their respective objectives. Kassa's work additionally examined whether test designers used test specifications. However, in these studies, important aspects of washback were not addressed. The studies did not address what the classroom behaviours of teachers and students looked like because of the influence of the exams. To be specific, the aspects of teaching and learning that were influenced by the washback of the exams were not examined. Moreover, the factors that contributed for the exams to influence the practices of teachers and students were not also addressed.

The current study differs from the earlier ones in that it mainly tried to examine the under-researched aspects of washback of the EHEECEE on the practices of teachers and students instead of focusing mainly on investigating the inherent nature of the examination. That is to say, the study tried to investigate what the teaching and learning practices looked like under the influence of the examination. Specifically, it examined the aspects of teaching and learning that were influenced by the examination, the nature of the influence of the examination, and the factors that contributed for the washback phenomenon to take place in the practices of teachers and students.

For the ease of discussion, the EHEECEE was substituted by UEEE (the Ethiopian University Entrance English Examination), and UEEE was used all the way through.

1.4 Research Questions

The study attempted to answer the following research questions.

1. How does the exam influence teachers' practice?
2. How does the exam influence students' practice?
3. Which teacher factors contribute for the exam to influence their practice?
4. Which student factors contribute for the exam to influence their practice?

1.5 Objectives of the Study

1.5.1 General Objectives

The main purpose of this study was to examine the influence of the UEEE on the practices of teachers and students in preparatory schools. In addition, it was intended to explore the factors that contribute for the exam to influence teachers' and students' practices.

1.5.2 Specific Objectives

The study specifically tried to:

- examine the influence of the UEEE on teachers' practice;
- explore the influence of the UEEE on students' practice;
- identify teacher-related factors that contribute for the exam to influence their practice, and
- determine student-related factors that contribute for the exam to influence their practice.

1.6 Significance of the Study

Efforts are being under taken to implement CLT approach in order to promote the English language proficiency of the students. However, the language proficiency of the students does not show significant improvements; some claim that it is getting deteriorated (Teshome, 2003; Alemu, 2004; Mekasha, 2005). Investigating the washback of tests on the practices of teachers and students tends to be under-researched. Therefore, it is high time to investigate

the washback of English language tests, mainly the UEEE, on the efforts being made to develop the communicative skills of the learners in the ELT classrooms; otherwise, it leads to extra wastage of time, energy, and money on the unsuccessful practices as Alemu (2004) has argued.

Thus, the findings of this study are hoped to contribute for the English language education of the country. Firstly, it is hoped to provide helpful insights to the Ministry of Education, particularly to the National Educational Assessment and Examination Agency about the influence of the UEEE on the practices of promoting the English language communicative skills of students. Secondly, it gives feedback to the teachers about the influence of the UEEE on their practice and on their professional development. Thirdly, the finding of this study might shed light on the general understanding of washback phenomena, and might lead other researchers to work further on the area as test washback is still open to development.

1.7 Scope of the Study

This study was delimited to investigating the washback of the UEEE at micro-level on preparatory schools teaching and learning practices. The influence of the UEEE on teachers' and students' practices was examined in terms of the different domains of the teaching and learning that are affected by the washback. The domains of teaching that were addressed in this study were: 1) lesson preparation, 2) time arrangement, 3) teaching method, 4) materials choice, 5) contents of teaching, and 6) classroom assessment. Similarly, the domains of learning that were addressed were: 1) time budgeting, 2) material choice, and 3) contents of learning. Thus, the study was delimited to examine the influence of the exam on the processes of teaching and learning, rather than examining the impact of the exam on the products of teaching and learning. Moreover, investigating the influence of the exam on other participants, processes, and products was beyond the scope of this study.

1.8 Limitations of the Study

It is believed that this study provided with useful findings for different parties in the education sector. However, there are some limitations in the study that have to be addressed as it is natural for any research to have certain shortcomings. Therefore, the research has the following limitations.

- Firstly, the small number of observations that were made only in one school could be one limitation of the study. To obtain better picture of the teachers' and students' classroom behaviours because of the influence of the exam, extended classroom observations should have been conducted in more than one school.
- Secondly, for the classroom (teacher-made) test analysis, some tests papers were lost in four of the schools. As a result, the teacher-made test analysis was done with five schools.
- Thirdly, due to time and financial constraints, the study was delimited to nine preparatory schools in three zones. Large number of participants should have been included as the influence of the exam appeared at national level.

1.9 Organization of the Paper

In this study, chapter two deals with a review of related literature. Chapter three describes design of the research, participants of the study, data gathering instruments, validity and reliability of tools, data gathering procedures, and methods of data analyses. In chapter four, data analyses, findings, and discussions are reported. In chapter five, summaries, conclusions, and recommendations of the study are presented.

1.10 Definition of Key Terms

For the purpose of maintaining a harmonious meaning of the key terms all the way through, operational definitions of the words were given as follows.

Washback: It is synonymously used with the term 'Backwash', that does mean the same_ impact of testing on teaching and learning. In this study, the word 'washback' is used since it is more universally used than 'backwash' in applied linguistics (Shih, 2009). For this study, washback is defined as the backward effect of the UEEE on the practices of preparatory school teachers and students.

Teachers' practice: This refers to teachers' activities in relation to teaching English that includes lesson preparation, material choice, focus area of teaching, time budgeting, classroom assessment, teaching methodology and giving advice and guidance on students' learning.

Students' practice: This refers to students' activities in relation to learning English that include classroom activities, time budgeting, material choice, and focus area of learning .

Test: It is an assessment or measuring instrument designed to elicit a specific sample of knowledge or skill of candidates. It is used interchangeably with exam/examination in the study.

High-stakes test: It is a test that has determinant consequences on the life of a test-taker and on institutions.

Low-stakes test: It is a test that does not have determining consequence on a test-taker or an institution as opposed to the high-stakes test. Its result may not significantly affect the life of the examinee.

Technical Aspect of Speaking: this refers to dialogue and conversation completion exercises.

Technical Aspects of Writing: this refers to identifying discourse types, correct punctuation, types and parts of a letter, and arranging disordered words to sentences and sentences to paragraphs

Chapter Two: A Review of Related Literature

2.1 Introduction

This chapter is devoted to describe the literature reviewed for the study. The literature begins with reviewing the roles of evaluation, particularly that of language tests and their influence on the teaching and learning process. Next, the literature reviews terms that are related to washback and the disparities of using the terms. This is followed by identifying areas of washback on the practices of teachers and students with the factors that contribute for the exam to produce washback on teachers' and students' practices. After identifying the areas of washback and the mediating factors for washback phenomenon, the features or dimensions of washback on the practices of teachers and students are discussed. Following that, washback hypotheses and models relevant for the study are presented. Then, ways of promoting positive washback of tests are forwarded. The review ends with summarizing the literature and disclosing the gaps remained in the existing literature.

2.2 The Role of Evaluation in Education

Evaluating the educational processes and outcomes has been practised for a long time in the educational settings. Through the evaluation process, judgment is made about the performances of students and institutions, the processes of the classroom practices of teachers and students, and the usability of the instructional materials and the curriculum at large. The judgment on the processes and outcomes of the educational activities is made on the basis of the information obtained through the different assessment tools (Ebel, 1979).

Evaluation is an indispensable part of educational processes. Unless the effectiveness of instructional processes and the achievement of students, the efficiency of educational institutions, and usefulness of the designed curriculum with the supposed instructional materials and teaching methodology are evaluated, the success of the educational outcome would be

doubtful. Since education is a giant enterprise, it needs regular evaluation as Mehrense (1984) has noted. As long as there is teaching, there is a need to evaluate its processes and outcomes. While mentioning the usefulness of evaluation in education, Ebel (1979:22) argues, "Teaching without evaluating the results of teaching would be foolish." Thus, evaluation in the educational system becomes an integral part of the teaching-learning process to determine the achievement of the desired educational objectives (Cheng, 2000).

Through the integration of the evaluation process with teaching and learning practices, relevant information could be obtained that helps decision makers to make sound decisions at the different levels of the educational system. Both behavioural scientists and educators in this regard agree that dependable and quantifiable data or information is obtained through formal evaluation procedures so as to make decisions or judgments (Gronlund, 1971; Mehrense, 1984). As these writers have noted, careful judgments that minimize biased decisions on the educational process as opposed to personal guessing are made when there is formal evaluation (Sax, 1974; Taiwo, 1998).

In the history of evaluation in educational settings, different assessment tools have been employed. Observation, oral questions, paper and pencil tests, and portfolio are some of the different assessment devices. Among these assessment devices, tests are the most dominantly used tools to obtain quantifiable data, mainly about the performance of the learners (Cheng et al., 2004).

Tests have been used in the educational settings for a long time. For instance, Cheng (2000) states that tests have been used in the realm of evaluation at least for more than 300 years. In all levels of the educational system, tests have been used to evaluate the processes and outcomes of the educational goals (Sax, 1974; Wolf, 1979; Ebel, 1991). For instance, indicating the long tradition of relying on tests to assess the performance of people, McNamara (2000:3) notes, "Throughout history people have been put to the test to prove their capabilities or to establish their credentials" Therefore, tests have

been taking the 'leading place' in the educational settings in most countries. This is because other means of assessing tools have not been discovered.

2.3 Uses of Language Tests

Language tests, as is the case in the general education, have a range of functions for they are used to measure a sample of traits or attributes (Sax, 1974). The tests administered at different levels in the educational system provide dependable data either qualitatively or quantitatively about the learners' progress or achievement, the suitability of the curricula, the effectiveness of the methodology and instructional materials (Bachman, 1990; Shaaban, 2001; Cheng, 2005). Moreover, tests, specially the public ones, are used to avoid nepotism and favouritism in the educational opportunities given through keen competitions to candidates, to encourage development of talent, and to upgrade school performance (Cheng, 2005; Ghorbani, 2008). Different parties such as policy makers, teachers, and employers use the data that are obtained from the outcomes of tests. This information saves wastage of time, money, and energy of the concerned stakeholders and the country at large. This is the diagnostic function of tests.

In addition to their diagnostic function, test scores have been extensively used for selection and placement purposes of the candidates into the various academic programmes. Moreover, test scores have extrinsic power of motivating students, teachers, and institutions to work better in the teaching and learning processes. Anticipating the forthcoming examination, students learn and practise the lessons better (Bachman, 1990; Shaaban, 2001).

The recurrent use of test scores for the selection and placement of candidates in the educational system leads tests to produce impact backwards on the different aspects of teaching and learning practices. This is due to the tradition that high score in the tests is associated with a good candidate. In the following sections, the effect of tests in the realm of teaching and learning are discussed.

2.4 Washback: Influence of Testing on Teaching and Learning

There has been a long tradition of heavily relying on test scores to make different decisions in educational and other institutions. This rigorous use of test scores for various academic and social purposes has led tests to produce impact on the teaching and learning practices. This impact of tests on the teaching and learning process is referred to as washback or backwash (Wall and Alderson, 1993; Cheng, 1997).

The term washback has been given different definitions by different writers ranging from its impact on teachers' and students' practices to the very complex effect of tests on the educational system and the society as a whole. For instance, Buck (1988) relates the definition of washback to the narrow scope of effect of tests on the classroom practices of teachers and students. Similarly, Wall and Alderson (1993) relate the definition of washback to this narrower scope of influence of tests on the teaching and learning practices in the classroom level. Specifically, Wall (1997:291) defines washback as "the effect of tests on teaching and learning." However, other writers extend the scope of the definition of washback to the influence of tests on the educational system and on the society as a whole (Hughes, 1989; Shohamy et. al., 1996; Cheng et. al., 2004).

In addition to the difference in scope of the definition of washback at narrower and wider scope, disparities of using the terms 'washback' and 'backwash' are noticed. However, the terms mean the same: the influence of tests on teaching and learning. Cheng et al., (2004), substantiating this, comment that despite the fact that different researchers use different terms to describe the phenomenon of the impact of tests on teaching and learning, the different terms mean the same, i.e., effect of testing on teaching and learning. A few writers such as Biggs (1995), Heaton (1990), Hughes (1989) and Spolsky (1995) in applied linguistics and others in general education use the term 'backwash'. For instance, Hughes (1989:1) uses the term as "The effect of

testing on teaching and learning is known as *backwash*"; Spolsky (1995:2) in his part uses the term in such a way: "The concept of backwash deals with the unforeseen side effects of testing and not to intended effect when the primary goal of the examination is control of curricula." However, both mean the same, influence of testing on teaching and learning.

In this study, the term 'washback' is used as it is used more universally than backwash (Wall and Alderson, 1993; Alderson and Hamp-Lyons, 1996; Cheng, 1999, 1997, 2000; Cheng, et. al., 2004; Qi, 2005; Hawkey, 2006; Green, 2007; Ghorbani, 2009 and Pan, 2009; Shih, 2009). In light of this, Alderson (2004, in Cheng et al., 2004), reflects his hope that the term 'backwash' does not exist anymore; instead, the term 'washback' will be used. He rather comments that the concern of the researchers should be on examining this phenomenon 'systematically and critically' for the better understanding of the concept.

Apart from the use of washback and backwash, writers use other related terms, though the concept remains similar (Bailey, 1999; Shih, 2009 and Pan, 2009). To describe the process of the effect of tests on teaching and learning, Bachman and Palmer (1996) and McNamara (2000) use the term test impact; Shohamy et al., (1996) and Smith (1991) on their part use curriculum alignment, Messick (1996) prefers to use consequential validity, Kunnan (2004) uses social consequence and (Popham, 1987) uses measurement-driven instruction. However, these different terms mean the same referring to the effect of tests either at the narrower or at the wider context of the impact.

2.5 Historical Perspectives of Washback

Due to the fact that tests have long history in the education sector, as Shih (2007) notes, there have been arguments among scholars about the potential impact of tests. Over many years, researchers have documented the impact of tests on the practices of teachers, learners and other stakeholders. However,

this impact of tests was not seen as a distinct educational phenomenon. Alderson (1986) identified washback as a prevailing and separate issue in language testing which demands researchers to turn their attention to it. The other prominent figure in the area, Hughes (1989) in his part, has proposed a tri-chotomy model that depicts the washback from exams to participants, processes, and products.

Alderson and Wall (1993) have conducted the first landmark study that examined washback of a new English Examination on the English language education in Sri Lanka. In their study, they argued that there was little evidence that supported testing affects teaching and learning (Shih, 2007). As a result, they unpacked the idea of washback through proposing washback hypotheses that would serve as a foundation for further research in the area (See Section 2.9). It has been serving as a turning point for the study of washback. Then, Bailey (1996), taking the tri-chotomy model of Hughes (1989) and the washback hypotheses of Alderson and Wall (1993), developed the basic washback model that describes the complex features of washback phenomenon (See Section 2.9).

Inspired by the washback hypotheses of Alderson and Wall (1993), researchers turned their attentions to the area in various educational settings. In light of this, Alderson (2004) states that washback has received greater attention, especially in the area of language testing research. Ghorbani (2008) also argue that studying the validity and validation of tests could not be enough in language testing research; rather other concerns such as impact and consequences of tests on the instructional practices should also be researched. As Shih (2007) mentions, research projects have been launched in different educational contexts to investigate the washback of different exams such as national matriculation English exams.

As can be observed from the historical perspectives of washback presented, there is a growing interest to work on the area among the scholars. Moreover, there are progresses made on the area through developing hypotheses and

models that in turn initiated researchers to work on the area. The aspects of teaching and learning process that are influenced by the washback of the exams are discussed in the following sections.

2.6 Washback: Which Areas Does it Touch?

The washback of the tests influences the different aspects of the language teaching and learning. Researchers have identified some domains of the teaching and learning that are influenced by the washback of tests. However, regarding the areas of influence of the exam specially on teaching, some contradictory findings appeared in some studies (Chen, 2002; Spratt, 2005; Shih, 2009).

2.6.1 Washback on Teaching

Washback affects the different aspects of teachers' practice as teachers' perceptions about their teaching are first impacted by the exam. The identified aspects of teaching that are influenced by the washback are lesson preparation, time arrangement or budgeting, focus area of teaching, teaching method, material choice, and classroom assessment (Spratt,2005; Shih,2009).

The time budgeting to practise a certain area of the language is one of the features of teachers' practice that is influenced by the washback of tests. Extra or more practice time is allocated to areas of the language anticipated to be tested. However, lessons or parts of a lesson expected not to be tested may be given negligible time. For instance, Alderson and Hamp-Lyons (1996) found out that extra time was devoted to TOEFL classes in some institutions. In this regard, Shohamy et al., (1996) point out that more instructional time is devoted to exam preparation classes, specially in the case of high stakes tests. Thus, instructional time budgeting is affected by the washback of the tests.

The washback of tests influences what teachers teach. Since tests affect the perceptions of teachers towards their practice, tests tend to shape their lessons to the content areas of the anticipated exam (Hughes, 1989). As most

researchers reported, focus area of teaching is the most susceptible domain of teachers' practice that is influenced by the washback of tests (Watanabe, 1996; Cheng, 1997, 1998; Shih, 2009). Wall and Alderson (1993), in their study in Sri Lanka, found remarkable changes on the contents of the lessons due to the washback of the exam. The washback of the exam narrowed the curriculum in that the teaching practice was geared to those areas of the lessons expected to be tested. One exceptional finding was obtained from the works of Shohamy, et al., (1996) that indicates content was not influenced by the washback of exam. In their study, they examined the washback of Arabic Second Language (ASL) and English Foreign Language (EFL) on teachers practice in Israel. Their finding reveals that, the ASL exam resulted in little effect on the content of teaching in contrast to EFL that brought about washback on the contents of teaching. This exceptional result of the ASL was attributed to its being a low-stake test and its being low status language in Israel. Thus, in most cases, washback influences the content of teaching as long as the exam is a high-stakes test (Alderson and Hamp-Lyons, 1996; Cheng, 2005; Ferman, 2004; Hawkey, 2006).

The other domain of teaching that washback influences is teaching material choice. In this sense, material refers to exam-related books and past exam papers used by teachers in their teaching (Spratt, 2005). Washback of tests influences the choice of materials among teachers and students. Most studies still reveal that teachers in most cases tend to heavily depend on exam-related materials in their classroom practices especially when the anticipated exam is a high-stakes test. For instance, Watanabe (1996), in his study of the relationship between university entrance exam and the teaching practice, he reported that teachers were noticed using past exam papers and other exam-related materials. The reason for teachers to use exam-related materials is to meet their students' expectations of covering exam contents (Alderson and Hamp-Lyons', 1996). In this regard, Lam (1994) describes teachers that heavily rely on exam preparation materials, specially past exam papers as 'exam slaves'.

Teaching method is the other aspect of teaching that is influenced by the washback of tests. Research findings in this regard reported that the washback of tests on methodology varies from no washback to indicating heavy washback of tests. Wall and Alderson (1993), for example, reported that there was no change on the method of teaching while content area of teaching was changed. Cheng (1997), in her washback study of the Hong Kong Certificate of Secondary Schools Education Exam in English reported that while the content of teaching changed due to the washback of tests, the method of teaching remained unchanged. However, in the works of Shohamy et al., (1996) and Hayes (2003), the influence of washback of tests seems to appear on teaching methodology. For instance, Hayes (2003) reported that simulating of tasks to exam, heavier use of exam-fashion tasks, explanation of test-taking strategies, and more teacher-talking time were observed in IELTS preparation classes as opposed to in the English for Academic Purpose (EAP) classes. Hence, the influence of washback on the teaching methodology remained unsettled. Although there are claims in the literature that argue tests affect how teachers teach, the different studies conducted in the area could not come up with uniform findings. Even, the changes observed in the teaching methods are considered as 'superficial', not substantial. This may lead to consider what Hawkey (2006) claims that the demarcation that exists between course content and methodology very often lacks clear distinction.

Like the classroom instruction, the way teachers assess the students' academic progress is influenced by the washback of the public exams. The classroom assessment may be affected positively or negatively by washback of external exams (Wall and Alderson, 1993; Shih, 2009). When the external examination produces positive washback, the classroom assessment will be designed in a way that promotes the implementation of the syllabi. Students are assessed in line with the objectives of the designed syllabi. As a result, the nature of this exam motivates learners to learn the designed curriculum. On the other hand, when the exam produces negative washback, the teachers adapt the classroom tests from the past exam papers or from commercially produced exam-related materials with the intension of preparing their

students to succeed in the forthcoming public exams. This was evidenced in the work of Shohamy et al., (1996). In their study of the new EFL examination in Israel, they empirically investigated how teachers would evaluate their students due to the influence of the public examinations.

Generally, washback from tests to teaching is reflected on different domains of teachers' practice. The degree of washback may vary from one domain of teaching to the other domain. Similarly, the washback from tests to learning could be reflected on different aspects of learning that are discussed in the following section.

2.6.2 Washback on Learning

Students are the main participants in the washback process. Substantiating this, Hamp-Lyons (2000:581) notes, "Of all stakeholders in testing events, test-takers surely have the highest stakes of all." However, as Pan (2009), Shih (2007 and 2009), Wall (2000) and Watanabe (2004) assert that slim body of research has been conducted to examine the washback of tests on learning as opposed to the attention given to the investigation of washback of tests to teaching. In light of this, Watanabe (2006:1-2) argues that:

There has been very little research in the area exploring washback to the learner..., and yet the results suggest that the condition under which washback operates is not very dissimilar to the one of washback to the teacher.... Thus, the process of washback that was being generated to the learner also seems to be mediated by some psychological factors much as the case of washback to the teacher.

From what Watanabe discloses, the occurrence of washback in students' learning tends to be similar to the condition in which it happens on teachers' practice. That is to say, the process of washback on learning has similar features with teaching.

The few research evidences reveal that washback affects students' practice (Bailey, 1999). In this regard, Shih (2007) contends that students' perceptions of tests affects their practice if they understand that the tests do have repercussions. In describing how the practices of students are affected by the washback that goes from tests, Ingulsrud (1994:79-80) states:

For students who are serious about entering a highly ranked university, a considerable amount of coaching is normal in preparing for the entrance examination. High school students spend evenings, weekends and even vacations preparing for the test at the various *juku* [exam preparation schools] that provide a range of coaching services. If they [students] do wellthey are assured of a place in a prestigious university, which in turn leads to a successful career in business or government.

According to Ingulsrud, students who have great desire to succeed in an exam so as to join prestigious higher education institutes devote most of their time on exam preparation. Even, their vacations are dedicated to exam practice arranging tutorial classes. This implies that the aspect of learning, i.e., time budgeting is influenced by the washback of exam.

In contrast to this, Cheng (1998) denies that the washback of tests on students practice is not significant. In her study of the washback of the Hong Kong English Examination on students' learning, she found out that the influence of the exam on students' practice tended to be minimal. That is to say, the exam did not bring about significant impact on students' learning. She exemplifies that students' perceptions of their motivation to learn English and the way they were learning English were found unchanged. However, most researchers, including the pioneering ones, Alderson and Wall (1993) argue that washback of tests influences students' leaning.

The different domains of learning that are affected by the washback of tests are identified. The aspects of learning which washback of tests influences are time arrangement, contents of learning, and materials choice (Shih, 2007).

How the washback of tests affects the different domains of learning are discussed as follows.

Tests affect students' time budgeting in their learning. Because of their interest to prepare for tests they are going to take, most students devote their time on practising test-related activities. In commenting the traditions of students, Buck (1988) notes that, students budget most of their time to the activities that are related to tests. This mostly happens when the tests have major impact on students' future lives. Substantiating this, Ingulsrub (1994) reported that students who were preparing to take university entrance exam were observed spending evenings, weekends, and vacations practising for the test in tutorial or cram sections. In such sessions, the students tended to practise exam-related activities. Shih (2007) in this regard notes that one of the domains of the students' learning that is affected by the washback of tests is the total time of learning. Hence, washback from test affects the students' time budgeting.

In line with the influence of tests on time budgeting for learning, tests also influence students' focus area of learning the language. As Alderson and Wall (1993) state, tests influence what learners learn. Students, who have desire to succeed in the exam, tend their practice to the content areas of the language that appear in the exam. That is to say, what is valued in the test is also valued in the students' practice. On the contrary, areas of the language that are not tested are disregarded in the students' practice. Substantiating this, Madaus (1988) notes that what matters in the practices of teaching and learning is not the officially prescribed curriculum. It is rather the tests that determine what is learnt and how it is learnt. Students, especially who are aware of the contents of the exam, tend to practice to the contents of the exam. Hence, the washback of the tests narrows the implementation of a certain syllabus to practising the specific area of the language that appears in an exam (Alderson and Hamp-Lyons, 1996; Ferman, 2004; Cheng, 2005; Hawkey, 2006). Therefore, washback of tests influences the contents areas of learning.

Material choice is the other domain of learning that is affected by the washback of the exam. Studies about the washback of tests to teaching reveal that teachers heavily rely on using exam-related materials. This is because publishers produce customized materials after the release of new examinations (Spratt, 2005). This leads students to use such materials with the intension of preparing themselves for the examinations. Watanabe (2006:1-2) in describing the common trend for washback phenomenon in teachers and students practices notes, "... the condition under which washback operates (to the learner) is not very dissimilar to the one of the washback to the teacher... ." Shih (2007), in reporting his study that investigated the washback of the General English Proficiency Test (GEPT) on English learning in Taiwan, he notes that students were using books or authentic test items produced by local publishers. The commercially produced books and previous examination papers attract the students mainly to practice for the examinations instead of prescribed textbooks. Therefore, washback of tests influences students' choice of learning material. That is, exams influence students to heavily rely on exam-related materials, even exams may tend them to be 'exam slaves' as Lam (1994) describes.

To sum up the section, the washback of exam influences students' practice in different aspects of learning. The washback of the exam makes their time to be spent mainly on exam-related areas of the language; it gears their focus area of learning the language to exam-related aspects of the language, and it affects their material choice to be limited to exam-related ones.

2.7 Factors Affecting Washback

Washback is not an isolated educational phenomenon. It needs conditions or factors to happen in the educational process. That is, tests do not directly produce washback on the teachers' and students' practices. There are factors that dictate how and what teachers teach, and how and what students learn. In this regard, Spratt (2005:21) notes that:

....the relationship between exams and washback is sometimes thought of as a simple one in which exams generate washback, ... studies indicate that rather than there being a direct, automatic and blanket effect of exams, washback is more complex and elusive. It seems to be a phenomenon that does not exist automatically in its own right but is rather one that can be brought into existence through the agency of teachers, students or others involved in the test-taking process.

According to Spratt, the link between exams and washback is not directly and easily identifiable. Tests do not yield washback by their own. Instead, there are different factors that create conditions under which washback occurs. There are agents that trigger tests to produce washback in the teaching and learning process. The causes for the washback to happen as noted above are factors related to teachers, students, and other concerned stakeholders for the process and results of tests.

The different factors that have a role to play in the washback phenomenon determine its occurrence, strength, and feature of washback that prevails in the teaching and learning process. The factors, which researchers identified over different times are related to teacher and student characteristics, nature of the teaching and learning contexts, resources available and test-related factors (Hughes, 1989; Chen, 2002; Cheng, 2005; Manjarres, 2005; Spratt, 2005; Shih, 2009).

2.7.1 Teacher- related Factors

Teachers are the major participants for the occurrence of washback phenomenon. They are believed to play the central role for the washback of tests to happen in the teaching and learning processes (Bailey, 1999). As different writers have noted, teachers' perceptions are determinant factors for the occurrence, type, and strength of washback. As Hughes (1989) describes, the existence of tests first affects the perceptions of participants. These

perceptions of participants again lead to the occurrence of washback on the teaching and learning process.

The teacher related factors that mediate the washback phenomenon to happen in the teaching process fall under two categories. They are personal and contextual factors. As discussed in the following sections, these teacher-related factors are thought to contribute for washback to happen in their practice.

2.7.1.1 Personal Factors

Teachers' personal factors have a role to contribute for the washback phenomenon in their practice. The factors are mainly teaching experience and the grade level in which teachers teach.

Teaching experience is believed to contribute for the tests to produce washback on their practice. Findings in the area of washback reveal that there is a relationship between teaching experience and the occurrence of washback (Shohamy et al., 1996; Watanabe, 1996; Ghorbani, 2008). Due to the difference in teaching experience of teachers, the occurrence of washback varies. In this regard, Shohamy et al., (1996) investigated the difference between the practices of experienced and inexperienced teachers for washback to happen. The result reveals that experienced teachers were found to be more exam-oriented in their teaching than the inexperienced ones. This may be due the fact that teachers' experience in teaching may give opportunities for them to learn more about the exam as their experience increases. That is to say, teachers get informed about the areas of exam. Therefore, teaching experience is one personal factor that contributes for occurrence of washback.

The grade level teachers currently teach in has a role to play for the occurrence of washback. Teachers teaching at higher-grade levels tend to teach contents related to the upcoming exam. This is due to fact that students who are closer in time to the administration of the exam demand teachers to

teach them exam-related contents. The finding of Alderson and Wall (1993) regarding grade level teachers teach reveals that teachers who were teaching at higher-grade levels tended their practice more to the exam preparation. This is to mean that teachers teaching at upper levels were found to tailor their teaching to the expected exam more than teachers teaching at lower levels did. The work of Shohamy et al., (1996) also supports the idea that grade level determines the occurrence of washback.

Therefore, teaching experience and grade level teachers teach contribute for the tests to produce washback on their practice. From the literature, it is learnt that as teachers get experienced in teaching, there is a tendency of teaching to the test. Besides, teachers teaching at higher grade levels tend to teach more to the exam than teachers teaching at lower grade levels tend to do. Together with such personal factors, there are teaching context factors that contribute for the occurrence of washback which will be mentioned in the following section.

2.7.1.2 Contextual Factors

In addition to the personal factors that affect teachers' perceptions for the washback to happen, there are different associated factors in their teaching situation that contribute for the exam to produce washback on their practice. The factors include teachers' perceived professionalism in teaching, awareness of exam, importance of exam, students' learning attitudes, and perceived external pressure.

Teachers' perceptions about professionalism in teaching contribute for the occurrence of washback in their practice. Teachers' desire of maintaining their professional recognition as a good teacher tends their teaching to be exam-focused. In different studies, it was reported that teachers were found frustrated and felt guilty when they failed to familiarize their students with tests. This is because teachers feel that students' failure in the exam is attributed to their failure of teaching for the tests. As a result, they tend to

practise exam-taking strategies and cover exam-related materials (Hughes, 1989). In this regard, Khaniya (1990) comments that many teachers try to preserve their professional dignity as good teachers through preparing students for exam. This trend could not be avoided as exams do have a great role in the educational system. Specially, experienced teachers who are aware of the contents and formats of the public exams tailor their teaching to the exams. Hence, teachers' desire to secure their professional dignity facilitate for the occurrence of washback on their practice.

Teachers' perceptions about the exam facilitate for the washback to happen. Different studies indicate that the awareness that teachers have about the formats, contents, and types of skills to be tested in the exam tends teachers' practice to be tailored to the exam (Alderson and Hamp-Lyons, 1996). Substantiating this, Chen (2002:53) states, "Exam coaching seems inevitable especially when teachers have more awareness of contents, skills, and/or formats to be tested in examination." This implies that, teachers teach to the tests specially when they have awareness about the exam. Teachers get the awareness easily from previous years exam papers due to their teaching experience (Andrews, et al., 2002). This awareness in turn makes teachers to give value or focus to the contents, which they know to appear in the exam. As a result, washback of tests happens due to the teachers' awareness of the exam. Therefore, teachers' perceived awareness of the exam is one factor for washback to happen in teachers' practice.

Teachers' perceptions about the stake of the exam contributes for the washback to happen. If teachers understand that the exam is a high-stakes one, they gear their teaching to the exam. This is because they believe that important decisions are made mainly about the test-takers with the results obtained from the test. In light of this, Buck (1988:17) states that "There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important for the students, and pass rates are used as a measure of teacher success." Because of their belief about the importance of the exam for the future careers

of the test-takers and for their performance appraisal, teachers tend their practice to be exam-oriented. Thus, teachers' perceptions about the importance of the exam for the students and for themselves cause washback to happen in their practice.

Teachers' understanding of students' learning interest causes for the washback to happen in their practice. As students are the major participants in the washback process, tests affect their attitudes towards learning the language. Students, who are aware of the prospective exam, demand their teachers to teach towards the test in order to succeed in the exams, especially in public exam. Such demands of students indirectly affect teachers' practice to be exam-oriented. It is obvious that teachers consider the learning interest of students in their teaching (Chen, 2002). They could not deny the students' interest area of learning. As a result, teachers tailor their practice to exam-related language areas. Therefore, the students' learning attitudes play a role for the tests to yield washback on teachers' practice.

The imposition that teachers feel from external parties lead for the washback to occur in their practice. Testing is not an isolated educational process. It is bound to the social and educational contexts in which the test is put into place. Customarily, high score in exam is associated with better achievement and predictive for future academic success of students. Hence, teachers may be urged by parents, school supervisors, and school principals to improve their students' test scores. Such parties put pressure indirectly on the practice of teachers (Shih, 2007; Ghorbani, 2008). As a result, teachers practise accordingly. That is, they gear their practice to be exam-oriented. Therefore, the imposition teachers feel from stakeholders other than the students facilitate for washback to happen in the practice of teachers.

From what is reviewed, it is noticed that tests do not produce washback on teachers' practice by themselves. Tests alone do not dictate what and how teachers teach. There are mediating factors for the tests to bring about washback on teachers' practice. They are mainly personal and contextual

factors. It is these factors that determine the type, degree, value, and even the occurrence of washback on teachers' practice

2.7.2 Student- related Factors

To determine the factors that contribute for the occurrence of washback on students' practice, little empirical research evidence is available. Shih (2007:137) supports this idea, "One gap that emerges in the washback literature is that little research has examined the washback of tests on learning in contrast to the attention paid to the washback on teaching." Although the practice of students is one of the major parts of the washback phenomenon, there remains shortage of evidences about the washback of tests on learning. Substantiating this, Pan (2009:78) notes that "Compared to the number of teaching washback studies, much less research has been conducted to investigate the washback on students' learning process." Hence, the factors that contribute for the washback to happen in relation to the students characteristics are less addressed in the area.

However, the condition under which washback phenomenon occurs in the students' practice will not be different from that of teachers' as Watanabe (2006) argues. Therefore, it is possible to infer from the factors that contribute for the washback of exam on teachers' practice to student factors contributing for the occurrence of washback. Like that of the teachers, they are categorized under personal and contextual factors as discussed below.

2.7.2.1 Personal Factors

Grade level students attend can be taken as a factor for the occurrence of washback in the students' practice. According to the grade level, the level of perceptions of influence of the exam on their practice may vary. Students who learn at the higher-grade levels may give more attention to the exam contents and techniques of taking exams in their learning than students in lower grade levels (Alderson and Wall, 1993). As they get closer in time to the administration of the exam, students may gear their practice to exam-related

language areas like that of teachers. As a result, washback could happen in the students' practice. Thus, grade level may be considered as a personal factor that contributes for test to yield washback in students' practice.

2.7.2.2 Contextual Factors

Students' learning situations could contribute for the washback to happen in the students' learning. The factors include students' perceived ambition for success in the exam, awareness of the exam, importance of the exam, teachers' teaching attitude, and perceived external pressure in their learning. These factors can determine the occurrence and nature of washback on students' learning.

Students' desire to be successful in the exam can contribute for the washback to appear in their practice. Students are the major stakeholders in the testing process. That is, tests, specially the high stakes ones, directly affect their lives. Due to this, students become more anxious to succeed in the tests. Particularly, students who are aware of the exam and those who perceive the importance of the exam would gear their practice to test-related language areas. In this regard, Bailey (1996) mentions that the students: practise items that are similar in format to those on the test, study vocabulary and grammar rules, apply test taking strategies, enroll in test preparation courses, demand unscheduled tutorials or test-preparation classes, and skip language classes to study for the test. Therefore, the students' strong desire to be successful in the exams contributes for washback to occur (Shih, 2007).

Students' awareness about the exam contributes for washback to happen in their practice. If they have awareness about the content and format of the exam that students are going to take, like that of the teachers, they tailor their practice to the exam. As Buck (1988) mentions, students incline their practice to the exam when they feel that the exam is important in their lives. Together with this, their awareness of the exam leads their practice to be more exam-

oriented. Therefore, students' awareness about the exam is one factor for the occurrence of washback.

The students' perceptions about the importance of a certain exam determines the occurrence of washback in their learning. If the exam is a high-stakes test through which students' admission, placement, and graduation are directly dependent on the test scores being obtained, students tend to practise to the exam because of their perception. As a result, washback happens on students' practice. The washback will be strong as students give more attention for the exam preparations. On the other hand, the low-stakes tests are not anticipated to have significant role in the test-takers lives. As a result, the test may not produce washback on students' practice (Wall, 1997; Shih, 2007). A recent study made by Stoneman (2006) that investigated the washback of students' exam in Hong Kong reveals that students were found devoting more time for high stakes exam IELTS, which is the Graduating Student Language Proficiency Assessment, than for low status test. Thus, the students' perceptions about the importance of the exam on their lives lead the exam to produce washback on their practice.

As the students' learning attitudes have influence on the teachers' practice, it is possible to say that teachers' teaching attitudes could also contribute for the occurrence of washback on students' learning. This is because teachers are influential parties on students' learning. What is valued by the teachers will also be valued by the students, and the vice versa. That is, students will be selective in their learning to the areas of language which teachers give attention. As a result, washback happens on students' practice. Hence, teachers' teaching attitudes play a role for the washback to occur in the students' practice.

The imposition students feel from the different parties to learn to the exam contributes for the occurrence of washback on their practice. External pressure due to the existence of the tests emanates from school administrators, school counselors, and mainly from parents who aspire the

students' success in the exam. For instance, Ferman (2004), while reporting the washback of the national matriculation English tests (NMETs) in China noted that, parents were involved in test preparations by urging their children to study hard by hiring a tutor to assist them in their test preparations. As nationally administered tests evaluate the performance of schools, school administrators work for the score-gain of students and exert an indirect pressure on the students learning (Cheng, 2005). This is because through the scores of students, the roles of administrators are evaluated like the efficiencies of teachers. Due to the desire to maintain their reputations, administrators would reinforce students to learn more for the exams. Such impositions especially from parents and school administrators lead students to work for exams that leads to washback to take place in their practice. Therefore, the pressure students feel from different parties to learn for score-gain contributes for the washback to take place in the students' practice.

Generally, there are different mediating factors for the washback to take place in the students' practice. The student factors that mediate for the washback to happen in their practice are related to the grade level they learn in, their desire for success, belief about the role of the exam on their lives, knowledge about the exam, and the impositions they feel from teachers' tendencies of teaching and external parties for score-gain.

2.8 Dimensions of Washback

The features of the washback phenomenon are not easily noticeable. As literature and experience of researchers indicate, washback is a complex educational phenomenon (Andrews, 1994; Watanabe, 1996; Manjarres, 2005). In describing the complex nature of washback, Cheng et al., (2004:19) argue, "One of the key findings of the research in the field to date is that washback is a highly complex rather than a monolithic phenomenon." Watanabe (1994), on his part, describes washback as a complex and an 'ill-defined' phenomenon. Over times, different writers have tried to delineate different dimensions of washback. Some of the dimensions that different writers use to describe

washback are scope or the level of washback, visibility or revelation of washback, degree or strength of washback, and value or direction of washback. These dimensions of washback are discussed as follows.

2.8.1 Scope of Washback

Scope or level of impact of exam on the educational system is one feature of washback. In this regard, there are two levels of washback: micro- and macro-level washback.

The micro-level context of washback refers to the effect of tests on the immediate teaching and learning environment, i.e., it is the impact of tests on the practices of teachers and students (Bachman and Palmer, 1996; Bailey, 1999; Cheng, 2004; Newfields, 2005). While mentioning the micro-level washback, Watanabe (2004) notes that micro-level washback is the direct and immediate effect of tests on the classroom setting mainly on the perceptions and practices of the students and teachers.

On the other hand, the scope of washback of tests outside the immediate teaching and learning environment that mainly focuses on school administrators, parents, policy and decision makers is referred to as the macro-level washback. This is the wider context of test washback. In line with this, Newfield (2005:1-2) referring to Bachman and Palmer (1996) explains the micro- and macro-levels of washback as "... test impact should be viewed both in terms of its micro effects in a classroom as well as its macro effects on educational systems and societies at large. ... In many cases, tests both influence and are influenced by the social climates in which they are used." This means that tests are bound in the social and political contexts. That is, they have effect on the society and the society influences them (tests) in turn.

Hence, the impact of tests is not limited to the immediate teaching and learning environment, i.e., it is not restricted at micro-level washback. It further goes beyond the classroom practices of the participants. That is to say,

washback of tests extends to the society at large, i.e., there is also macro-level washback.

2.8.2 Revelation of Washback

The washback of tests will be manifested in the activities of teachers and students visibly or invisibly. As Prodromou (1995) mentions, the washback of tests could be demonstrated either overtly or covertly.

When the washback of tests is overt, the effects are vividly manifested in the practices of teachers and students. The teachers, for instance: practice the students with past exam papers, replicate exercises and classroom tests from past exam papers and from commercially produced books that customized examinations the students will take, and change their teaching methods to the 'text + question' formula. Similarly, students who are about to take high-stakes exams: practise items that are similar in format to the high-stakes tests, study vocabulary and grammar rules, applying test-taking strategies, enroll in test-preparation courses, request guidance in their studying, demand feedback on their performance, enroll for additional (unscheduled) test-preparation classes or tutorials, and skip language classes to study for the test (Prodromou, 1995; Bailey, 1996). Such form of washback, which is explicitly revealed and is easily identified, as Prodromou (1995) states, yields usually negative washback.

As Prodromou (1995) states that covert washback is mostly observed in the teachers' activities. It is revealed in an implicit manner so that it is subtle to easily recognize. For instance, teachers teach textbooks in the form of test books, and make classroom instructions more of an informal assessment procedures than teaching procedures.

2.8.3 Intensity of Washback

Intensity of washback refers to the magnitude of influence of the exam on teaching and learning process. This feature of washback describes the extent of influence of the washback in the domains of teaching and learning (Green, 2007).

Cheng (1997) has used this concept for the first time in her study of the washback of the Hong Kong Certificate of Education Examination (HKCEE) in English. Cheng (1997: 7) mentions how she used the concept saying, "I would like to use the term 'washback intensity' to refer to the degree of washback effect in an area or a number of teaching and learning affected by an examination." This is to mean that the extent of the washback of the tests on the teaching and learning activities may vary in strength. The intensity of the washback of the exam may be strong on some domains of teaching and learning, and at the same time, it may be weak on other domains. Hence, the intensity of washback could be either strong or weak.

If the intensity of the washback of tests is strong, as Watanabe (2004) has noted, every activity of the teachers and the students in the classroom will be dictated by the nature of the test, especially when the test is a high-stakes exam for the learners. While explaining the type of test that has strong intensity of washback Manjarres (2005) states that, the intensity of washback becomes strong when the test is high-stakes test. In this case, the impact of the tests overrides every activity of the teachers and the students in the classroom. On the other hand, when the intensity of the washback is weak, the impact of tests will be manifested on the limited activities of the teachers and students. That is to say, when the washback is weak, the effect of the test will be on limited domains of teaching and learning (Cheng 1997; Manjarres, 2005).

2.8.4 Value (Direction) of Washback

As Alderson and Wall (1993) note, the term 'washback' constitutes a neutral meaning, which is related to 'influence' of a test on teaching and learning. However, due to the nature of the impact that the test has on teaching and learning, washback gains value or direction. Hence, the di-chotomous value or direction of washback may be either positive or negative. Some writers include a neutral position of washback of tests on teaching and learning (Cheng and Curtis, 2004).

When the test enhances the teaching and learning practices of the intended syllabus, the value of washback of tests will be positive or beneficial. Pearson (1988:107) more precisely puts the positive washback value of a test in that it "encourages the whole range of the desired changes." This means that the value of washback of tests becomes positive if the tests promote the desired learning outcome (Wall and Alderson, 19943).

On the other hand, the value of the washback of tests becomes negative when the test fails to promote the teaching and learning principles and when it deters the accomplishment of the desired learning outcomes (Pearson, 1988). The negative washback of tests, as Vernon (1956, in Wall and Alderson, 1993:15) discusses, "... teachers tended to ignore subjects and activities which did not contribute directly to passing the exam...." As a result, tests narrow the implementation of the syllabus. In such cases, the tests dictate the teaching and learning activities to the narrower aspects of the syllabus. In light of this, Smith (1991) argues that tests: significantly minimize the time allotted to the instruction of the different parts of the syllabus, narrow the contents of the curriculum, negatively affect the way teachers teach, and hamper the potentials of teachers to teach materials available. Similarly, the following writers have put the negative aspects of test washback differently. Madaus (1988) and Cooley (1991) claim that tests narrow curriculum; Frederickson (1984) has noted that tests reduce emphasis on skills that require complex thinking, and Haladyna, Nolan, and Haas(1991) claim that

test score 'pollution' or increase of test scores without the development of the necessary skills or abilities is a disadvantage. Thus, the type of value of washback of tests depends on their contribution for the implementation of the curriculum.

Generally, the characteristics of washback can be described in terms of its scope of the stakeholders, manifestation in the practices of participants, strength of effect on the participants' practice, and kind of support on the implementation of the designed curriculum. Therefore, the features of washback can be characterized in a di-chotomous manner as micro- or macro level, overt or covert, strong or weak, and negative or positive washback.

Washback as mentioned above is a complex educational phenomenon in that its impact constitutes different features. Researchers in the area attempted to delineate the complex feature of washback through hypotheses and models. The hypotheses and models try to visualize the stakeholders, processes, and outcomes of the educational system that are influenced by the washback of tests.

2.9 Washback Hypotheses and Model

The prominent work that shed light on the area of test washback in applied linguistic is the study made by Alderson and Wall (1993), which rhetorically asked the existence of washback. Their pioneering work, as Prodromou (1995:13) mentions is, "The most thorough treatment of the concept of backwash is that of Alderson and Wall (1993), who suggest that 'washback', as they call it is more complex than hitherto been assumed." Based on their professional experience in language teaching and the existing literature on washback, they have analysed 15 different possible washback hypotheses that tests basically bring about changes on teaching and learning (Bailey, 1996; Andrews, 2002; Cheng, 2004). As Cheng (2005) and Pan (2009) have further mentioned, Alderson and Wall (1993) have unpacked the different versions of

the hypotheses to pinpoint the perspectives of teaching and learning that are commonly affected by the influence of tests.

The order of the hypotheses as indicated below is put prioritized from the 'most basic' to the 'quite specific' impacts of tests on teaching and learning. Alderson and Wall (1993:120-121) have stated the hypotheses as follows:

1. *A test will influence teaching.*
2. *A test will influence learning.*
3. *A test will influence what teachers teach; [,] and*
4. *A test will influence how teachers teach.*
5. *A test will influence what learners learn*
6. *A test will influence how learners learn.*
7. *A test will influence the rate and sequence of teaching; and*
8. *A test will influence the rate and sequence of learning.*
9. *A test will influence the degree and depth of teaching.*
10. *A test will influence the degree and depth of learning.*
11. *A test will influence attitudes to the content, method, etc. of teaching and learning.*
12. *Tests that have important consequences will have washback, conversely.*
13. *Tests that do not have important consequences will have no washback.*
14. *Tests will have washback on all learners and teachers.*
15. *Tests will have washback effects for some learners and some teachers, but not for others.*

These hypotheses, which the present study addresses implicitly or explicitly, focus on the practices of teaching and learning. That is, the hypotheses seem to limit the influence of tests only to the practices of teachers and students. However, the impact of tests extends to affecting other stakeholders in the educational system, including the society.

In order to show the complex mechanism how washback works in the actual setting of the classroom teaching and learning, Hughes (1993:2) has formulated the tri-chotomy of washback model. This model has forwarded that

the washback from tests lies on three divisions: participants, process, and product. In elaborating his model, Hughes states:

The tri-chotomy allows us to construct basic model of washback. The nature of a test may first affect the perceptions and attitudes of participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect the learning outcomes, the product of the work.

As this washback model illustrates, the washback of tests first affects the perceptions of participants (such as teachers, students, administrators, material developers, parents and publishers). The perceptions they develop from the nature of the tests will again be reflected on the practices of these participants. Process in this regard refers, therefore, to the practices of the participants. The effect of the tests on the practices of the participants eventually affects the product of the teaching and learning processes. Product on the other hand is the desired learning outcome of the students.

Bailey (1996), taking the 15 washback hypotheses of Alderson and Wall (1993) and the tri-chotomy washback model of Hughes (1993), has developed her 'basic washback model', as has been illustrated below in Figure 2.1.

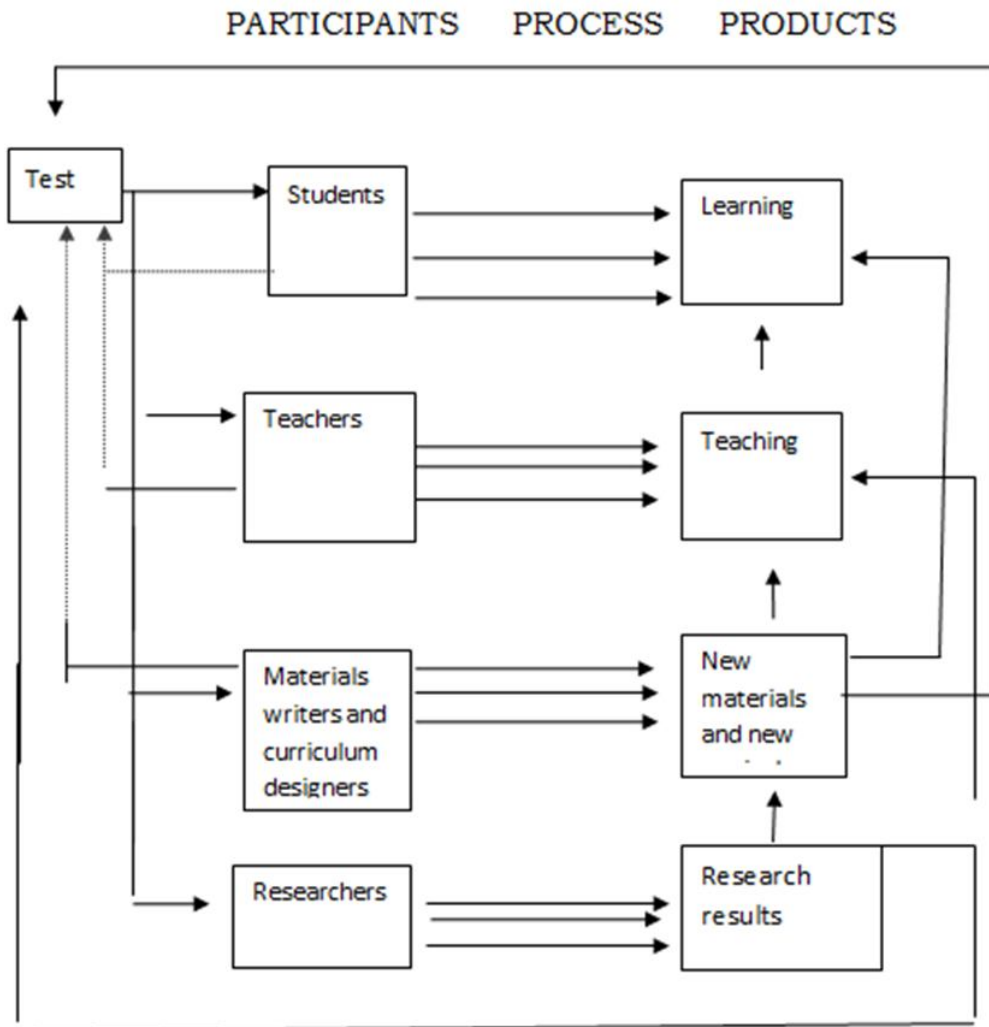


Figure 2.1 A basic washback model (reprinted from Bailey, 1996:264)

Bailey again divides the impact of tests into *washback to the learner* and *washback to the programme*. Washback to the learner refers to the effect of tests on the 'what and how' of the students' learning due to the influence of tests. Referring to the hypotheses of Alderson and Wall (1993), Bailey (1996: 266) illustrates saying "Note that five of Alderson and Wall's hypotheses (numbers 2,5,6,8 and 10) directly address what I am calling *washback to the learners*'. This is to refer to the effect of the tests on learning. Whereas washback to the programme refers to the 'what and how' of teaching because of the existence of tests. She still relates her basic model of washback to the hypotheses of Wall and Alderson in such a way that "six statements from

Alderson and Wall's (1993:120-121) washback hypotheses are directly related to what I am calling *washback to the programme*-their hypotheses 1, 3, 4, 7, 9, and 11."

Recently, based on the findings of his empirical research and others' Shih (2007), has developed relatively exhaustive model, incorporating factors that determine washback of tests on students' learning and personality. This model, focusing specifically on washback from tests on students' learning, is a bit elaborated when compared with the washback hypotheses and Bailey's basic washback model. It portrays every component of washback phenomenon in students' learning. The model also reveals that washback is a complex educational phenomenon. There is a good development in the area of washback that the model complements the washback hypotheses and Bailey's basic washback model.

In this model, Shih (2007) attempts to point out the mediating factors for tests to have washback on students' learning. The variables that the model reveals are extrinsic, intrinsic, and test factors. Extrinsic variables mainly encompass impositions that learners feel from external factors such as social and economic changes, learning contexts or situations and family and peers influences. These factors enhance learners' preparation for exam by paving learning environments and through motivating them extrinsically for better scores in exams. Intrinsic factors refer to personal characteristics that learners' develop in reaction to exams. The personal characteristics are mainly learners' perceptions about the importance of exams in their careers and their determinations to succeed in exam. Test factor refers to the stakes of tests in relation to their role in the lives of test-takers and their nature in content coverage and format.

These factors affect each other. That is, one factor instigates the other factor to affect the learners' practice. Shih (ibid: 154), illustrates such interplay of the components, "Test factors may also interact with extrinsic factors. For example, national policy on the test may increase the stakes of the test, which,

in turn, changes teachers' teaching practices." Hence, these three components of washback to the learner interact to each other.

In the following figure, Shih (2007:151) has tried to vividly demonstrate the complex nature of washback on students' learning.

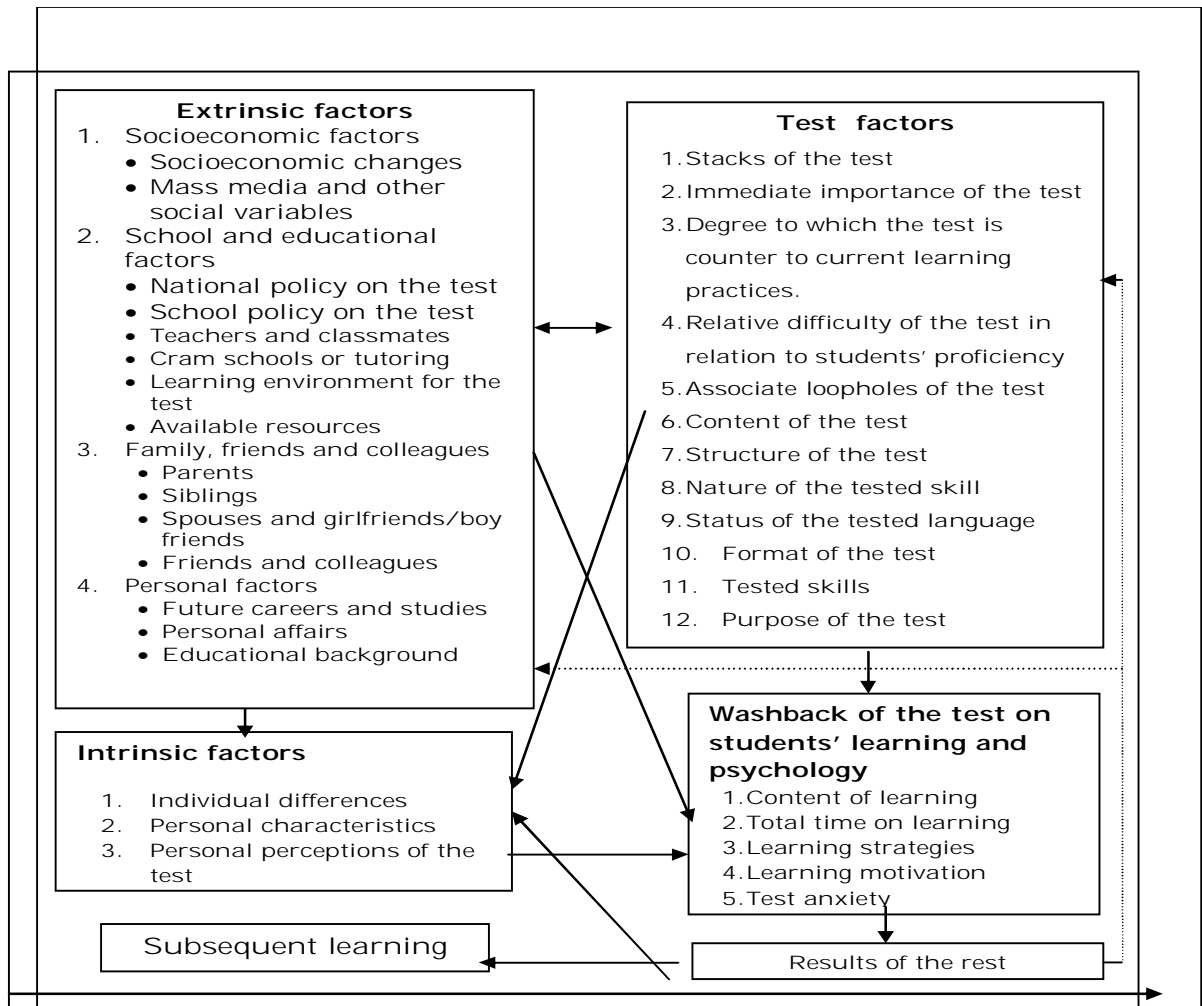


Figure 2. 2 A washback model of students' learning (Shih, 2007:151)

According to Shih's description, the dotted lines in this figure indicate the possible impact of the factors to each other and on students' learning and psychology though not supported with empirical findings. On the other hand,

the solid lines in the figure delineate the impact of the factors to each other and on students' learning and psychology. The time axis in the figure shows the likelihood of washback to occur over time.

Generally, as Pan (2009) explains, the washback hypotheses of Alderson and Wall (1993), the washback models of Bailey (1996), Shih (2007), and others are used to depict the complex nature of washback phenomenon vividly. This is because, washback as researchers in language testing have invariably agreed is a highly complex educational phenomenon (Spratt, 2005; Watanabe, 2006). Therefore, such hypotheses and models uncover the complex processes, the participants of the processes, and the factors that interplay in the processes of washback phenomenon.

2.10 Ways of Promoting Positive Washback

Since tests have been used as a means of assessment tools, their impact on the teaching and learning is customarily believed to be harmful or negative. In this regard, Hughes (1989) points out that language tests usually are believed to have detrimental effect on teaching and learning in that they deviate from measuring what is intended to measure. Although washback has a neutral meaning, it has had the connotation of harmful effect. However, as Hughes further suggests that tests do not necessarily have a harmful effect, rather they could also have positive or beneficial effects on the teaching and learning activities. Saif (2006:3) in this regard points out that "While some authors consider tests as having nothing but negative consequences for teaching methodology and syllabus content ... others look at tests more positively with important implications for curriculum and as potential instruments for educational reform." Authors such as Messick (1996), and Frederickson and Collins (1989) argue that a test in itself does not produce negative or harmful effect; rather, other factors may contribute for a test to result in negative washback.

Although tests are often believed to have harmful effect, a range of strategies have been pointed out to make the effect of tests more beneficial (Shohamy, 1992; Bailey, 1996; Wall, 1996; Brown, 2000). For instance, Hughes (1989:44-47) has mentioned some seven ways of promoting positive washback of tests.

- *Test the possibilities whose development you want to encourage.*
- *Sample widely and unpredictably.*
- *Use direct testing.*
- *Make testing criterion- referenced.*
- *Base achievement tests on objectives.*
- *Ensure [that the test] is known and understood by students and teachers.*
- *Where necessary provide assistance to teachers.*

According to Hughes, tests should assess: the desired achievement that students are expected to attain, have content validity that should be based on meeting the objectives intended, and should not be predicted mainly by the teachers and students so as not to gear their practices to them (tests). Bailey (1996), on her part, has forwarded some more strategies of promoting positive test washback, though some of the strategies are similar with Hughes's (1989) strategies. As Bailey has pointed out, tests should incorporate authentic tasks that lead to achieving language-learning goals and to fostering learner autonomy and self-assessment.

Of course, it is good for a test to be easy to administer, to score, and to interpret. However, some of the strategies might seem difficult to apply due to the cost they demand. Even though tests cost time, money, and energy, all possible efforts should be made to maximize the beneficial washback of tests. As Hughes (1989) argues, instead of wasting teachers', students' and other stake-holders' money, energy, and time on tests that do not promote the desired learning outcomes, every attempt should be made to achieve beneficial washback of tests. Producing more personnel who are incapable of using the foreign language ultimately affects the lives of students', professional quality of teachers, and even the national economy. If the loss of not achieving positive

washback of tests on the teaching and learning outcomes and the costs demanded for the administration of the tests are compared, giving priority to maximize beneficial washback of tests outweighs. Therefore, it is desirable to make efforts for beneficial washback of tests.

2.11 Summary

Generally, researchers invariably argue that washback is a less researched area in language testing. As the literature discussed above indicates, washback has become an eminent educational phenomenon particularly in language teaching and learning. Researchers have given due attention to this phenomenon, and developments have been observed in the past three decades with regard to its literature. The disparities of using the terms 'washback' and 'backwash', seems to be settled using the word 'washback' by most writers.

The areas of teaching and learning that the washback affects are identified: time budgeting (in both teaching and learning), material choice (in both teaching and learning), content (both in teaching and learning), lesson preparation, and classroom assessment and teaching method. It is noticed that tests alone do not bring about washback; rather, there are factors that mediate the influence of tests on teaching and learning. They are teachers' and students' personal and contextual characteristics. Due to the different mediating factors in its process, washback becomes a complex phenomenon, and it has different dimensions. Researchers describe the complex features of washback from different perspectives. In terms of value, it is described in a dichotomous manner as negative or positive washback. From the perspective intensity, it is described as strong or weak; from the perspective of its scope of effect on the stakeholders, washback is delineated as micro- or macro- level washback. In addition, from the angle of its manifestation, washback is referred to overt or covert. In attempting to make this complex concept more understandable, researchers have been developing washback hypotheses and models.

Regardless of the progresses undertaken about the what, the how, and the why of washback, gaps still exist. For instance, the definitions given by most of the writers are limited to the micro-level washback of tests on teaching and learning. However, the impact of a test extends beyond the classroom practices of teachers and students. It rather goes to the macro-level effects, on the educational system and the society at large. Besides, the hypotheses of Alderson and Wall (1993) have restricted washback to teaching and learning. In addition, the areas of teaching and learning that are influenced by the washback from tests lack consensus among the research findings. Specially, the impact of a test on students' motivation and attitudes of learning tended to be less investigated. Moreover, the factors that mediate washback to take place, particularly in students' learning remain less exhaustive.

Chapter Three: Research Methodology

3.1 Introduction

The intent of this study was to examine the influence of the UEEE on teachers' and students' practices. While examining the washback of the exam on the practices of teachers and students, factors that contributed for the washback to happen in their practices were also addressed. In this chapter, the methods and procedures employed to carry out this study are described. First, the type of research design employed is indicated, and then the research site and participants of the study are stated followed by the instruments used to collect data. After that, the validity and reliability of data gathering tools and data collecting procedures are mentioned consecutively. Finally, the data analyses techniques are discussed.

3.2 Research Design

Mixed methods research approach, where both quantitative and qualitative data used concomitantly, was employed to explore the washback of the exam on practices of teachers and students (Dornyei, 2007 and Creswell, 2009). This is because researchers in the field comment that washback is a complex phenomenon that needs to be examined through employing different research procedures. In light of this, Cheng et al., (2004) report that studies in the area of washback revealed that it is a highly complex educational phenomenon in which its influence is reflected in different domains of teaching and learning (Alderson and Hamp-Lyons, 1996; Watanabe, 1996).

Hence, studying the complex nature of washback calls for using different forms of triangulation through employing mixed-methods strategy of inquiry, as Bailey (1999) has noted. Cheng (2005), in addition, recommends that washback studies should employ methods that investigate what teachers and students perceive and what they practise. Therefore, combining both quantitative and qualitative methods was demanding for this study.

Concurrent combinations of the quantitative and qualitative methods design were employed in the study. This design was used since washback phenomenon has a complex nature, and it appears at different levels of teachers' and students' practices. Substantiating this, Dornyei (2007) points out that concurrent design is very useful to investigate a phenomenon that has several levels. Hence, to take the advantages of the strengths of the two methods, the concurrent triangulation design was used (Cresswell, 2010).

The two components (quantitative and qualitative) were used independently and correspondently to complement one another (Cresswell, 2010). Substantiating this, Dornyei (2007: 157) notes that:

An alternative to sequential designs is the variety of 'concurrent designs', in which we use two methods in a separate and parallel manner (i.e. they do not influence the operationalization of each other) and the results are integrated in the interpretation stage. The main purpose of this design is to broaden the research perspective and thus provide a general picture or to test how the different findings complement or corroborate each other.

In concurrent triangulation model, as stated above, the two methods support each other to bring about better findings in the research. This is because as Cresswell (2010) asserts, the strength of one method also strengthens the other method, especially when the findings are integrated at the discussion phase.

The study gave almost equal weight for the quantitative method and the qualitative one according to the contributions of the two components. The quantitative method employed observation (using COLT), teacher and student survey questionnaires, and document analyses. The qualitative method on its part used observation (using field notes), teacher interview, and students focus group discussion. Thus, the study followed the combination of QUAN (quantitative) + QUAL (qualitative). This indicates that the quantitative and the qualitative data were equally important in that they corroborate each other (Creswell, 2010).

To examine the influence of the exam on the practices of teachers and students, the interactions of the variables in the washback process were designated. The teacher-related variables that interplay in the washback process were delineated as indicated below.

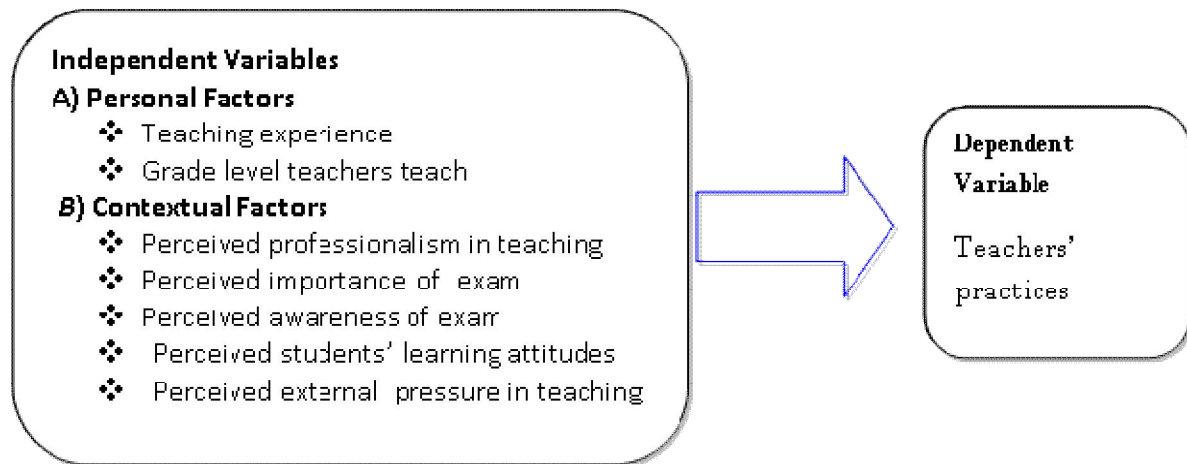


Figure 3. 1 Relationship between teacher-related independent variables and the dependent variable in the washback process designed for this study

As demonstrated above in Figure 3.1, teachers' personal and contextual factors were treated as independent variables as these factors are believed to contribute for teachers' practice to be influenced by the washback of the exam. The teachers' practice was the dependent variable since it is influenced by the washback of the exam. The six domains of the teaching (lesson preparation, content, time budgeting, teaching material choice, classroom assessment and teaching methods) addressed in the study were measured in order to explain the extent of influence of the exam on teachers' practice.

Similarly, the student-related variables that interplay in the washback process were delineated as displayed below.

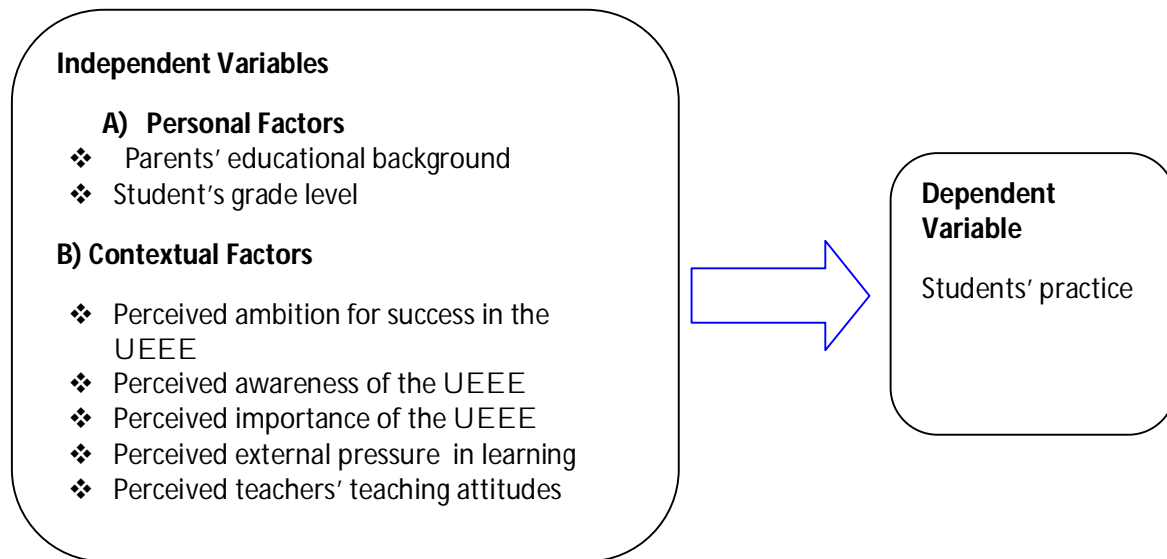


Figure 3. 2 Relationship between student-related independent variables and the dependent variable in the washback process designed for the study

Personal and contextual factors were treated as independent variables since these factors contribute for students' practice to be influenced by the washback of the exam as demonstrated above in Figure 3.2. Students' practice was dependent variable as it is influenced by the washback of the exam. The three domains of learning (content, time budgeting and material choice) addressed in the study were measured in order to explain the extent of influence of the exam on students' practice.

3.3 Research Site and Participants of the Study

3.3.1 Research Site

The UEEE was thought to have strong influence on the preparatory school English language education that its effect goes backwards to the practices of teachers and students. For this study, from the Amhara National Regional State, government preparatory schools were selected. The region was selected for the reason that the researcher is familiar with the schools. Again, the reason for selecting government preparatory schools was that almost all the preparatory schools in the region were government schools.

The researcher selected three clustered administrative zones (i.e. East Gojjam, Awi, and West Gojjam) from the eleven zones in the region. These zones were selected for two reasons. Primarily, these zones are located relatively nearer to the researcher's residence and work place. Secondly, the researcher is familiar with the people in these zones to get the relevant information for the study.

Three preparatory schools were selected from each administrative zone. The schools were selected using convenience sampling technique. They were selected for their more accessibility to the researcher and for their geographical proximity to each other. Accordingly, Kuy, Debre Markos, and Amanuel preparatory schools were selected from East Gojjam Zone. From West Gojjam Zone, Dembecha, Damot, and Burie preparatory schools were taken, and from Awi Zone, Injibara, Addis Kidamin and Dangla preparatory schools were included for the study. Totally, nine preparatory schools were selected.

3.3.2 Participants of the Study

The subjects of the study were Grades 11 and 12 English language teachers and their respective students. This was done due to the assumption that both the teachers' and students' practices were more likely to be influenced by the university entrance exam, which is given at the completion of preparatory school education. Hence, teachers and students from the selected preparatory schools were included in the study. The sample size of the participants varied according to the type of tools employed to collect data (Dawson, 2000; Kothari, 2004; Yalew, 2006).

To conduct classroom observation, Debre Markos Preparatory School was selected deliberately for its more accessibility and familiarity with the researcher. This familiarity enabled the researcher to get the consent of teachers easily to carry out the classroom observations. For the observation, six teachers (three from each grade level) were selected based on their consent.

The observations were limited with six teachers so as to make detailed observations.

As their number was manageable, all of the teachers from the selected preparatory schools were included using comprehensive sampling technic for the survey questionnaire. The number of English language teachers (in Grades 11 and 12) was 62 as Table 3.1 reveals.

Table 3.1 Number of Teachers by Zone and by School

No	Zone	School	No. of Teachers		Total
			Grade 11	Grade 12	
1	East Gojjam	Kuy	2	1	3
		Debre Markos	5	6	11
		Amanuel	2	3	5
2	West Gojjam	Dembecha	3	3	6
		Damot	3	4	7
		Burie	4	5	9
3	Awi	Injibara	4	4	8
		Addis Kidamn	3	2	5
		Dangla	4	4	8
		Total	30	32	62

To select participants for the student survey questionnaire, the researcher found their number was larger as opposed to that of the teachers. As Larson-Hall (2010) notes, different assumptions have been forwarded regarding the sample size to be included for multiple regression data analysis. For this study, the assumption given by Tabachnick and Fidell (2001) in Larson-Hall (2010:185) was used. The formula is:

$$\text{Sample size (N)} = \geq 50 + 8m$$

Where, N= sample size, and

m= number of explanatory or independent variables used in the study.

The number of explanatory variables (m) was seven in this study. Thus, the sample size was supposed to be as follows.

$$\text{Sample size (N)} = \geq 50 + 8 * 7$$

$$\text{Sample size} = \underline{106}$$

Regarding the need to take larger sample size Larson-Hall (2010: 185) advises, "The more variables you have, the more observations or participants you will need in order to have a strong statistical case," Therefore, in order to obtain statistically sound finding, more number of participants, i.e., more than the given assumption was included. Hence, 15% of the students were taken from each grade level and from each sample preparatory school. Based on this, 1,579 students were included as indicated in Table 3.2 below.

Table 3.2 Number of Students by Zone and by School

Zone	School	Total number of students		15% of the students	
		Grade 11	Grade 12	Grade 11	Grade 12
East Gojjam	Kuy	290	280	44	42
	Debre Markos	1,115	1,060	167	159
	Amanuel	566	587	85	88
West Gojjam	Dembecha	406	415	60	62
	Damot	420	495	63	74
	Burie	560	527	84	79
Awi	Injibara	561	540	84	81
	Addis Kidamin	335	415	50	62
	Dangla	1,015	9,55	152	143
Total		5,268	5,274	789	790
				1,579	

The largest number of participants was obtained from Debre Markos whereas the least was from Kuy. Regarding the difference in number of participants between Grades 11 and 12, there was no big difference.

Eight teachers (four from each grade level) were selected purposively for the interview. They were selected from Debre Markos Preparatory School where the classroom observation was conducted. Six of them were those who participated in the classroom observations.

Still from Debre Markos Preparatory School, two groups of participants (each group having eight students) were selected from each grade level for the focus group discussion. The participants were taken from the observed classrooms that participated in the survey questionnaire. In the selection of the participants, parents' educational background was considered. Two of the participants from Grade 11 were from educated family. Similarly, from Grade 12 participants, two of them were from educated family. Totally, 16 students participated in the focus group discussion.

3.4 Data Gathering Instruments

As the study followed a mixed-methods research approach, both quantitative and qualitative data were collected using different instruments. Quantitative data were collected mainly through classroom observations, survey questionnaires, and material analyses. For the qualitative data, interviews, focus group discussions, and field notes were used.

3.4.1 Classroom Observation

Classroom observation was one of the instruments intended to examine what the classroom teaching and learning practices looked like under the influence of the washback of the UEEE. Without employing classroom observation, it could have been difficult to examine the influence of the exam on domains of teaching and learning. Emphasizing the importance of classroom observation in washback studies, Bailey (1999:36) writes, "I would argue that the

observational component is necessary in order to understand washback." She contends that observation is important to learn what the classroom practices of teachers and students are like due to the influence of washback of tests. Alderson and Wall (1993) also recommend that classroom observation is one of the most important data collection instruments in washback studies.

In this study, classroom observation was employed in order to examine the aspects of the English language teaching and learning that were influenced by the washback of the UEEE. Specifically, classroom observation was intended to examine: 1) the skills or contents of lessons that were dominantly treated, given less attention, or ignored, 2) the prevailing methods of teaching teachers employed, 3) the materials used in their teaching, and 4) the frequencies of teaching test-related activities. Through the classroom observation, together with the practice of teachers, the students' reactions and tendencies to learn the different contents of language and their inclinations to the different learning modalities were determined.

Hence, the classroom observation enabled the researcher to examine what the classroom behaviours of teachers and students looked like in the actual teaching and learning scenario under the influence of the exam. To conduct the classroom observations, a structured coding scheme called the Communication Oriented Language Teaching (COLT) and field notes were used as discussed in the following sections.

3.4.1.1 Rationale of Using the COLT Scheme

The structured coding observational scheme pertinent to this study was the Communication Oriented Language Teaching (COLT). Researchers recommend this scheme for washback studies as it helps to closely examine what teachers and students do and how they interact in the classroom (Hayes, 2003; Dornyei, 2007).

Fröhlich, Spada, and Allen (1984) developed the COLT scheme in Canada with the intention of helping researchers describe classroom events from the perspective of Communicative Language Teaching. These writers revised the scheme in 1995 in a way that it could enable observers to have a coding convention manual. This scheme delineates both the teaching and the learning processes and products. Substantiating this, Nunan (1991) states that the very purpose of the COLT observation scheme is to allow observers to depict the classroom sceneries or events in a possible precise manner.

The COLT scheme has commonly been employed for classroom observation, especially for washback research. In this regard, Hayes (2003:38) points out, "...one influential observation instrument has been COLT. ... COLT has been used as a framework in several recent impact and washback studies." Hence, this study employed the COLT scheme to examine the classroom practices of teachers and students.

The COLT scheme has two parts (Part A and B). Part A of the COLT is more adaptable, being completed at the actual time of occurrence of the events and episodes, and it is detailed that is used for recording activities and episodes in minutes and seconds while lessons are being conducted. It provides a macroscopic description of classroom activities from communicative language teaching perspectives (Hayes, 2003; Dornyei, 2007). Part B of the COLT scheme is used mainly for linguistic analysis of classroom interactions.

Thus, for this study, Part A of the COLT scheme was used. This section of the COLT scheme has four basic parts: 1) participant organization, 2) content, 3) student modality, and 4) type and purpose of the material in use. From the four parts, the first three parts were used in the COLT scheme (See Appendix 3). The fourth one was not used here as the data were gathered through the field notes.

With the first part of COLT A, *participant organization*, the durations of the teacher to student/class (T☉☉S/C), student to student/class (S☉☉ S/C),

group work, and individual work interactions were recorded in minutes. Then, the duration of each form of interaction within a period (of 40 minutes) was computed using the mean percentage.

The second part of the COLT scheme, *content*, was used to record the time spent for the classroom management procedures, the focus of language, and the time spent on content and on other topics. After observing the duration spent for each content, the mean percentage of the time spent for each part of the content were computed.

The third category was *student modality* whereby the types of skills being developed were recorded. In this part, the duration of students' activities in listening, reading, speaking, writing, and the combination of these skills were recorded. Then, the time spent in the skills where students were engaged in was computed in mean percentage.

Slight modifications were made on the COLT formats to record the occurrence of events and episodes easily. The COLT format was broken into three separate tables (See Appendix 3). The formats included the duration for each activity or event in minutes and percentage. Besides, the parts of the COLT scheme that are used to record the types and source of materials were taken to field notes. That is, the field notes were used to easily record the types and sources of materials which teachers used in the classroom (See Appendix 4).

3.4.1.2 Field Notes

Field notes were used to supplement the structured coding scheme, the COLT scheme, during the classroom observation. The purpose of using field notes was to take additional contextual information about the classroom interactions which the COLT scheme could not capture (Cheng, 2005). The COLT scheme was meant to record the durations of classroom events and the length of time teachers and students spent on each language content in minutes. However, the field notes were employed to record the language areas

that were frequently treated, the way teachers were addressing the tasks, the types of teaching materials used, the reaction of students to the different tasks under discussions, and teachers' tendencies of teaching to the test (See Appendix 4).

The field notes were specifically intended to collect data about: 1) the features of activities being practised, 2) the types of materials used by teachers, 3) tendencies of teachers teaching to the test, and their practice of preparing students for the test, and 4) the activities or reactions of students towards the different lessons or tasks.

Taking insights from the literature (Cheng, 2005), the researcher prepared separate sheets to take such data from the classroom observations. The sheets of the field notes had parts that enabled the researcher to record teachers' and students' activities (See Appendix 4).

3.4.2 Teacher Questionnaire

Survey questionnaire was prepared for teachers to examine teachers' perceptions of the influence of the exam on their practice in the different domains of their teaching. Moreover, using the survey questionnaire, data about teachers' personal factors pertinent to the study were collected. Specifically, the questionnaire was designed to: 1) elicit data about teachers' perceptions of the influence of the exam on their practice in the areas of the six domains of teaching, and 2) identify teacher factors (personal and contextual) that mediated the influence of the exam on their practice.

The questionnaire items were developed through adapting items from Chen's (2002) and through taking insights from the literature. Chen (2002) has developed 75 items while she was conducting her research on *Taiwanese Junior High School English Teachers' Perceptions of the Washback Effect of the Basic Competence Test in English (BCT)*. The validity and reliability of the items were checked. Panel of experts from subject matter and measurement

reviewed the content. Its internal consistency reliability coefficient for the first 37 questions that assess teachers' perceptions of the impact of the Basic Competence Test was found to be 0.87 Cronbach's alpha. The reliability coefficient of the next 26 items that elicit data about factors associated with teachers' perceptions of influence of the BCT on their curricular planning and instruction was 0.68 Cronbach's alpha.

Ghorbani (2008) has used this questionnaire with little modification while he was conducting his study on *Washback Effect of the University Entrance Examination on Iranian Pre-University English Language Teachers' Curriculum Planning and Instruction*. Its validity and reliability was checked following Chen's (2002) procedures. The reliability coefficient of the questionnaire was 0.97 Cronbach's alpha.

Since the current study was conducted on examining the washback of the University Entrance English Examination on teachers' and students' practices in English language education, the questionnaire items of Chen (2002) suited to the study. The items were modified as the situation where the current study conducted was different.

The items of the original questionnaire were closed-ended with six levels Likert scale. The Likert scale was coded as 6 = Strongly agree, 5 = Agree, 4 = Slightly agree, 3 = Slightly disagree, 2 = Disagree, and 1 = Strongly disagree. Similarly, the modified questionnaire items for the current study were close-ended. However, changes were made on the levels and the types of the Likert scale. That is, the six levels Likert scale was changed to five levels frequency and agreement Likert scales. Since the items that inquire about the practices of teachers indicate degree of frequency, a five levels frequency scale was used that was ranked as 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, and 5 = Very often. For the items that inquire associated factors with teachers' perceptions of the influence of the exam, a five levels agreement Likert scale was used that was ranked as: 1= Strongly disagree, 2= Disagree, 3= Slightly agree 4= Agree, and 5= Strongly agree.

Out of the 75 items, 43 items were taken through modifications. While modifying the original items, changes were made at phrase, clause, and sentence levels so that they could meet the objectives of the study. To mention some of the changes made at different levels, for instance at phrase level, the Basic Competence Test (BCT) is substituted by UEEE all the way through. At sentence level, for example, the sentences (in the original questionnaire) "I adjust the sequence of my teaching objectives based on the BCT." was changed to "The contents of my lessons are organized in a way that reflect the contents of the UEEE" in the modified questionnaire. In addition, eight items (six items that examine teachers' time budgeting, one item that assesses teachers' material choice and one item that inquires teachers' focus of lesson preparation) were included by the researcher. On the other hand, the remaining items of the original questionnaire were excluded from the adapted questionnaire since they did not suit to the current research context (See Appendix 5).

The adapted questionnaire had three main parts with their own purposes. The first part of the questionnaire included items that elicit data about the teacher personal factors pertinent to the study. It had two items (items 1-2). The items are about teachers' teaching experience and grade level they currently teach in.

The second part of the questionnaire, having 32 items (items 3-34), examined teachers' perceptions of the influence of the UEEE on their practices in the domains of teaching. For this, five-level frequency Likert scale was used. To put the contents of this part of the questionnaire explicitly, items 3-9 were related to time arrangement, 11-14 to teaching methodology, 15-20 to material choice for teaching, 21-22 to lesson preparation, 23-28 to contents of teaching, and 29-34 were related to classroom assessment.

The third part of the questionnaire, incorporating 17 items, was about contexts or factors that were related to teachers' perceptions of the influence

of the exam on their practices. For this, the five-level agreement Likert scale was used. To put the items in this part of the questionnaire explicitly, items 35-37 were about perceived students' learning attitudes, 38-41 about perceived professionalism in teaching, 42-44 about perceived external pressure in teaching, 45 and 46 about perceived awareness of the objectives of the exam, and were about 47-51 about perceived importance of the exam (See Appendix 5).

3.4.3 Student Questionnaire

Like that of teachers, survey questionnaire was prepared for students to examine their perceptions of the influence of the exam on their practices in the different domains of learning. Moreover, using the survey questionnaire, data about students' personal factors pertinent to the study were collected. Particularly, the questionnaire was designed to: 1) elicit data about the students' perceptions of the influence of the UEEE on their practice and 2) identify student factors (personal and contextual) that mediated the influence of the UEEE on their practice. The questionnaire items were developed through adapting Chen's (2002) questionnaire and through obtaining insights from like that of the teachers'.

Though the questionnaire prepared by Chen (2002) was originally developed to elicit data about teachers' perceptions of the influence of examination on their practice, it could be adapted to elicit data about students' perceptions of influence of exam on their learning. This is because there are domains of teaching and learning that are commonly affected by washback of examinations. Moreover, students and teachers share common contexts in the teaching and learning practices. Hence, Chen's questionnaire could be adapted to examine students' perceptions of the influence of the UEEE on their learning.

The first part of the questionnaire, which inquired the personal or background information of the students, was developed by the researcher with the insights

gained from the literature. The other 31 items in the second and third parts of the questionnaire were adapted from Chen's questionnaire. The researcher, through the insights gained in the literature, included the rest five items. These items were intended to gather data about the students' time budgeting (See Appendix 6).

For the second and third parts of the questionnaire, the six-levels Likert scale was changed into two types of scales, having five-levels Likert scales. That is, the second part of the questionnaire inquired about the practice of students. So, frequency Likert scale was used instead of agreement scale 1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often and 5= Very often. For the third part of the questionnaire, agreement Likert was used changing the six levels Likert scale into five-level scale that was ranked as 1= Strongly disagree, 2 = Disagree, 3= Slightly agree, 4= Agree, and 5= Strongly agree.

The adaptation of items was made through changing the items that elicit data about the domains of teaching affected by the washback of examination into the domains of learning that are affected by washback of examination. In adapting the contents of the questionnaire, like that of teachers' questionnaire, changes were made at phrase, clause, and sentence levels. At sentence level, for instance, the sentences (in the original questionnaire), "I pay little attention to the BCT while constructing my teaching syllabus" and "I would teach whatever I think is important to teach no matter whether my students like it or not" were changed as "I pay little attention to the UEEE while studying English" and "I study every part of the textbook whether my teacher gives emphasis to the content or not", respectively.

Regarding the contents of the questionnaire items, it had three parts with their own purposes. The first part of the questionnaire (items 1-2) included items that elicit data about the student personal factors pertinent to the study. The items were about students' parents educational background, and the grade level they are learning in.

The second part of the questionnaire incorporated statements that assess the students' perceptions of the influence of the exam on their practice in the three domains of learning. It had 18 items that examined students' perceptions of the influence of the exam on their practice in the areas of time budgeting, contents of learning, and material choice. These items extended from question 3-20. To put the components of the items in this part explicitly, items 3-9 were related to time budgeting, items 10-13 to material choice, and items 14- 20 to contents of learning.

The third part of the questionnaire included statements that assess associated factors that influenced the students' perceptions of the influence of the exam on their practice. This part had 19 items that were used to examine the contextual factors that were related to students' perceptions of the influences of the exam on their practices. To put this part clearly, items: 21-23 were about their perceptions of the teacher's tendencies of teaching; 24-27 about perceived ambition for success in the UEEE; 28-31 about perceived external pressure; 32-35 about perceived awareness of the objectives of the exam, and 36-39 were about perceived importance of the exam (See Appendix 6).

These questionnaire items were translated from English to Amharic Language using the Parallel Blind Translation Technique (Rang Lee and Oxford, 2008).The purpose of translating the questionnaire into Amharic was to minimize students' misunderstandings caused by the language, English. That is, this was done due to the fear that some students might fail to understand the English version of the questionnaire items.

Fellow doctoral researchers in the Department of English Language of Addis Ababa University carried out the translation of the questionnaire items. First, an hour orientation was given for the translators about the purpose of the study and the research context. Then, they did the translation. After that, the two translated versions of the questionnaire items were compared, and the inter-rater code reliability was computed. It was found to be 0.95.

3.4.4 Document Analysis

In order to supplement the data that were collected through observations, survey questionnaires, interviews and focus group discussions, relevant documents were analysed in the study as Alderson and Wall (1993) have recommended. In this case, four types of documents were collected and analysed. They were Grades 11 and 12 syllabi for English language, teacher-made test papers, entrance exam papers, and commercially produced exam preparation books which the participants in the interviews and focus group discussions mentioned.

Grades 11 and 12 syllabi for English language were collected and analyzed for two purposes: to see whether the classroom practices of teachers and students were in line with the objectives of the syllabi and to examine how the contents of entrance exam and classroom tests were proportionated with the contents of the syllabi.

The classroom tests were collected to examine the influence of the exam on teachers' test preparation due to the assumption that the influence of the exam is also reflected on the practice of teachers during classroom test preparation. For this, teacher made tests of the academic year 2011/12 (2003 EACH) were collected from the nine preparatory schools. This included the mid and final exams of first and second semesters of the year.

The entrance exam papers were collected to: 1) see how the exam influenced the practices of teachers and students mainly on their choices of language areas and materials, 2) determine how it influenced teachers' classroom test preparation, and 3) see its proportion with the syllabi. To this end, three consecutive years (right back from the year of data collection) UEEE papers were taken and analysed. The reason for taking examination papers of three consecutive years back was due to the assumption that teachers and students had more access to getting recent years examination papers.

Lastly, commercial exam-related books reported by the teachers and students during the interview and focus group discussion were collected to see how the exam influenced teachers' and students' material choices. Three prioritized books, which were commonly used by the respondents (teachers and students), were selected and analysed.

3.4.5 Teacher Interview

As Alderson and Wall (1993) suggest, supplementing the classroom observation with other tools such as interview, questionnaire, and material analysis is important. Through observation, the overt feature of the classroom instructions and interactions of the participants could be assessed. Reasons and beliefs of teachers behind the observable practice, which the questionnaires and observations could not elicit because of their close-endedness, should be explored in depth with interview (Selinger and Shahomy, 2008). Therefore, to complement the data gathered through observations and questionnaires, interview was also used. It was mainly intended to investigate the teachers' perceptions of the influence of the UEEE on their practice and to examine how the associated teacher factors contributed for the exam to influence their practice.

The teacher interview was intended to explore their perceptions of the influence of the UEEE on their practice and to identify mediating factors of washback in a detailed manner. Specifically, the interview items were designed to: 1) elicit data about the types of activities they gave more emphasis while preparing lessons, teaching and testing with their reasons, 2) obtain data about the types of skills that received less attention, and why, 3) assess whether they used supplementary materials, 4) examine their beliefs about their implementation of CLT, 5) examine the reactions of students to the different lessons and the tutorial classes, and 6) identify the personal and contextual factors that mediated the influence of the exam on their practice.

The interview items were developed through adaptation and insights gained from the literature and classroom observations. Most of the items were adapted from teacher focus group discussion items that were originally developed by Chen (2002). Two items were developed with the insights gained from the literature. Again, three items were developed with the insights gained from the classroom observation made during the pilot study (See Appendix 7).

The interview items were translated into Amharic. The purpose of translating the interview items was to let teachers to express their ideas comfortably with Amharic in which they communicate daily and to minimize communication barrier, which might occur because of using English language (Cheng, 2005).

To translate the interview items, the same procedures were followed like that of the translation of students' questionnaire. The two fellow doctoral researchers, who made the student questionnaire translation, made the translation of the interview items independently. Finally, the translated versions of the interview items were compared, and the inter-rater code reliability was computed. The reliability was found to be 0.90.

3.4.6 Student Focus Group Discussion

To substantiate the data collection with questionnaire and classroom observation, focus group discussion with students was employed. It enabled the researcher to obtain in-depth information about students' perceptions of the influence of the UEEE on their practice and the factors that contributed for the exam to influence their practice. Like the teachers' interview, the focus group discussion items were intended to: 1) elicit data about the types of activities or tasks they gave more emphasis in classroom practice and in their studying at home and why they did so, 2) assess whether students used supplementary materials and the types of materials they used, if any, 3) examine their reactions to the contents of lessons, and 4) identify the student factors that contributed for the influence of the exam on their learning.

The student focus group discussion items, like that of the teachers' interview, were developed through adaptation and insights gained from the classroom observations undertaken during the pilot study. Two items were developed from the insights gained from the classroom observation. The rest of the items were adapted from the teachers focus group discussion items that were developed by Chen (2002) (See Appendix 8).

The items were translated from English to Amharic Language. The purpose of translating the items into Amharic was to ensure students' better understanding of the questions and to let students communicate their ideas through Amharic freely. This enabled the researcher to elicit the required data. The Blind Parallel Translation Technique (Rang Lee and Oxford, 2008) was used like that of the student questionnaire. The two fellow doctoral researchers made the translation of the focus group discussion items independently. The translated versions of the focus group discussion items were finally compared and the inter-rater code reliability was found to be 0.92.

3.5 Validity and Reliability of the Instruments

The validity and reliability of the research tools were checked before collecting data for the study. The validity of teacher and student questionnaires, teacher interview and student focus group discussion items were checked at two ways, i.e., through reviewers and through pilot study. Whereas the validity of the COLT scheme and field notes was checked through pilot study. The reliability of both questionnaires of teachers and students was determined through the pilot study.

3.5.1 Evidences of Validity from Reviewers

For their content and face validity, both teacher and student questionnaires, teacher interview and student focus group discussion items were reviewed and assessed by three Ph.D. candidates. Two of the candidates were from Department of English and one from the Department of Ethiopian Language Studies of Addis Ababa University. The drafts of the instruments were given to the candidates with validation forms adapted from Chen (2002) to comment on (See Appendix 15).

Comments were received about the clarity and relevance of the items. Based upon the feedback, unclear items were reworded, and items that were irrelevant were deleted (See Appendices, 4,5,6,7, and 8). Besides, some items were added. Then, they were pilot tested.

3.5.2 Evidences of Validity and Reliability from the Pilot Study

The purpose of this pilot study was to check the validity and reliability of the instruments designed for the study and to obtain useful insights for the main study. The instruments pretested were the survey questionnaires for both students and teachers, interview with teachers and focus group discussion with students, and classroom observation using the COLT scheme and field notes. However, the documents were not pretested as they did not need modification or any improvement as opposed to the other data gathering tools.

3.5.2.1 Setting and Procedures of the Pilot Study

To gather data for the pilot study, teachers and students, who were similar with the target population for the main study, were selected from two preparatory schools in East Gojjam Zone, namely Gojjam Ber and Ginbot 20 Preparatory Schools. The schools were selected purposely for two reasons. The first reason was that these schools are geographically so closer to the schools where the main study was conducted in that the socio-economic backgrounds of the subjects, mainly the students, were similar in many respects. Second, the schools were accessible to the researcher.

The data collection process of the pilot study were conducted procedurally. First, classroom observations were done starting from the second week of October 2010 up to the first week of November 2010. It was conducted in three classes (two from Grade 12 and one from Grade 11) with the consent of the teachers at Ginbot 20 Preparatory School. Each teacher was observed for six days. Totally, 18 classroom observations were made using the COLT scheme and field notes. During the classroom observation, in addition to the semi-structured interview items prepared before hand, three questions for the interview and another two questions for the focus group discussion were extended from the practices of teachers and students.

In the second week of November 2010, after completing the classroom observations, both teacher and student questionnaires were administered simultaneously at the two schools. The number of teachers at both schools was eight (four in each grade level), and all of them were involved using comprehensive sampling procedure to fill in the questionnaire. Regarding the student respondents of the questionnaire, 82 (33 from Grade11 and 49 from Grade 12) students were selected using random sampling procedure.

While administering the questionnaires, respondents were asked about the clarity of the items. Feedback was obtained specially from teachers. Teacher respondents reported that some terms such as 'skip over', 'washback' were unclear for them. For instance, one teacher at Gojjam Ber Preparatory School asked the researcher about the meaning of 'washback' as the term was used in the introduction of the questionnaire. This teacher has referred the word 'washback' from Arthur Hughes's (1989) book to learn its concept; unfortunately, Hughes prefers to use the word 'backwash' instead of 'washback'. Because of this word, the teacher was a bit confused. Finally, the researcher made the concept clear to him that the two terms mean the same as discussed in the literature in this study.

After completing the administration of the questionnaires, teachers' interview and students' focus group discussion were conducted at Ginbot 20

Preparatory School, where classroom observation was conducted, in the third and fourth weeks of November 2010. In the interview, four teachers participated both from Grades 11 and 12 with their consent. For the focus group discussion, eight students (four from each grade level) were included with their consent.

During focus group discussion, the researcher was facilitator. The interview and focus group discussion were conducted in Amharic. The intention of conducting the interview through Amharic Language was to help the participants communicate their opinions freely and comfortably. This enabled the researcher to obtain the required data. Both the interviews and focus group discussions were audio-recorded and transcribed.

The collected data were analysed to determine the reliability of the questionnaires and gain insights for the main study. The internal reliabilities of both questionnaires were calculated using Cronbach's alpha. The reliability coefficient of the teacher questionnaire was found to be 0.92 Cronbach's alpha, whereas the reliability coefficient of the student questionnaire was found to be 0.88 Cronbach's alpha. The lessons gained from the procedures of pilot study and the data analyses are reported in the following section.

3.5.2.2 Lessons Gained from the Pilot Study

From the pilot study, useful insights were obtained about the research tools and procedures that should be maintained, revised, included, and excluded for the main study. Hence, for the main study, the tools and procedures that were modified and included are reported as follows.

1. With regard to the survey questionnaires, in the pilot study:

- both teacher and student questionnaires were long and many in number. The numbers of items in teachers' questionnaires were 67. For the main study, they were reduced to 51 through cancelling repeated ideas that were stated in different ways. Similarly, the 53 students

questionnaire items were reduced to 39 for the main study by avoiding repetitive items. Moreover, the longer statements were shortened.

2. In the case of classroom observation, in the pilot study:

- The formats of the COLT scheme and field note were not suitable to record the events observed. For the main study, the formats of the COLT scheme and field notes were refined. The COLT scheme was broken into separate parts to easily record the events (See Appendix 3). Similarly, the field notes were revised so as to record topics of daily lessons, teachers' activities, teachers' tendencies of gearing their lessons to the test, and to record students' activities and their reactions to the different lessons (See Appendix 4).

3. Regarding the teacher interview and the student focus group discussion, in the pilot study:

- From the analyses of the data, it was learnt that one general question that enquires about the roles of teachers' personal factors (grade level they teach in and teaching experience) that contribute for the exam to influence their practice was missed. Hence, for the main study, it was included.
- Similarly, from the analyses of the student focus group discussion, it was noticed that one general question that enquires about the roles of students' personal factors (grade level they learn in and parents' educational background) that contribute for the exam to influence their practice was missed. Hence, for the main study, it was included.
- In the teacher interview, items that enquire about students' tendencies of using the prescribed textbooks and their reactions to the different language areas, and why they (teachers) devote more time on giving notes and exercises in their classroom practices were not included. For the main study, based on the insights gained from the classroom observation, three items were included in the interview.

- In the student focus group discussion, items that enquire about their tendencies of using the prescribed textbooks and their reactions to the different language areas were not included. Hence, for the main study, based on the insights gained from the classroom observation, the two items were included.
- During students' focus group discussion, the participants who were taking turn in the end or towards the end of discussion on a particular question were observed either keeping quite or claiming that others already said their ideas. Therefore, in the main study, as a facilitator, the researcher reversed turns of speaking among the discussants in every other question.

3.6 Data Collection Procedures

Before collecting data from different sources, first, permissions were obtained from all the principals of the selected preparatory schools. After that, the data collection process was carried out. The data sources were classroom instructions, teachers, students, and different documents.

The data collecting processes were carried out procedurally. First, to avoid data contamination, classroom observation was conducted. Next, questionnaires were dispatched and collected. Then, teacher interviews and student focus group discussions were conducted. Finally, documents were gathered from the different institutions.

The classroom observations were launched at the beginning of the second semester where teachers and students were teaching and learning with normal pace to cover the prescribed textbook. That is, the times when teachers and students rush through for exam preparation and tend to use exam-related materials were not chosen. It was conducted from February 2011 (2003 E.C) to April 2011 (2003 E.C) though the semester extends up to the middle of June, specially for Grade 11.

In the first three weeks, from the third week of February to the first week of March, the classroom observations were conducted at Grade 12. This was done deliberately with the assumption that Grade 12 teachers might finish classes early to make students free to prepare for the entrance exam. In the remaining three weeks of March, the observations were conducted at Grade 11.

The duration of each teaching period was 42 minutes. Of course, two minutes were devoted to teachers to move from one classroom to another. Therefore, teachers were observed in the 40 minutes classroom instructions.

All of the six teachers were observed 12 times each. This was done due to the expectation to observe the four skills and the two micro-language skills being treated with better opportunity while teachers were covering the textbook contents. Totally, 72 lessons were observed.

At the beginning of the classroom observations, the researcher introduced himself to the students in each class. He also informed them that he was observing lessons for research purpose. He used to sit at the back of the classrooms so that he could observe clearly what was happening in the classrooms. Sitting at the back of the classrooms, the researcher was filling the COLT sheet and taking the field notes as Cheng (2005) recommends.

When classroom observations were completed, in April 2011, the researcher administered the questionnaires to the teachers in the nine preparatory schools included in the study. The administration of the questionnaire was started from the nearest school and continued to the farthest schools. As mentioned earlier, the number of teachers that were requested to respond to the questionnaire was 62. While the participants were filling in the questionnaires, explanations were given by the researcher on how to fill the questionnaires. The administered questionnaires were gathered on the same day. Regarding the collected questionnaires, there was 98.38 % return rate

of the total questionnaires administered to these teachers. That is, out of the 62 questionnaires administered, it was only two questionnaires that were not returned. From the collected questionnaires, one questionnaire was found incomplete. Therefore, the number of questionnaires that were analysed was 59 (95.16%). The internal consistency reliability coefficient for the items was found to be 0.89 Cronbach's alpha.

Parallel with the administration of teacher questionnaire, in April 2011, the researcher administered student questionnaires in the nine preparatory schools included in the study. As mentioned earlier, the number of students requested to respond to the questionnaire was 1,579. Asking permission from the teachers, the questionnaires were dispatched to the selected students in their classrooms. As the questionnaires were to be filled in not more than 20 minutes, they were collected within the same permitted periods. While the participants were filling in the questionnaires, like that of the teachers, explanations were given by the researcher to the students on how to fill in the questionnaires. Regarding the return rate of the questionnaires, only few papers were not returned. From Debre Markos Preparatory School Grade 11 students, 15 questionnaires and from Dangla Preparatory School Grade 11 students, 12 questionnaires, totally 27 questionnaires were not returned. The return rate of the questionnaire was 98.29 percent. From the total 1,552 collected questionnaires, 6 of the papers from Grade 11 (4 from Injibara and 2 from Bure Preparatory Schools), and two questionnaires from Kuy Preparatory School Grade 12 students, totally 8 questionnaires were not properly filled. The number of appropriately filled questionnaires used for the analysis was 1,544.

The internal consistency reliability coefficient for the items was found to be 0.97 Cronbach's alpha.

After the survey questionnaires were collected from teachers, in May 2012, interviews were conducted. In order to conduct the interviews, convenient times and suitable places were arranged for the participants. Interviews were scheduled and carried out based on each teacher's convenient time. They were

conducted at the vice director's office where audio recording of the interviews was suitable. As mentioned earlier, the researcher carried out the interviews in Amharic to avoid communication barriers because of using English language. Every interview was audio- recorded and transcribed later.

Like that of teachers, after the survey questionnaire was collected from students, focus group discussions were conducted. In order to conduct the focus group discussions, convenient times and suitable places were arranged for the participants. Based on the participants' agreement, the focus group discussions were scheduled and carried out in two Saturday mornings, one for each Grade level participants. The discussions were conducted in the classrooms as the rooms were free on Saturdays. The researcher carried out the facilitation of the focus group discussions. As mentioned earlier, Amharic was used for discussions to avoid communication barriers because of using English language. Every focus group discussion was audio- recorded and transcribed later.

After completing teachers' interviews and students' focus group discussions, documents were gathered from different institutions. The Grade 12 final (mock) exam is administered at the end of May. After that, the entrance exam is administered in the middle of June. Regarding the final exam for Grade 11 students, it is given towards the end of June. Therefore, in the end of June 2011/2003 E.C, the classroom tests of both Grades 11 and 12 of the year were collected from the nine preparatory schools. In the end, the entrance exam papers and syllabi for Grades 11 and 12 were gathered. The entrance exam papers of the years 2008/2000 E.C, 2009/2001 E. C and 2010/2002 E.C were also collected from the National Educational Assessment and Examination Agency. At the end, the syllabi for the Grades 11 and 12 were collected from the Ministry of Education. The reported exam-related books which teachers and students referred to were collected from teachers and book shops.

3.7 Methods of Data Analysis

After collecting the different data from different sources using data gathering instruments, the data were organized and analysed both quantitatively and qualitatively. The data obtained from classroom observation (using the COLT scheme), questionnaires, and contents of documents were analysed quantitatively, whereas the data obtained from the interview, focus group discussion and field notes were analysed qualitatively.

The quantitative and qualitative data were analysed independently as the study employed concurrent model (QUAN + QUAL) of mixed methods approach. This was done to elucidate each component, minimize the influence of one component on the role of the other and to obtain substantiated findings (Cresswell, 2010). In this regard, Dornyei (2007: 245) recommends to follow this approach as:

... The analysis of the data should proceed independently for the QUAN and QUAL phases and mixing should occur only at the final interpretation stage. in many cases, it may be better to keep the analyses separate and only mix the QUAN and QUAL results at a late[r] stage to illuminate and corroborate each other.

Substantiating this, Creswell (2010) notes that the mixing of the quantitative and qualitative data analyses findings in the concurrent triangulation research design is usually done at the interpretation or discussion section. Hence, the analyses of the quantitative and qualitative data were made in a separate and parallel manner as recommended by these scholars.

The classroom observation data obtained through the COLT coding scheme were summarized in tables and were analysed with mean percentage. The mean percentage indicated the degree of focus or attention given to each activity or content, the role of teachers and students in taking classroom instruction times, and the time devoted to test-related activities. This was used to determine the duration of the different teaching and learning activities of the teachers and the students (Dornyei, 2007).

In order to analyse the questionnaire data, both descriptive and inferential statistics were employed using the SPSS version 19. Mean analyses were used to determine the domains of teaching and learning that were influenced by the exam. Finally, multiple regression analyses were used both for teacher and student questionnaires in order to identify the independent variables that predicted the variability of the dependent variables. Multiple regression analyses were used as there were seven independent variables addressed in the study from each side (teachers and students).

Regarding the document analysis, first, the distributions of each language item were organized and summarized in percentage separately, i.e., the proportion of each language item in Grades 11 and 12 syllabi of English, in classroom tests, and entrance exam were determined. Then, comparisons were made on the basis of the contents of the language items appearance across the materials summarized using percentage.

The responses of teachers and students to the interviews and focus group discussions, respectively, were transcribed and translated from Amharic to English. First, the researcher made the translation himself. Next, those fellow doctoral researchers who did the translations of the interview and focus group discussion items reviewed the responses of the translated interview and focus group discussion. Then, the translated data were organized thematically and analysed (Krueger, 2002; Dornyei, 2007).

The results obtained from the separate and parallel quantitative and qualitative data analyses were mixed during the discussion stage as Dornyei (2007) and Cresswell (2010) recommend. That is to say, the findings of the quantitative and qualitative data analyses were integrated at the discussion stage to address the research objectives. Finally, based on the findings, conclusions were drawn, and recommendations were made.

Chapter Four: Data Analyses, Findings, and Discussions

4.1 Introduction

In this chapter, the data analyses, findings, and discussions are reported. The tools used to collect data were classroom observation, teacher and student questionnaires, document analyses, field notes, teacher interview, and student focus group discussion. The data obtained with these instruments were analysed under quantitative and qualitative data analyses sections separately. In the first section, the quantitative data analyses and findings are presented. In the next section, the qualitative data analyses and findings are reported. In the final section of the chapter, the findings of quantitative and qualitative data analyses are discussed intermingled.

4.2 Quantitative Data Analyses and Findings

This part presents the analyses and findings of the data obtained through classroom observation, survey questionnaires of teachers and students, and document analyses. First, the analyses and findings of the classroom observation data collected with the COLT scheme are reported. Then, the analyses and findings of the survey questionnaires data of teachers and students follow. In the end, the analyses and findings of the documents data are presented.

4.2.1 Classroom Observation (the COLT Scheme)

In this part, the analyses and findings of the data generated through the COLT scheme are reported. For the ease of the analyses, the teachers who participated in the classroom observation are labeled from T₁ to T₆. The first three teachers, T₁ to T₃, were from Grade 11, and the remaining, T₄-T₆, were from Grade 12. Again, for the ease of analyses, the classrooms where the lessons of the six teachers observed are labeled from Class₁ to Class₆. The first three classes were from Grade 11, and the remaining three classes were from Grade 12.

The analyses were made following the parts of COLT: participant organization, content, and student modality. The data were analysed using mean percentage.

A. Participant Organization

This category of the COLT scheme was used to determine as to whether the classroom activities were done by the teacher or by the students in groups or individually in each class. The forms of interactions among the participants constituted different features in the observed lessons.

The comparison of participant organization among the lessons observed was determined as it is demonstrated below.

Table 4.1 Comparison of Participant Organization

Participant Organization	Grade 11				Grade 12			
	Class ₁	Class ₂	Class ₃	Mean%	Class ₄	Class ₅	Class ₆	Mean%
T \leftrightarrow S/C%	72.08	71.45	65	69.51	65	72.92	74.79	70.90
S \leftrightarrow S/C%	4.38	5.20	10	6.52	3.33	3.75	1.25	2.77
Group%	9.58	8.12	14	5.28	18.13	7.71	10.21	12.01
Individual%	13.96	15.20	11.04	6.7	13.54	15.62	13.75	14.30
<i>Total</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>	<i>100</i>

Note: Class₁ – Class₆ refer to observed lessons of T₁-T₆

It is noticeable that in the observed lessons the dominant form of participant organization was teacher to student/class (T \leftrightarrow S/C) interaction. In almost all of the observed lessons, the teachers covered more than half percent of the observed class times. To be specific, at Grade 11, 69.51 percent and at Grade 12, 70.90 percent of the observed class times were devoted to teacher-talking. Very slight differences were noticed between the amount of time teachers took in the classroom practice at Grades 11 and 12. As opposed to this, the other forms of participant interactions received less time in both Grades 11 and 12.

That means, students had less opportunities of practising the language as there was more teacher-talking time. It was evidenced that less amount of time was spent on S/C → S/C, group work and even individual work.

In short, a substantial amount of time was taken by the teacher to talk to the students/class. The students were less interactive. Therefore, in the observed classes, the forms of participant interactions were found to be teacher-fronted. This implies that teaching methodology tended to be influenced perhaps by the washback of the exam.

B. Content

In this category, the types of activities that received more attention in the classroom practices of teachers and students were determined. That is, the time spent for management procedures, explicit language foci, and for other topics was assessed.

In the observed lessons, both at Grades 11 and 12, there was no balance in the time allotment for the treatment of the different language areas. Some of the aspects of language received more attention while others had received less. Even, some of the contents of language were not observed being practised in the classroom instructions as displayed in Table 4.2.

Table 4.2 Comparison of Contents Taught

Content	Grade 11				Grade 12			
	Class 1	Class 2	Class 3	Mean %	Class 4	Class 5	Class 6	Mean %
Procedure %	5.20	7.70	8.25	7.05	7.08	5.20	5.21	5.83
Vocabulary %	22.5	23.12	14.2	19.9	27.08	30.3	30.8	29.4
Pronunciation %	-	-	-	-	-	-	-	-
Grammar %	36.65	44.79	38.5	39.9	42.29	42.4	40	41.6
Spelling %	-	-	-	-	-	-	-	-
Function %	7.91	10.83	12.7	10.5	4.58	8.08	4.17	5.61
Discourse %	11.65	8.51	15.2	11.8	5.71	2.70	6.04	4.81
Sociolinguistics %	-	-	-	-	1.25	-	1.25	0.83
Vocabulary and Discourse%	-	-	-	-	-	-	-	-
Vocabulary and grammar %	-	-	-	-	-	-	-	-
Others (comprehension, mechanics, dialogues)	16.44	5	11.04	10.82	12	11.33	12.54	11.9
Total %	100	100	100	100	100	100	100	100

The types of language items that received more attention both at Grades 11 and 12 as Table 4.2 above discloses were grammar and vocabulary. As the mean percent of the times spent for the tasks indicate, at Grade 11, 39.98 percent and 19.9 percent of the observed class times were devoted to grammar and vocabulary practice, respectively. Similarly, at Grade 12, 41.55 percent and 29.38 percent of the observed class times were devoted to grammar and vocabulary practice, respectively. On the other hand, the aspects of language such as discourse, function, and sociolinguistics had received less attention in the classroom practice of teachers, specially at Grade 12. Even, the contents such as pronunciation, spelling, vocabulary and discourse, and vocabulary and grammar together were not observed being treated in the classroom instructions.

The data obtained from the observed lessons reveal that top priority was given to grammar. Following grammar, vocabulary received more attention. These two form-related language areas were found to be the primary concerns of teaching. On the other hand, the categories such as discourse and function in which learners' communicative abilities could be developed might be overshadowed by these contents.

The result of the participant organization analyses indicates that the classroom instructions were found teacher-dominated. In these teacher-fronted classes as the content analysis of classroom instruction reveals, the teachers' focus of teaching was on form-related areas of the language such as grammar and vocabulary. This was common in most of the lessons observed. This implies that the students were practising language areas that might not promote their communicative skills. Content, which is one domain of teaching, was found influenced perhaps because of the washback of the exam as teachers tended to practise on specific areas of the language.

C. Student Modality

In this part of the COLT scheme, the length of time that the students spent in listening, reading, speaking, writing, or the combinations of these skills was determined. That is, the type of skill in which students were involved during the classroom activities was recorded. The duration, on which skills the students spent was calculated with mean percent to determine the dominant features of student modality.

The most common form of student modality in which students were engaged was listening. This is not to say that students were practising listening skills activities. Most of the time, students were observed listening to the explanations given by teachers of both Grades 11 and 12. For instance, students at Grade 11 were listening to the teachers' explanations for an average of 52.13 percent of the total observed class times. Similarly, for an

average of 58.9 percent of the total class time, Grade 12 students were engaged in listening (See Appendix 1). The other type of student modality in which students were most commonly engaged was reading (R) notes written on blackboards and writing (W) the notes. Of course, this combination of reading and writing (RW) skills in which students were engaged was not indicative of the practice of reading and writing skills activities. Students were involved in RW for the sake of taking notes. The figures indicate that students were engaged in RW for 13.05 percent and 10.4 percent of the total observed class times at Grades 11 and 12, respectively (See Appendix 1).

From this analysis, listening was the most common form of student modality in which students were involved. In more than half percent of the total observed class times, the students were listening to the explanations made by the teachers and were giving answers to the exercises being practised in the classrooms. As the content analysis of the COLT scheme mentioned above indicates, the types of language items that were mostly practised were vocabulary and grammar. Teachers' budgeting of more time for the practice of such areas of the language might have led students to be involved in listening. The result of the participant organization analysis also supports that the classroom interactions were mostly teacher-fronted ones. This might tend students to be involved in listening in most of the class times.

To sum up, as the findings of the COLT scheme data analyses reveal that the classroom instructions were teacher-dominated in almost all of the observed lessons. In these teacher-fronted classroom practices, the contents that received much more attention were grammar and vocabulary. Substantial amount of time was budgeted for the practice of these language elements. This implies that communicative activities were overshadowed as teachers' focuses of the classroom activities were on form-related language aspects, and as students were kept less interactive. From these evidences, it may be possible to deduce that teachers' practice seemed to be affected by the washback.

4.2.2 Teacher Questionnaire

This part is devoted to present the analyses and findings of the data gathered from 59 teachers using the survey questionnaire. The data obtained from the 59 participants were analysed using both descriptive and inferential statistical methods. In the first section, the analysis of the data related to teachers' personal factors is presented. In the next part, the analysis of domains of teaching that were more influenced by the washback of the exam is reported. In the final section, the analysis of the associated factors that mediated washback in teachers' practice is presented.

4.2.2.1 Demography of Participants

The demographic factors of the teachers were analysed with percentage. This analysis of teacher personal factors, which included teaching experience and grade level teachers teach in, yielded varying results as depicted in Table 4.3.

Table 4.3 Summary of Teacher Personal Factors

NO.	Personal factors		Frequency	%
1	Teaching experience at preparatory school	1-5 years	39	66.1
		6-10 years	13	21.9
		Above 10 years	7	11.9
2	Grade level teachers teach in	Grade 11	29	49.15
		Grade 12	30	50.85

As the personal factor analysis reveals, differences among the participants were noticed in their teaching experience. Most of the participants were less experienced in teaching at preparatory schools. That is, 39 (66.1 percent) of the participants' teaching experience ranges from 1-5 years. 21.9% of them taught for 6 to 10 years; the remaining 11.9 % taught over 10 years. So, there was difference among the participants in teaching experience. However, regarding the grade level the participants teach in, almost equal number of teachers was taken from Grades 11 and 12. That is, 49.15 % of the subjects

were from Grade 11, and the remaining 50.85 % of the subjects were from Grade 12.

4.2.2.2 Teachers' Practice

In this section, teachers' perceived influence of the exam on their practice was analysed. That is to say, the aspects of teaching that were influenced more by washback of the exam were determined. In order to determine the areas of teachers' practice that were influenced more by the exam, mean analysis was employed. The mean analysis result was reported according to the teachers' level of perceptions of the influence of the exam on their practice as is indicated in the following table.

Table 4.4 Mean Result of Teachers' Perceptions about the Influence of the Exam on their Practice

No.	Domains of teachers' practice	Mean	Std. Deviation
1	Time budgeting	4.24	.31
2	Teaching materials choice	4.21	.46
3	Classroom assessment	4.20	.39
4	Lesson preparation	4.00	.57
5	Content	4.00	.57
6	Teaching methodology	3.89	.59

As the level of teachers' perceptions of influence of the exam on their practice is revealed above, the aspect of teachers' practice that was highly influenced by the washback of the exam was time budgeting. Among the six domains of teaching, the highest mean result regarding the level of teachers' perceptions of the influence of the exam on their practice was related to time budgeting. Its mean result was found to be 4.24 out of the five (five levels Likert Scale that ranges from 'Never' to 'Very often') sub-categories. That is to say, teachers

allotted a substantial amount of time to practise test-related activities as the mean result falls between the ranges of 'often' and 'very often'.

The next domain of teachers' practice that was influenced more by the washback of the exam was teaching material choice. The level of their perceptions of the influence of the exam on their practice indicates a mean result of 4.21, out of the five sub-categories of the Likert Scale. That is, teachers were using exam-related materials frequently in their classroom instruction as the mean result still falls between the ranges of 'often' and 'very often'

When compared with other aspects of teaching, teachers' understood that teaching methodology was the least influenced aspect of teaching by the washback of the exam. The mean result indicates that the level of teachers' perceptions of the influence of the exam on their teaching method was found to be 3.89, out of the five sub-categories of the Liker Scale. Though the mean result of teaching methodology appears to be less than the other domains, it is still closer to 'often' than 'sometimes' in the Likert Scale. This implies that the teachers usually tended to adjust their teaching methodology to practising students for the exam.

It was noticed that the mean results were more than 3.5 on the five levels Likert Scale that ranges from 'Never' to 'Very often'. This implies that teachers perceived that almost all of the six domains of teaching were influenced by the washback of the exam. That is, they frequently geared their practice to the exam. There was a very slight difference in degree of influence of the exam from one domain of teaching to the other domain of teaching as the mean results indicate. This is to mean that teachers often budgeted more time to practise exam-related contents using exam-related materials. Moreover, they practised students exam-taking strategy and geared their classroom assessment to model the exam.

4.2.2.3 Factors Influencing Teachers' Practice

In this part, the teachers' personal and contextual factors that predicted the changes happened in their practice were identified. In order to determine the factors that triggered teachers' practice to be more exam-oriented, multiple regression analysis was employed. Table 4.5 below illustrates the contributions of the factors that mediated teachers' practice to be geared to exam preparation.

Table 4.5 Regression Coefficients of Teacher Factors

Independent Variables	Beta Weight	Sig.
Teaching experience	.050	.693
Grade level he/she teaches in	.054	.635
Perceived professionalism	.100	.353
Perceived students' learning attitudes	.363	.003
Perceived external pressure in teaching	.103	.464
Perceived importance of the exam	.074	.522
Perceived awareness of the exam	.393	.002
Dependent Variable = teachers'		

**P < 0.005*

The regression analysis indicates that two of the independent variables were found to have greater contributions for the changes happened in teachers' practice to be exam-oriented. The remaining five factors were not found to have significant role in affecting teachers' practice to be exam-oriented.

According to the result obtained from this regression analysis, perceived awareness of the exam had the greatest contribution in affecting teachers' practice to be exam-tailored. The greatest share of variance in predicting the changes in teachers' practice to be exam-oriented accounted for 39.3 percent. The level of significance for the variability was found to be $P < 0.005$. That means, teachers' awareness about the contents and formats of the exam

contributed the greatest share to change teachers' practice to be exam-targeted. The exposure that the teachers had about the exam made teachers tailor their practices exam-oriented. This is because the highest contribution for the change in their practice was obtained from their perceived awareness of the exam.

Next to teachers' perceived awareness of the exam, their understanding about the students' learning attitudes was found greatly contributing for the changes in teachers' practice to be exam-tailored. Its greater share of variance in changing teachers' practice accounted for 36.3 percent. The level of significance for the variability in teachers' practice was found to be $P < 0.005$. That is, the imposition that teachers' felt from the students' learning interests was found to change their classroom practice to be exam-targeted. The contributions of teaching experience ($P = 0.693$), grade level teachers teach in ($P = 0.635$), perceived professionalism ($P = 0.353$), perceived external pressure ($P = 0.464$) and perceived importance of the exam ($P = 0.522$) to influence their practice were found statistically insignificant.

Therefore, as the result of the regression analysis indicates, the predictors for the changes in the teachers' practice to be exam-oriented were their perceived awareness of the exam and their perceived students' learning attitudes. Teachers' awareness about the exam and students' imposition on them (teachers) to teach to the exam were the major factors that contributed for the exam to affect teachers' practice to be exam-oriented as 75.6 % of the change in their practice was attributed to these factors. This implies that there were other predictors to influence teachers' practice to be exam-oriented.

4.2.3 Student Questionnaire

In this part, the analyses and findings of the data gathered from the 1,544 student participants using questionnaire are presented. The data were analysed using both descriptive and inferential statistical methods. In the first section, the analysis of the data related to students' personal factors is presented. In the next part, the analysis of domains of learning that were influenced more by the washback of the exam is reported. In the final section, the analysis of the associated factors that mediated washback in students' practice is presented.

4.2.3.1 Demography of Participants

The personal factors analysis that included students' parents educational background and grade level they attend in is displayed below.

Table 4.6 Summary of Student Personal Factors

No.	Personal factors	Number	%	
1	Parents' educational background	Illiterate	432	28.00
		Attended Grades 1- 8	716	46.42
		Attended grades 9- 12	58	3.81
		Certificate graduate	20	1.34
		Diploma and above	129	8.42
2	Grade level students learn in	Grade 11	752	48.71
		Grade 12	792	51.33

With regard to their parents educational background, most of the participants were from parents who attended elementary school education. This constituted 46.42 percent. 28 percent of the participants that constituted the next large number were from illiterate family. The participants whose parents attended secondary and tertiary level education were few. In the case of the grade level of participants learn in, their number was nearly equal.

4.2.3.2 Students' Practice

In this sub-section, the domains of learning that were influenced more by the washback of the exam were determined. In order to determine the areas of students' practice that were influenced more by the washback of the exam, mean analysis was employed.

Table 4.7 Mean Result of Students' Perceptions about the Influence of the Exam on their Practice

Variable	Mean	Standard Deviation
Material choice	3.98	.728
Content	3.78	.675
Time budgeting	3.43	.605

As the level of students' perceptions of influence of the exam indicates, the aspect of students' practice that was highly influenced by the washback of the exam was material choice. Among the three domains of learning, the highest mean result regarding the level of students' perceptions of the influence of the exam on their practice was related to material choice. Its mean result was found to be 3.98 out of the five (five levels Likert Scale that ranges from 'Never' to 'Very often') sub-categories. The mean result is closer to 'Often' than 'Sometimes' on the scale. That is to say, students were frequently using exam-related materials in their learning.

The next domain of students' practice that was influenced more by the washback of the exam was focus area of learning. Its mean result was found to be 3.78. The mean result falls between 'Sometimes' and 'Often' which is closer to 'Often' than 'Sometimes' on the Likert Scale. This is to mean that the students were usually devoting time to practise exam-related aspects of the language.

The aspect of students' practice that was influenced less by the washback of the exam when compared with the other domains was time budgeting. Its mean result was found to be 3.43 out of the five sub-categories. Even though the mean result appeared to be less, it was still between 'sometimes' and 'often' on the five levels Likert Scale. That is, students sometimes budget time to practise for the exam.

The finding of the mean analysis indicates that the mean results were more than 3.0 on the five levels Likert Scale that ranges from 'Never' to 'Very often'. This indicates that students perceived that all the three domains of learning were found influenced by the exam. That is, the students frequently geared their practice to exam preparation. This is to mean that students often used exam-related materials and budgeted more time to practise contents that appeared in the exam.

4.2.3.3 Factors Influencing Students' Practice

In this part of the analysis, student factors that predicted for the changes happened in their practice were identified. In order to determine the factors that contributed more for the practice of students to be exam-oriented, multiple regression analysis was employed. The factors that contributed for the exam to influence students' practice were determined as the following table illustrates.

Table 4.8 Regression Coefficients of Student Factors

Student factor	Beta Weight	Sig.
Grade level of students	.036	.146
Parents' educational background	.017	.484
Perceived teachers' teaching attitudes	.078	.002
Perceived external pressure in learning	.082	.002
Perceived ambition for success	.176	.000
Perceived importance of the exam	.102	.000
Perceived awareness of the exam	.100	.000

* $P < 0.005$

The results obtained from the regression analysis disclose that contextual factors were found to contribute more for the change in the students' practice to be exam-oriented. Five associated factors contributed significantly for the exam to influence students' practice. As opposed to this, the roles of the personal factors (grade level of students learn in, $P = 0.146$ and parents' educational background, $P = 0.484$) to influence students' practice to be exam-oriented were found statistically insignificant.

As the regression coefficients of the student factors indicate, students' ambition to succeed in the exam had the greatest contribution on their practice to be exam-targeted. Its share of variance in predicting the change of students' practice accounted for 17.6 percent. The level of significance for the variability was found to be $P < 0.001$. That is to say, the students' great desire to perform well in the exam strongly influenced their practice to be shifted to exam preparation.

The students' perceptions about the importance of the exam had greater contribution for changing their practice to be exam-oriented. Its share of variance in predicting the variability of students' practice accounted for 10.2 percent at the level of significance $P < 0.001$. This is to mean that the students' beliefs about the role of the exam in their lives were found influencing their learning to be exam-oriented. This is because the students appeared to believe that the exam result could determine their opportunities in either joining university or getting jobs. Thus, their beliefs about the importance of the exam made their practice to be exam-oriented.

Next, students' awareness about the exam was found to contribute for the exam to influence their practice. Its share of variance in predicting the variability of students' practice accounted for 10 percent at the level of significance $P < 0.001$. That is, their exposure to the format and content of the exam made students gear their practice to be exam-oriented. Hence, students' knowledge about the contents and format of the exam contributed for the exam to change their practice to be exam-tailored. The ambition that the

students had to succeed in the exam and their belief about the role of the exam on their lives might tend their practice to be exam-oriented.

Students' perceived external pressure in their learning was the other factor that mediated washback on their practice. The imposition they felt from their parents and school principals to work hard for score-gain triggered their practice to be exam-targeted. Its share of variance in predicting the changes of students' practice accounted for 8.2 percent. The level of significance for the variability was found to be $P < 0.005$. The extrinsic motivations extended from these parties tended to put pressure on students' practice to be exam-based as these parties might aspire for the success of the students in the exam.

Lastly, perceived teachers' teaching attitudes was found to contribute for the changes in students' practice. Its extent of contribution for the changes in their practice accounted for 7.8 percent. The level of significance for the variability in students' practice was found to be $P < 0.005$. In addition, students' perceived teachers' teaching attitudes was found to influence their practice. Perhaps, what was valued in the teachers' practice might also be valued in the students' practice. As a result, students' practice might be shifted to the areas of the language included in the exam.

Generally, 53.8 percent of the variations in the students' classroom practice to be exam-oriented was accounted for their perceived ambition for success in the exam, importance of the exam, awareness about the content and format of the exam, external pressure in their learning to make their practice exam-oriented, and their perceived teachers' teaching attitudes. Among all, the students' perceived ambition for success in the exam was the most influential factor to affect their practice to be exam-oriented, and the least factor that influenced students' practice to be exam-oriented was their understanding of the teachers' teaching attitudes. From the analysis, it was noticed that the learning context tended to contribute for the exam to have more influence on students' practice to be exam-oriented than the personal factors. Of course, there were other factors that predicted for the exam to influence their practice.

4.2.4 Document Analysis

In this section, the analyses and findings of the data obtained from the documents are reported. The data analyzed were obtained from documents of English language syllabi for Grades 11 and 12, one year classroom tests of five preparatory schools and three years entrance exam. In the first section, the analyses and findings of the contents of the courses of Grades 11 and 12 from their respective syllabi that was intended to see the weight or attention given to each language item or skill in the teaching of English are reported. In the next section, the analysis and finding of the contents of the classroom tests that was intended to see areas of the language that received more attention are presented. In the following section, the analysis and findings of the contents of the entrance exam which was intended to determine the areas of the language that were emphasized are reported. In the final section, the analyses and findings of the comparison that indicate the distribution of language items across the documents intended to see how the syllabi and the two exams harmonized each other and to determine teachers' area of emphasis while preparing classroom exams are presented.

4.2.4.1 Contents of the Syllabi

In this section, the contents of Grades 11 and 12 syllabi for English were analysed. In the syllabi, the selected language items to be taught along with the number of periods allotted to teach each skill in each unit were identified. The skills and sub-skills that were incorporated in the courses of both Grades 11 and 12 were Reading, Speaking, Listening, Writing, Vocabulary, and Grammar. In the syllabi, it was recommended that the skills should be taught in an integrated manner.

The courses of both Grades 11 and 12 English had similar objectives as stated in the syllabi. The objectives of Grade 11 syllabus are put as:

By the end of grade 10 [11] the students should have gained sufficient mastery of the skills of listening, speaking, reading and writing in English to enable them to study effectively at school, and to use the language whenever necessary in everyday situations and in the world of work. (p.2)

In a similar manner, the objectives of Grade 12 English course are forwarded as:

By the end of grade 12, the students should have gained sufficient mastery of the skills of listening, speaking, reading, and writing in English to enable them to study effectively at school, and to use the language whenever necessary in everyday situations and in the world of work. (p.2)

As the objectives of the two courses show, they were designed to develop students' communicative ability through rigorous practice of reading, speaking, listening, and writing skills including the sub-skills grammar and vocabulary. The skills supposed to be practised were intended to make the students successful in communicating through the language both in the school for their academic purpose and for their careers in the world of work.

With this intention, the course books of Grades 11 and 12 were prepared incorporating the following language areas and periods allotted to treat each language area in the unit. Grade 11 English textbook had 14 units intended to be covered in 166 periods. However, Grade 12 English textbook included 9 units intended to be taught in 149 periods.

Table 4.9 Contents of the Syllabi by Skill Type and by Number of Allotted Periods

Type of skills	Frequency		%	
	Grade 11	Grade 12	Grade 11	Grade 12
Reading	28	18	16.86	12.08
Vocabulary	14	18	8.43	12.08
Grammar	29	25	17.46	16.78
Speaking	43	37	25.90	24.83
Listening	15	15	9.03	10.06
Writing	37	36	22.28	24.16
Total Period	166	149	100	100

As indicated above, the mean percentages of the periods allotted to teach the skills in both grades were more or less similar. The skills that received more attention at Grade 11 had also received more attention at Grade 12. Similarly, the skills that were given less attention at Grade 11 were also given less attention at Grade 12.

The result of this analysis reveals that more attention was given to speaking and writing skills. For instance, of the total periods allotted to teach the courses (at both grades), 25.9 percent and 24.83 percent periods, respectively, were budgeted for speaking skills. Writing skills also received more attention next to speaking skills in which 22.28 and 24.16 percent of the periods were allotted to it at Grades 11 and 12, respectively. Grammar received attention next to writing skills, followed by reading skills. However, vocabulary and listening skills received less attention.

Generally, more attention was given to the practice of the productive (speaking and writing) skills in the courses analysed. This is because the highest number of periods was allotted to these skills. As opposed to this, less time was allotted to the receptive (reading and listening) skills. The overall

intentions of the courses were to promote the communicative ability of the students through involving them in variety of activities as stipulated in the objectives of the syllabi. For instance, in Grade 11 syllabus, it was suggested as “Students need to be involved in such activities as: critical reading and listening, discussion, debate and a variety of individual and group writing tasks.” Hence, the courses were intended to develop students’ communicative skills in the language.

4.2.4.2 Contents of Classroom Exams

In order to see how the entrance exam influenced the classroom test preparation practice of teachers, the 2010/11 (2003 E.C) first and second semester mid and final teacher-made test papers were collected from the nine preparatory schools. However, the analysis was made with test papers of five preparatory schools, namely Kuy, Debre Markos, Damot, Burie, and Addis Kidamn. This is because in the rest of four schools some of the test papers, specially the first semester ones, were not found.

In all of the schools, the mid exam (which was referred to as test) weighed 20 percent, whereas the final exam weighed 60 percent. The remaining 20 percent of the students’ achievement evaluation was devoted to continuous assessment. The continuous assessment incorporated project work (in group) that weighed 10 percent, classroom activity that valued 5 percent, and attendance that weighed 5 percent (See Appendix 11).

The test items were put under seven types of tasks. The types of tasks were arranging scramble words to sentences, arranging jumbled sentences to a coherent paragraph, grammar, reading comprehension, vocabulary, communication in the form of completing dialogue, and technical aspects of writing such as choosing the correct punctuation and spelling, identifying letter parts and formats, and identifying types of discourses. The contents of the tests across the schools were similar. That is, there was uniformity in the types of language items incorporated in the tests. Besides, the forms of the

items were similar across the schools. The most common type of item format was multiple-choice (See Appendix 10).

The total number of items and their proportion under each language item in each grade level is indicated in the following table.

Table 4.10 Summary of Content Analyses of Sample Classroom Tests

Types of tasks/tests	Grade 11		Grade 12	
	Frequency	%	Frequency	%
Word order	6	0.98	33	4.92
Paragraph coherence	6	0.98	8	1.92
Grammar	247	40.23	207	30.85
Reading comprehension	92	14.98	98	14.61
Vocabulary	106	17.26	177	26.38
Communication (dialogue and conversation completion tasks, choosing appropriate expressions, etc.)	71	11.56	86	12.82
Writing(punctuation, spelling, discourse type, letter parts)	86	14.00	62	9.24
Total	614	100	671	100

The language areas incorporated in the exams received a varying degree of attention at both Grades 11 and 12. The language area that appeared with greatest proportions was grammar, constituting 40.23 percent and 30.85 percent at Grades 11 and 12, respectively. The other language area that received more attention next to grammar was vocabulary that weighed 17.26 percent and 26.38 percent at Grades 11 and 12, respectively. Reading comprehension received the next degree of attention in the classroom tests. The writing and speaking tests appeared more of in technical forms where there was no performance-based assessment. For instance, the writing tests were in the form of arranging disordered words and sentences and choosing

appropriate punctuation marks where students did not have opportunity to use their own language. Similarly, in the speaking tests, students were required to complete missed parts of dialogues or expressions.

From the analysis of the classroom tests, it was learnt that the teachers tended to give more attention to grammar and vocabulary tasks as opposed to the focus of the syllabi. This is to mean that there was mismatch in the area of emphasis between the content of the syllabi and classroom tests. As noted above (Section 4.2.4.1), the focus of the syllabi was mainly on productive skills whereas the classroom tests focused on form-related language areas such as grammar, vocabulary, and technical aspects of speaking and writing.

4.2.4.3 Contents of Entrance Exams

So as to see the influence of the exam on the practices of teachers and students, the contents of the entrance exam were also analysed. For the analysis, contents of three consecutive years, 2008-2010 (2000-2002 E.C), exams were analysed. The types of items and their proportion in the exam were similar across the years as disclosed in Table 4.11.

**Table 4.11 Summary of Content Analyses of the Sample
Entrance Exam**

Types of items	Number of items in year			Total	%
	2008	2009	2010		
Word order	10	10	6	26	7.2
Paragraph coherence	10	10	7	27	7.5
Reading comprehension	14	14	14	42	11.6
Vocabulary	28	28	26	82	22.7
Grammar	25	25	29	79	21.9
Communicative (dialogue and conversation completion)	16	16	21	53	14.7
Writing (letter type and format, mechanics, identifying discourse type)	17	17	16	50	13.8
Total	120	120	120	360	100

As revealed in Table 4.11, the exam incorporated seven types of tasks or language items. They were arranging scramble words to sentences, arranging jumbled sentences to a coherent paragraph, reading comprehension, vocabulary, grammar, communication in the form of completing dialogue, technical aspects of writing such as choosing the correct punctuation and spelling, identifying letter types and formats, and identifying types of discourses. All of the items were put in a multiple-choice form (See Appendix 9).

The types and number of language items were similar across the years. That is, there was a similar pattern of organization of language items in the exams over the years. For instance, the number of vocabulary items in 2008 was 28; in the following year, there were still 28 items, and in 2010, with slight

difference, there were 26 items. The same is true to the other areas of the exam.

The proportions of items among the types of language areas incorporated in the entrance exam over the years were different. Some types of language areas had more coverage while others had less. Accordingly, vocabulary items appeared with the highest proportion that constituted 22.7 percent of the total number of items. With a slight difference, grammar received more attention with a proportion of 21.9 percent. Communication, where dialogue and conversation completing tasks were incorporated, received the third level of attention with a proportion of 14.7 percent.

From the result of the analysis of the content of the exam, it was learnt that the contents of the exam constituted almost similar pattern or organization over the years. The proportion of the tasks across the years was also similar. Vocabulary and grammar received great attention in the entrance exam as opposed to the focus of the syllabi.

4.2.4.4 Skill Distribution across the Documents

In this section, the distribution of the skills across the documents was compared. The comparison analysis was made among the skills based on their distributions in the syllabi, classroom tests and in the entrance exam. The purpose of the comparison was to examine how the exam (the UEEE) influenced teachers' practice of test preparation, and to see how the contents of entrance exam and classroom tests matched with the contents of the syllabi. Specifically, the comparison analysis was made on the basis of time allotment to teach the skills in the syllabi and on the basis of the number of items incorporated in the exams (classroom and entrance). This is because the number of periods or the time allotment indicated in the syllabi and the numbers of items in the tests were used as a means to compare the weight given to each language item across the documents. That is to say, the more number of periods allotted to a particular skill may indicate that more attention was given to the skill. Similarly, the larger number of items of a

certain skill in the exam appears to indicate that more attention was given to the skill in the exam (See Appendix 2).

Mismatches between the appearance and the proportion of the language items distributions in the syllabi (of Grades 11 and 12) and exams (of classroom and entrance) were observed. Some of the skills that had received less attention in the syllabi appeared with greater proportion in both exams. Similarly, the skills that had received more coverage in the syllabi appeared with less proportion of items in the exams (See Appendices 10 and 11).

Grammar and vocabulary, which had received less attention in the syllabi, appeared with larger number of items in the exams. For instance, the time budgeted for vocabulary (related to the reading comprehension) in the syllabi both at Grades 11 and 12 was 8.48 percent and 12.08 percent, respectively. However, it appeared with proportions of 22.78 percent coverage in the entrance exam, and 17.26 percent and 26.38 percent coverage in the classroom tests of Grades 11 and 12, respectively. Similarly, grammar had 17.58 percent and 16.78 percent coverage in the syllabi of Grades 11 and 12, respectively. However, in the entrance exam, it appeared with 21.94 percent coverage, and in the classroom tests of Grades 11 and 12, it had 40.23 percent and 30.85 percent coverage, respectively.

On the other hand, speaking skills that had received top priority in the syllabi appeared with less numbers of items in the exams. To be specific, speaking skills had 26.06 percent and 24.83 percent coverage in the syllabi of Grades 11 and 12, respectively. However, it appeared with the proportions of 14.72 percent in the entrance exam, and 11.56 percent and 12.82 percent in the classroom tests of Grades 11 and 12, respectively. Even, its appearance in the exams (both in the entrance and in the classroom) was in the form of dialogue and conversation completion, which is in the specific aspect of the skill practice.

Writing skills had received top priority next to speaking skills with the coverage of 22.42 percent and 24.16 percent in the syllabi of Grades 11 and 12, respectively. In the entrance exam, it appeared with the proportion of 28.6 percent. However, it appeared in a lesser proportion of 16 percent and 16.1 percent in the classroom tests of Grades 11 and 12, respectively. In the syllabi, the skill was mainly designed to make students write or perform in the skill to express their ideas, but the writing activities in the exams were designed to make students identify correct word order in a sentence and coherence of sentences in a paragraph. Moreover, the tasks required students to identify correct punctuations, types of discourses, and letter parts.

Reading skills, as opposed to the other skills, had a better balance of appearance across the materials. For instance, it had 16.97 percent and 12.08 percent coverage in the syllabi of Grades 11 and 12, respectively. In the entrance exam, it had 11.67 percent coverage, and in the classroom tests of Grades 11 and 12, it had 14.98 percent and 14.61 percent coverage, respectively. Relatively, reading was found with balanced proportions in the materials.

Listening skills, as opposed to the skills such as grammar and vocabulary, was not incorporated in the entrance and classroom tests. The skill had 8.48 percent and 10.06 percent coverage in the syllabi of Grades 11 and 12, respectively. However, the skill was found neglected both in the entrance and classroom exams.

The mismatches as discussed above were mainly between the language areas distributions in the syllabi and in the exams. However, there was harmony in the distribution of skills between the entrance exam and the classroom tests of Grades 11 and 12. The types of language items that appeared in the entrance exam appeared with balanced proportions in the classroom tests. That is, the skills that appeared with greater proportion in the entrance exam also appeared with greater proportion in the classroom tests. For instance, vocabulary covered 22.7 percent in the UEEE, and in the classroom tests of

Grades 11 and 12, it covered 17.2 percent and 26.3 percent of the exam, respectively. Similarly, grammar covered 21.9 percent in the UEEE, and in the classroom tests of Grades 11 and 12, it constituted 40.2 percent and 30.8 percent, respectively. In the same token, the language items that appeared with less proportion in the UEEE had also less proportion in the classroom tests. For instance, reading skills covered 11.6 percent in the UEEE, and in the classroom tests of Grades 11 and 12, it appeared with a proportion of 14.9 percent and 14.6 percent, respectively. As the figures indicate, even, the proportions and types of language items between Grade 11 and 12 classroom tests were almost similar.

Generally, the comparison of the skill distribution across the documents analysed reveals that there were mismatches between the contents of the syllabi and the entrance exam (See Appendix 2). There was also disparity between the contents of the classroom tests and the syllabi. However, there was harmony between the contents and formats of the items of the entrance exam and classroom tests. What was emphasized in the entrance exam was also emphasized in the classroom tests. Similarly, what was de-emphasized or neglected in the entrance exam was also de-emphasized or neglected in the classroom tests, i.e., the classroom tests modeled the entrance exam. This implies that the teachers' practice of classroom test preparation tended to be affected by the washback of the entrance exam. That is to say, teachers appeared to model the entrance exam while they set the classroom tests.

4.3 Qualitative Data Analyses and Findings

This section is devoted to the analyses and findings of the data that were gathered with field notes, teacher interview and student focus group discussions. In the first part, the analyses and findings of the field notes are reported. In the next part, the analyses and findings of the teacher

interview are presented. In the final part of this section, the analyses and results of the student focus group discussion are reported.

4.3.1 Field Notes

In this part, the data that were collected from the 72 lessons observed using the field notes were analysed. The data obtained from these lessons were analysed under four themes: teachers' focus area of teaching, teaching methodology, students' reactions to learn different lessons, and evidences of teachers' tendencies of teaching to the test. The analyses and findings made under these themes are presented consecutively.

4.3.1.1 Teachers' Focus Area of Practice

The analysis of the data obtained from the 72 lessons observed indicates that much variation was not noticed among teachers' in the treatment of the different areas of the language. The skills that received more attention in one class were also observed in the other classes receiving more attention. The same was true for the skills that received less attention.

The language items that received more attention across the observed classes were grammar, vocabulary, and the technical aspects of speaking and writing skills. In almost all of the lessons observed, teachers were found budgeting more time for grammar teaching. When they were teaching grammar, teachers were noticed giving notes and exercises out of the textbooks (See Appendix 12). That is, teachers were using books other than the textbooks. For instance, the teacher in Class C was observed using a grammar book entitled 'Longman English Grammar', giving notes and exercises from it. Most of the time, teachers seemed relaxed and motivated while they were teaching grammar. Next to grammar, much attention was given to vocabulary. Teachers were also observed giving vocabulary exercises from other sources in addition to the textbook exercises. They were observed teaching these and other exam-related language items through preparing questions in an exam-fashion (See Appendix 12).

Less attention was given to the practice of speaking and writing activities. Even, the types of practices made on speaking and writing were on the technical aspects of the skills. The speaking activities were mainly on practising dialogue completion. Similarly, the types of writing activities were mechanics, identifying types of discourses and letter parts (See Appendix 12). The practice of speaking and writing activities that might help students express their ideas freely were not noticed in most of the observed lessons. Exceptionally, in Classes C, much time was devoted to practising of speaking activities in the form of debate and group works.

The practice of reading skills was also given less attention. Most of the time, teachers were not observed following the stages of reading (pre-, while-, and post reading) during reading classes though the syllabi incorporated such procedures and activities at the stages of teaching reading. Instead of practising reading skills employing the stages of reading, teachers preferred to give comprehension exercises for the students to be done as homework.

Generally, in the observed classroom practices, specific aspects of the language were practised more. Specially, grammar and vocabulary had better coverage in the classroom practices of teachers. On the other hand, performance-based speaking and writing practices received less attention. Listening skills was not observed being practiced explicitly.

4.3.1.2 Teaching Methodology

Regarding the teaching method teachers employed, similar ways of teaching were noticed in the observed classes. The way one teacher was practising a certain skill in one class was being practised in a similar way in another class. The method supposed to be followed in the syllabi and the way teachers were teaching appeared to be inharmony.

During the practice of reading skills, most of the time, the stages of reading were not followed as mentioned earlier. Specially, the pre-reading stage activities were skipped over. The teachers gave mostly comprehension exercises to be done at home instead of practising them in the classrooms. While doing comprehension exercises in the class, the teachers were giving answers in a very abrupt manner without having much interactions on the exercises with the students.

While teaching vocabulary and grammar, mostly contexts were not used. During the practice of vocabulary, teachers appeared to give meaning of words without using contexts. Similarly, grammar was taught explicitly through explanation and detailed notes extracted from other materials. In most cases, the forms or patterns of the grammatical elements were given plainly in the notes provided. And the lessons in these areas of the language were seen delivered in an exam-fashion (See Appendix 12).

The speaking and writing tasks that were being practised did not seem to promote the students' communicative skills. For instance, while practising dialogue completion tasks, students were asked to complete the missed parts through writing instead of practising the task through speaking. In Class E, for instance, the teacher was even observed while she was asking students one by one to go out and complete missed parts of the dialogue through writing on the blackboard. Similarly, students were not observed practising writing to express their ideas. They were rather practising to identify technical aspects of writing such as correct punctuation and types of discourse. Therefore, performance-based speaking and writing activities were less frequently practised.

Moreover, the instructional times in most cases were taken by the teachers. Teachers were noticed taking more time while they were giving explanations on the notes and doing exercises. The students were given less time to work in groups, pairs and individually. Thus, the classes tended to be teacher-

dominated while lessons were in progress. This seemed to make students to be less participatory.

In most of the observed lessons, teachers were not noticed practising students with reading, listening, and performance-based speaking and writing activities that might promote students' communicative abilities as the classroom activities were geared to the practice of the lower levels language skills. This implies that CLT approach in the observed lessons tended to be less implemented. This may be due to the influence of the exam that tended teachers to teach form-related language areas in an exam-fashion (See Appendix 12)

4.3.1.3 Students' Focus Area of Practice

In this part, the students' reactions to learn the different areas of the language were analysed. The students manifested different reactions to learn the different language areas. The influences of the students' reactions to learn the different areas of the language seemed to be reflected on the practice of teachers.

The students were noticed less interested to learn some language areas. For instance, during the practices of reading comprehension, students were found less involved. Most of the students failed to do home works. In most of the lessons observed, a few students were participating. The majority of the students seemed to act as observers of what was going on in the classroom. Even, some of the students were observed reading books of other subjects hiding the books under their tables while the teachers were doing comprehension exercises. The teachers were usually forced to do the exercises themselves. The less interest of students to practice on reading comprehension activities appeared to be challenging for the teachers. Besides, during the less frequently practised performance-based speaking and writing activities, the students were also found less interested to learn. While teachers were arranging them in groups to practise speaking, only few students were

observed practising the tasks. The majority of the students were either sitting idle or talking side issues using their mother tongue, Amharic. The same thing was happening while students were let to write. As a result, the teachers used to rush through such exercises. It seems because of this that the teachers were not observed frequently teaching such areas of the language.

As opposed to the above mentioned areas of the language, the students were found actively participating while form-related aspects of the language were practised. For instance, the students were seen fully engaged in grammar, vocabulary and the technical aspects of speaking and writing practices. Particularly, during grammar classes, unusual types of student engagements were noticed. Most of the students were noticed coming to class doing home work and participate actively in giving answers and raising a number of questions on grammar. Moreover, they were taking notes provided by teachers eagerly. The more pronounced reaction of students to grammar lessons was asserted by the series of questions they used to raise up to the end of the period even after the bell rang. They used to ask questions openly in such a way, "If we are asked this way [in the exam], how could we answer this and that..." Similarly, during the practices of vocabulary and technical aspects of speaking and writing skills, students exhibited better participation. As a result, teachers seemed to be motivated to teach such areas of language, and they tended to budget more time for such areas of the language practice. Even, they used to deliver extended notes and exercises in an exam-fashion (See Appendix 12).

The reactions of the students to learn the different language areas were also reflected in their defying of bringing textbooks to English classes. Most of the students did not avail their textbooks in English classes. In most cases, teachers were not able to get one book on a table where there were three or four students. Because of this teachers were found bitterly annoyed with such trends of the students. They were observed taking attendance to give marks to those students who brought the textbooks. As opposed to this, the students were seen bringing voluminous books for other subjects. Of course, the sizes

of English textbooks of Grades 11 and 12 were small as opposed to the textbooks for other subjects. So, the students could not attribute their failure of availing textbooks in the class to the heavy load of the books. When teachers forced the students to work tasks from the textbooks, six or more students were gathering around one textbook. As a result, the classrooms were noisy and messed up.

From this analysis, it was learnt that the students were found selective in their learning in that they tended to give more attention to the practice of grammar, vocabulary, and technical aspects of speaking and writing. On the other hand, the students were found less interested to practise reading comprehension, performance-based practices of speaking and writing activities. They were observed disregarding to use the prescribed textbook though teachers tried to force them to do so. The reactions of students to the different activities in turn tended to influence teachers' practice as teachers were observed going in line with the students' learning interest. As it is noticeable from their learning interest area of the language and the nature of the questions students used to raise, it was learnt that the exam influenced students' practice to be narrowed to limited areas of the language.

4.3.1.4 Evidences of Exam- oriented Teaching

In this part, teachers' tendencies and practices of teaching to prepare students for the exam was analysed. Teachers' tendencies of teaching to the exam were manifested in different ways. The evidences of the teachers' tendencies of teaching to the exam were reflected through the variations in time budgeting to practice the different areas of the language, their use of direct remarks to remind students for the exam, and through their passion differences to teach the different language items.

As mentioned above (Section 4.3.1.3), teachers were observed budgeting more time to grammar, vocabulary, and technical aspects of speaking and writing. Additional notes and exercises were given on these selected areas of the

language. For instance, exercises with multiple-choice items were given in an exam fashion (See Appendix 12). As opposed to this, the practising of reading skills, performance-based speaking and writing activities received less attention. Listening was not practised totally. However, the syllabi gave more attention to speaking and writing skills. This indirectly indicated the teachers' tendencies of teaching to the test.

The teachers were also observed reminding students to give attention to certain elements of the language. To remind the students for exam preparation, they frequently used remarks such as, "Be careful about e.g. the punctuation marks," "This is important for exam," "You should worry about the entrance exam," and "This appears in the exam." Such signals were used at different segments of the lessons to make students alert to be attentive to the selected areas of the language. This was the direct practice of teachers teaching to the test.

In addition, the teachers' passion differences while teaching the different language elements seemed to indicate the teachers' tendencies of teaching to the exam. While they were teaching those selected language items (grammar, vocabulary and technical aspects of the speaking and writing), the teachers were observed being energetic enough and more enthusiastic. In addition, they used to devote more time to treat such language areas. Moreover, they used the earlier stated remarks to remind students for exam preparation. As opposed to this, while they were practising reading comprehension, speaking and writing skills, they appeared to lack enthusiasm. They seemed that they were teaching such parts of the language for the sake of covering the contents of the textbook. They also appeared to devote less practice time to these skills. Therefore, the teachers' motivation differences while teaching the different language elements also signaled teachers' tendencies of teaching to the test.

Generally, the teachers' tendencies of teaching to the test were noticed in one way or another while they were practising the different aspects of the

language, i.e., their inclination of teaching to the test were reflected overtly and covertly.

4.3.2 Teacher Interview

In this section, the analyses and findings of the data collected from 8 teachers through interview are presented. For the ease of analysing the interview data, the participant teachers are coded from T₁ through T₈. The first four teachers (T₁-T₄) were from Grade 11 and the remaining four teachers (T₅ - T₈) were from Grade 12.

The interview data were analysed under two main parts. The first part of the analysis was about teachers' perceived influences of the exam on their practice. The second part of the analysis was about the associated factors that contributed for the exam to influence their practice.

4.3.2.1 Teachers' Practice

The data obtained through the first part of the interview items that elicited the perceived influence of the exam on teachers' practice were analysed mainly under four themes. The items related with time budgeting, focus areas of lesson preparation and teaching were organized and analysed under the theme focus areas of teaching. This was the first theme of the analysis. The second, third and fourth areas of analyses were related to teaching methodology, teaching material choice and classroom assessment, respectively.

4.3.2.1.1 Focus Areas of Teaching

Under this part, the areas of the language which respondents perceived that received more emphasis in the their practice were identified. In addition, the reasons why teachers gave more attention to some areas of the language were analysed. The analyses of identifying teachers' focus areas of teaching and

their reasons of focusing on particular language aspects were made simultaneously.

According to the respondents understanding, the areas of the language that teachers used to give more emphasis in their practice were grammar, reading, vocabulary, speaking [practising of dialogue and conversation completion], and technical aspects of writing such as types of discourse, punctuation and letter writing. For instance, T₂ in response to the question that inquired about teachers' focus area of teaching reported that:

As the larger portion of the exam is grammar, students want to learn grammar [I teach grammar]. In addition to this, I attempt to practise students with comprehension and vocabulary from passage. Most of the time, we do not practise writing and listening skills because of the exam. Students are not interested to practice writing as writing does not appear in the exam.

This participant revealed that she was teaching grammar as it had more coverage in the exam. Besides, she was teaching vocabulary and reading comprehension. However, she was not teaching writing and listening skills as these skills did not appear in the exam. Similarly, T₈ reported his focus area of teaching as "... I focus on reading comprehension activities, grammar, speaking [dialogue and conversation], identifying types of writing, punctuation and on letter writing as they appear in the exam." This respondent added that he was teaching reading comprehension, grammar, speaking in the form of dialogue completion, identifying discourse types, punctuation, and letter writing. As he noted, these aspects of the language were taught as they were included in the exam. Language areas that were included in the exam were practised even though they were not included in the textbooks. In this regard, T₈ further reported that "... We teach the types of writing [discourse types] even though it is not found in the textbook."

In contrast to this, the skills such as performance-based writing and speaking practices and listening skills, as T₂ above reported, were not practised since

they were not included in the exam. For instance, all of the respondents invariably reported that they did not teach listening skills due to the students' lack of interest to learn as it was not included in the exam. Regarding this, T₅ responded as " Of course, all of the skills have equal space in the syllabus. However, it is important to entertain interests of students or audience. So, listening skills is neglected due to the students' interest. It is felt that teaching listening is wasting of time." As this respondent noted, teaching language areas that were not included in the exam such as listening skills was considered as wasting of time. Because of this, almost all of them paid less attention to the teaching of such areas of the language to meet the learning interest of the students.

Additional schedules were arranged to practise more the test-related aspects of the language that appeared in the exam. In this regard, all of the participants reported that one extra period was scheduled, i.e., teachers were teaching six periods in a week. The additional period seemed to be arranged to assist students for exam preparation. Some of the respondents reported that they were teaching seven periods, two extra periods in a week. Regarding the focus area of teaching during the tutorial classes, for instance, T₃ reported that:

We arrange the tutorial classes to enable students succeed in the exam. Our focus in the tutorial classes is on the areas that appear in the exam to make the students well informed about the exam. During the tutorial periods, all of the students attend classes cognizant of that we are teaching them exam related topics. No student misses classes. Even the students, who do not bring textbooks (in the scheduled period), attend class activity. Therefore, they learn selecting areas of the language, which they think important for them.

As this participant reported, during the tutorial periods, teachers had more freedom to teach selected topics that interested students. That is, they could select tasks out of the textbook that would enable them to prepare students for exam. In this regard, T₃ revealed that most of the students were attending

the tutorial classes with great interest since they anticipated that exam-related portions were to be treated.

In general, as the respondents perceived, the focus of teachers' practice seemed to be narrowed to some aspects of the language that appeared in the entrance exam. The language items that received more attention were grammar, vocabulary, and form-related aspects of speaking and writing. As opposed to this, some skills such as the performance-based aspects of speaking and writing, and listening skills as a whole appeared discounted in teachers' practice. This may be due to the fact that these skills were not included in the entrance exam. The teachers were found giving more emphasis in their teaching to the skills that appeared in the exam. This implies that washback of the exam geared teachers' practice to be exam-oriented.

4.3.2.1.2 Teaching Methodology

In this section, how teachers perceived the way they practised the lessons in the classroom was analysed. In the analysis, the teachers' awareness about CLT approach and their beliefs about its implementation in their teaching were analysed.

Regarding the respondents' awareness about CLT approach, all of them have got training about this language teaching approach. Most of the respondents got the awareness about CLT approach while they were studying their BA and MA degrees. Some of them got the awareness about it on the job training through the ELIP. For instance T₃, reported, "I have got the awareness about CLT approach while I was studying my BA and MA degrees. Moreover, I am an ELIP trainer." Including this respondent, some of the participants were ELIP trainers. Thus, all of the respondents had the knowledge about CLT approach (See Appendix 13).

As to whether they implemented CLT approach in their classroom instruction, most of the respondents believed that they were not employing it in their teaching. They complained that the students' poor interest to practise with the

communicative activities hindered them from implementing it. For instance, T₈ reported that:

I do not believe that I employ CLT fully even though the book is prepared with CLT. Due to the learning interest of students, we tend to teach exam-related activities. Sometimes, when we teach speaking and writing parts, in that period, students miss the class. Thus, the students' interest deters us not to fully practice the textbook as their interest of learning is related to exam.

This respondent understood that the textbook was prepared communicatively. However, he could not implement CLT approach in his teaching mainly because of the students' learning interest. This hindered him from employing CLT approach. As he pointed out that when there were practices of communicative activities, students tended to miss classes due to their lack of interest to practise with communicative activities. This in turn might discourage teachers from employing this approach in their classroom practice. In a similar manner, T₃ reported that:

.... I do not say that I am applying CLT properly. This is because students focus on contents that mostly appear in exam, and they need us to focus on those areas. The students learning interest affected my implementation of CLT in a proper manner. So, there is only the attempt to apply it.

This respondent tended to admit that he was not in a position to apply CLT approach due to the students' learning interest. The students gave priority to practising exam-related activities. As this respondent noted, he could not apply the supposed way of teaching since the students made his teaching exam-targeted. In addition to this, T₅ reported, "Our base for teaching is the textbook. It encourages implementing of CLT approach. The problem arises from the students' learning interest. There is interest conflict. The teacher wants to follow the textbook, but the students refuse this." This participant tended to agree that the textbook was suitable to implement CLT approach in their practice. However, the students' learning interest deterred them from

implementing it. The teachers seemed challenged by the students' learning interest to implement CLT approach.

From this analysis, it was learnt that the teachers had awareness about CLT. They understood that the prescribed textbooks were prepared communicatively. However, they failed to implement CLT approach in their teaching. The students' learning interest to practise on exam-targeted activities most of the time hindered teachers from applying CLT approach in their teaching. Hence, teaching methodology was influenced because of the students' poor interest to practice with communicative activities and the teachers' tendencies of teaching to the entrance exam. This implies that due to the influence of the exam, both teachers and students preferred to practice form-related language aspects de-emphasising communicative activities. This in turn tended to affect the implementation of CLT approach. As a result, teaching methodology was found influenced by the washback of the exam.

4.3.2.1.3 Teaching Material Choice

In this section, as to whether teachers used materials other than the textbook was analysed. In the analysis, the types of materials and their reasons for using other materials were determined. Other materials, in this sense, refer to materials such as commercial books prepared for exam preparation. Three types of books, which the respondents frequently used, were identified and analysed.

All of the respondents reported that they were referring to books other than the textbooks. The book titled 'Practical English Grammar' was reported that six of the respondents commonly used it. Secondly, three of the respondents used the book 'Longman English Grammar' commonly, and thirdly two of the respondents commonly used different books on English Conversation and Letter Writing.

To put the description of these books, for instance, the purpose of 'Practical English Grammar' as Thomson and Martinet (1986: vii) forwarded was:

..... intended for intermediate and post intermediate students. We hope that more advanced learners and teachers will also find it useful. This book is a comprehensive survey for structures and forms written in clear and modern English and illustrated with numerous examples.

As the objective of this book indicates, it was intended for intermediate level students and teachers to practise grammar. Secondly, the objective of 'Longman English Grammar' as Alexander (1988: VII) puts was, "... to present a manageable coverage of grammar at intermediate and advanced levels." This book was also intended for grammar practice at advanced level. Thirdly, different books on English Conversation and Letter Writing that the teachers used to refer to were reported. Such books were intended to practise dialogue and conversation completion and letter writing exercises mainly on identifying parts and types of letters to prepare students for the exam.

All of the materials that were used by the teachers were books that could help teachers prepare their students for exam. The teachers believed that using such supplementary materials was essential to prepare students for exam. All of the respondents tended to agree that the prescribed textbooks did not give detailed notes and exercises to prepare their students for exam. For instance, T₇ revealed why he used supplementary materials as:

The materials I use are Longman English Grammar, Practical English Grammar and other locally produced books. I use such materials to practise grammar, mechanics, capitalization, and types of writing. The purpose of using such materials is to supply the students with detailed notes and exercises as the textbook does not have elaborated [notes and exercises].

This implies that the teachers did not seem satisfied with the textbooks to prepare their students for exam. As it was reported above, the textbook lacked

elaborated notes and exercises on language areas such as grammar, mechanics, capitalization, and types of writing.

To sum up, teachers tended to use commercially produced exam preparation books instead of sticking to the prescribed textbooks. Priority was given to use exam preparation materials instead of using the textbook that were used to develop the communicative ability of students. The materials, which the respondents reported that they used to refer to were prepared for the practice of form-related language items such as grammar and technical aspects of speaking and writing. This implies that teachers' choice of teaching material was influenced by the washback of the exam in that it influenced them not to practise students with the prescribed textbooks that were produced communicatively.

4.3.2.1.4 Classroom Assessment

In this part, the teachers' focus areas of the language in preparing classroom tests was analysed. Besides, the language areas that teachers disregarded and gave less emphasis were identified. Moreover, the reasons why teachers gave more emphasis to some areas of the language and overlooked other areas of the language were identified.

The classroom tests were mainly prepared to assess the learners' knowledge of the language. As most of the respondents from both grade levels reported, the mid and the final exams included grammar, vocabulary, reading comprehension, speaking, and writing. The respondents mainly from Grade 12 noted that they included the above mentioned areas of the language to get their students familiar with the exam. In response to teachers' purpose of including such areas of the language in their classroom tests, T₆, for instance, reported that "... Our exams are prepared to familiarize and prepare the students for the entrance exam."

In the case of speaking and writing exams, the actual performances of the students in the skills were less addressed. For instance, the speaking tests required students to complete the missed parts of dialogues in written form as the respondents noted. Similarly, the writing tests did not require students to write. In this regard, T₂ reported that, the writing tasks were done through cramming. The tasks were included in the classroom tests to prepare students for the exam. That is to say, the writing and speaking tasks were not designed in the form of performance-based assessment.

Listening skills was found disregarded from classroom tests. All of the respondents mentioned that this skill was not included in their classroom tests like that of its teaching. The main reason for excluding listening skills in the classroom tests was its non-existence in the entrance exam since teachers considered the entrance exam while they were preparing classroom tests as T₂ reported.

From this analysis, it was learnt that the teachers considered the entrance exam when they were preparing classroom tests. The language items that received more attention in the entrance exam were also received more attention in the teacher-made tests. The skills that did not appear in the entrance exam were also disregarded in the classroom tests. This implies that teachers' practice of classroom test preparation was influenced by the washback of the entrance exam.

4.3.2.2 Factors Influencing Teachers' Practice

Under this section, the analyses and findings of the factors that contributed for the exam to change teachers' practice to be exam-oriented are reported. The analyses of the data were made under two themes. That is, the factors that contributed for the exam to influence teachers' practice to be exam-oriented were analysed under personal and contextual factors. First, the personal factors that contributed for the change of teachers' practice to be

exam-targeted were analysed. Next, the contextual factors that contributed for teachers' practice to be exam-oriented were analysed.

4.3.2.2.1 Personal Factors

In this part, the personal factors, which contributed for the exam to influence teachers' practice to be exam-oriented were identified. The personal factors analysed were teaching experience at preparatory school and grade level they were teaching in.

A. Teaching Experience

The teaching experience of respondents' in the preparatory schools ranged from three to ten years though most of them had long experience of teaching at lower grade levels. Specially, the experience of respondents from Grade 11 was in the range of three to five years, whereas the Grade 12 respondents taught from five to ten years in preparatory schools. Therefore, the Grade 12 respondents were more experienced in teaching at preparatory schools than the Grade 11 participants were.

The experience that teachers had at preparatory schools was found to influence their practice to be exam-targeted. Almost all of the participants understood that their teaching experience had geared their teaching to be exam-oriented. In this regard, they noted that their teaching experience helped them prepare their students for the exam. For instance, T₁, who has taught for three years at preparatory school, reported that:

My teaching experience helped me to satisfy my students as this gives me satisfaction. Of course, I touch exam-related activities. In some portions, the ESLCEE [UEEE] focuses more. Because of my teaching experience, I indicate the students from where exams appear in each year. I do this in order to make students prepare well for the exam.

As this respondent reported, his experience gave him opportunity to have awareness about the exam. Because of his awareness about the coverage of the exam, he was informing his students about the areas of the exam. He was doing this to meet his students' learning interest. As a result, his teaching experience led him to consider the exam in his practice.

Similarly, T₈, from Grade 12 who has taught for ten years at preparatory schools emphasized how his teaching experience influenced his teaching to be tailored to the exam as:

Because of my teaching experience, even without using a textbook, I can prepare the students for the entrance exam. I have the ability to do this. My long teaching experience enables me to recognize the focuses of the exam, even the nature of options in the multiple choices as the questions appear repeatedly. My teaching experience, thus, helped me to prepare students for the exam.

Like that of the previous respondent, the experience that this teacher had in teaching at the preparatory school level helped him become familiar with the exam. He developed confidence to prepare his students for exam as his experience helped him to have more awareness about the content and format of the exam. This awareness of the exam could dictate his teaching to be focused to the exam.

From this analysis, it was learnt that almost all of the participants understood that their teaching experience enabled them to have awareness about the exam. That in turn tended their practice to be exam-oriented. Therefore, teaching experience was one factor that contributed for the exam to influence teachers' practice to be exam-oriented.

B. Grade Level Teachers Teach in

The role of grade level teachers teach in to influence their practice was analysed in this part. Participants from both grade levels reported that

students demanded them to teach to the exam. For instance, T₄ in this regard reported, "Though we are teaching at Grade 11, currently, we teach students considering the entrance exam. The children [students] most of the time request us to teach them contents that appear in the entrance exam disregarding other contents." This respondent revealed that he had imposition from students to teach to the exam even though he was teaching at Grade 11. This is to mean that even though Grade 11 students were not closer in time to the administration of the exam, they demanded their teachers to teach to the exam. Similarly, T₃ reported that she was forcing students to learn the basic language skills such as speaking and writing. However, the students were not interested to practise such skills. This might be because of the students' interest to learn exam-related language areas. This still indicates that the teachers even at Grade 11 had imposition from students to teach them exam-related language aspects.

Reflecting the intensity of influence of teaching at Grade 12 on teachers' practice due to the imposition from the students' to teach to the exam, T₈ reported his complaint as:

I had a great grief for teaching at grade 12 this year. I swore not to teach at Grade 12 after this. The students never attend my lessons. Even, I give them zero in the continuous assessment. Their prime concern is to get prepared for the exam to join university. However, when we teach at Grade 11, students do every activity.

This participant complained that the students at Grade 12 tended to give less concern for what the teachers wanted to teach. This respondent appeared to be faded up with students' poor attention to lessons that were not related to exam preparation. T₅ also reported that teaching at Grade 12 was more challenging than teaching at Grade 11 due to the imposition of students to teach to the exam.

Although the influence of the exam on teachers' practice because of the students' learning interest occurred at both grades, the influence seemed more strong on Grade 12 teachers. This implies that as Grade 12 students were closer in time to the administration of the exam, they seemed to have more imposition on teachers' practice to teach to the exam more than Grade 11 students did. Thus, teaching at higher-grade level tended to have some more contribution to influence teachers' practice to teach to the exam.

Generally, from the analyses made on the personal factors to influence teachers' practice to be exam-oriented, both teaching experience and grade level teachers teach in had contributions. However, the influence of teaching experience on teachers' practice to teach to the exam tended to be stronger than the influence of grade level teachers teach in to influence their practice.

4.3.2.2.2 Contextual Factors

In this section, the contextual factors that contributed for the exam to influence teachers' practice to be exam-oriented were analysed. Based on the data obtained from the respondents, the contextual factors addressed in the analysis were teachers' perceived awareness of the exam, students' learning attitudes, and external pressure in teaching. However, sufficient evidences were not obtained from the respondents about the roles of their perceived professionalism in teaching and importance of the exam to influence teachers' practice to be exam-targeted. This is because almost all of the respondents failed to reflect about the roles of their perceived professionalism in teaching and importance of the exam to affect their practice to be exam-oriented. Thus, the contextual mediating factor analysis was made on the former three factors.

A. Perceived Awareness of the Exam

In this part, as to whether teachers had awareness about the exam and how their awareness of the exam influenced their practice was analysed. In this

regard, all of the respondents unanimously reported that they had awareness about the content and format of the exam. For instance, T₁ reported that:

I look into the exam. I check what type of format and content appears in the exam. After referring to the type of the exam, I make students aware of it. As I informed you, the goal of students is that [passing exam the exam]. ... To achieve this, we give advice [to the students] yearly; I refer to the questions of the exam.

This respondent used to refer to the exam to learn what the content and formats of the exam looked like, and he used to create awareness for the students about the exam. He tended to give attention for the students' success in the exam as he realized that the primary concern of the students was passing exam. In a similar manner, T₅ contended that:

Ye-Ye-Ye... I know the exam. It is because of the awareness that I have about the exam that I provide the students with different activities out of the textbook. ... As far as possible, we practise students with questions of the exam. If you see the exam, surprisingly, there are questions that are not incorporated in the textbook but included in the exam. ... For example, identifying types of writing [discourse types] is not treated in the textbooks, but it always appears in the exam. Therefore, we teach it.

This respondent had the awareness about the contents of the exam, and he was practising students with exercises out of the textbook as he realized the difference between the contents of the textbook and the exam. For instance, he noted that discourse types were not included in the textbooks, but the exam incorporated such aspects of the language repeatedly. As he noted, he used to teach such areas of the language to prepare students for the exam.

The difference between the respondents of Grade 11 and 12 to practise the entrance exam was that, Grade 11 respondents did not overtly practise doing the previous years' exam questions taking the booklets to the classroom. However, they used to inform the students about the exam, and they tended to

practise the students exam-related activities as T₂ and T₄ reported. On the other hand, Grade 12 teachers used to practise doing the exam questions for the students taking booklets to the classroom.

From this analysis, it was noted that all of the respondents had awareness about the exam. Their knowledge of the exam tended their practice to be exam-oriented. This implies that teachers' understanding about the exam contributed for the exam to influence their practice to be exam-targeted as they asserted that they were practising students with exam-related activities.

B. Perceived Students' Learning Attitudes

In this part, as to whether teachers' perceptions about students' learning attitudes influenced their practice was analysed. Their understanding of students' learning attitudes was reported that it was influencing their practice. The influence of students' learning attitudes on teachers' practice was reflected both overtly and covertly.

The overt influence of the students' learning attitudes on teachers' practice was reflected through refusing not to learn some areas of the language and through inclining to learn to other areas of the language. As most of the respondents revealed, the students openly requested teachers to teach them exam-related aspects of the language due to their desire to prepare for the exam. T₄ in this regard reported that "The children [students] most of the time request us to teach them contents that appear in the entrance exam disregarding other contents. Thus, this has strong influence on the teaching." As this respondent reflected, the students imposed teachers to teach exam-related contents.

Similarly, T₆ reflected the imposition she faced from the students' learning attitudes on her teaching as:

... Starting from the beginning of the academic year, they [students] request me to focus on selected contents that need emphasis. This request of students emanates from the desire to

prepare for the entrance exam. Therefore, students put pressure on my teaching.

As T₄ and T₆ reported, when they wanted to teach every part of the textbook, the students forced them to escape some areas of the language from the textbook that did not appear in the exam. This seemed to discourage the teachers from teaching the contents of the textbook. As T₅ reported, denying the interest of the students was difficult for the teachers. As a result, teachers tended to teach to the exam.

In addition to requesting what to learn in an overt manner, the students appeared to influence teachers' practice through denying learning some areas of the language. It was reported that student were refusing to learn some areas of the language. In this regard, T₅ reflected the students' refusal of learning some aspects of the language in such a way:

When I sometimes attempt to teach listening, they [students] openly argue that listening does not do anything for them. They claim that when they join university, they will study Engineering, Law, and Economics [and so on]. So, they complain not to practise listening skills. Denying the interest of students is difficult.

Similarly, T₆ reflected the challenge she faced from students' as "...when I teach reading passage, I only teach techniques of reading; otherwise, the passage is not repeated. ..., the students say 'we should not waste time on it'. They consider doing reading passage as wasting of time." As these respondents noted, the students tended to learn mainly exam-based activities that enable them to pass the exam and join university. The students overlooked the skills, which they think were not useful for their immediate objectives, i.e., for exam preparation. This imposition of the students' learning attitudes on the practice of the teachers was overtly reflected. It was clearly pointed out that the students were defying learning some language areas. Thus, the practice of teachers was influenced by the students' learning interest in an overt manner.

The influence of the students' learning attitudes on the practices of teachers was also reflected covertly through their classroom activities. This was revealed through participating warmly when areas of the language they wanted to learn were treated and through refusing availing of textbooks during English classes. It was learnt that the students were eager to attend lessons on grammar, vocabulary, dialogue completion, and technical aspects of writing. As to why students focus on selected areas of the language, T₆ responded as:

In the entrance exam, most of the questions are from vocabulary, grammar, conversation, letter writing, and technical aspects of composition writing. ... Therefore, students are more interested to learn, participate, and ask questions on such areas of language.

The students seemed to identify the test-related areas of the language as mentioned by T₆. Their active participation during the discussion of these portions of the language indirectly influenced teachers' practice. The learning attitudes of the students towards these areas of the language appeared to motivate teachers to spend more time to practise them (language areas). Substantiating this, T₂ reported, "When I teach in the classroom, they [students] mainly participate on grammar. When students are interested to learn, I will be motivated."

It seems due to the learning attitudes of students that the respondents reported that they were giving notes and exercises on selected areas of the language. All of the participants reported that they were providing notes and exercises on selected portions of the language. The notes and exercises were taken from materials other than the textbooks to meet the students' learning interest (See Appendix 12). In this regard, T₈ reported that "As I mentioned before, there are exercises that we provide out of the textbook. We do this when the textbook does not give enough exercises related to the entrance exam." The notes and exercises, which the teachers used to provide to the

students were tasks that were mainly intended to prepare students for the exam. That is, they did not seem to develop the communicative skills of the students. This implies that the teachers' practice was influenced by the exam since they tended to practise students with exam-related activities.

Moreover, students' learning attitudes seemed to influence teachers' practices covertly through defying bringing textbook during English classes. In this regard, all of the respondents asserted that most of the students failed to bring textbooks in English classes. This was disappointing for the teachers. For instance, T₈ revealed how conflict between the teachers and the students usually arose, "The big disagreement between the students and I occurs because of the students' failure to bring their textbook. This conflict usually happens as I need at least one book on a table." This indicates that the teacher could not find at least one textbook among three or four students on a table even though every student was expected to have his or her own textbook to practise activities in every lesson. On his part, T₇ contended his experience with regard to students' refusal to bring textbooks into English classes as:

We usually create disagreement with the students. They do not bring the textbook for they believe that the textbook does not help them for the exam. When they compare the items of the national exam and the textbook, they don't get much relation. Due to this, they do not bring the textbook.

In addition to reflecting the conflict between this respondent and the students because of the students' failure to avail themselves the textbooks, he noted why the students defied availing the textbooks. He disclosed that the students did not avail the textbook as they (the students) felt that the textbook did not prepare them for the exam. To add why the students failed to avail themselves of the textbooks in English classes, T₃ reported that:

Hm-m- the students do not bring textbooks most of the time. ...When we ask them why they do not bring textbooks, they complain that the contents of the textbook do not appear in the

exam, and they prefer to refer to other books. They hate the preparation of the textbook.

According to this respondent, the reason for the students to refuse to avail the textbook in English classes was their dissatisfaction with the contents of the textbook. This is to mean that it (the textbook) did not prepare them for exam. Therefore, they disliked using the textbook and inclined to use other books.

This practice of students tended to discourage the teachers from practising what was intended to be practised in the syllabi using the textbooks. No matter how the teachers tried to impose the students to bring their textbooks, the students did not seem to accept and bring the textbooks. Even, there were times when teachers gave warning and took action on students who did not bring the textbooks at least one on a table. However, they did not succeed in making students avail the textbooks.

This appeared to be a serious challenge for the teachers to teach according to the objectives of syllabi. Besides, teachers realized the reasons why the students do not bring their textbooks. It was reported that the students were dissatisfied with the contents of the textbook that it did not prepare them for the exam as T₃ revealed above. Thus, the students' refusal of bringing textbooks and their poor interest to practise with the activities of the textbook tended to deter teachers' practice from going in line with the objectives of the syllabi.

From this analysis, it was noticed that the students' learning attitudes had strong influence on the teachers' practice. The influence of students' learning interest on teachers' practice was manifested implicitly and explicitly. That is, the students appeared to impose teachers to teach test-related language aspects, and to skip over language aspects that did not appear in the exam. This imposition of the students tended to dictate teachers practice. This

implies that students' learning attitudes contributed for the occurrence of washback on teachers' practice.

C. Perceived External Pressure in Teaching

In this part, the imposition from the external parties on the practices of teachers was analysed. In this context, external parties were stakeholders other than the students that influenced teachers' practices. The parties reported to influence teachers' practice were fellow teachers, school principals, and student parents.

As to whether external parties influenced the teachers' practice, the participants responded diversely. Some reported that they felt pressure from students' parents and school principals; others reported they felt pressure from fellow teachers. For instance, T₃ reported that:

Parents need their children to score good result [in the exam] to join university. Thus, some educated parents request us to teach for the exam. Such parents come to school and order us to teach exam-oriented lessons that help students join university.

This participant revealed that the imposition from educated parents on teachers' practices was dictating them to teach to the exam. However, other respondents reported the imposition from parents to teach to the test was not significant. They rather complained about the imposition they felt from school principals on their practices to teach to the exam. For instance, T₈ reported the influence from the school principals on his practice as:

Specially, imposition on our teaching comes from school principals due to the complaints extended from students. If I do not teach exam-related contents, the students complain and give me less value [mark] during the teacher-student [teachers' efficiency evaluation made by students] evaluation. Based on the students' evaluation, the principals give me less grade for my

efficiency. Therefore, the principals interfere on our teaching and give direction to our teaching to be geared to the exam.

As this participant reflected, the principals had a role to influence teachers' practice directly and indirectly. The teachers' performance evaluation system made by the students and the principals tended to influence teachers' practice indirectly. If the teachers could not meet the learning desire of the students, the students tended to complain about the teachers' practice to the principals or give less mark for the teachers' performance evaluation. As this respondent revealed, the principals could also influence their practices through giving directions to teach to the exam. This was the direct interference or imposition of the principals on teachers' practices. Complimenting this, other respondents reported that the school principals were eager enough to pass as many as possible students in the exam. This was due to the tradition that the number of students that join university annually used as a means to evaluate the performances of schools. Thus, the imposition from the school principals tended to affect the practice of teachers to teach to the exam.

In addition to the imposition from the school principals on the practice of teachers, there was influence from fellow teachers as the participants reported. Specially, respondents from Grade 12 reported that there were decisions made among the teachers to complete teaching the textbook early so as to get enough time to revise entrance exam papers, and secondly to make their mid and final exams models of the entrance exam. Regarding the influence of fellow teachers on their practice, for instance, T₅ reported as:

There is influence from fellow teachers. We discuss to minimize disparities among our teaching. We agree to use former textbooks as the books contain grammar, which is useful for the students to prepare for the exam. In addition to this, we discuss about the classroom tests. We discuss to consider the national exam when we prepare classroom exams.

According to this participant, decisions that were made by the fellow teachers dictated what teachers were teaching, which materials they were referring to,

and how they were preparing classroom tests. This indicates that there appeared imposition from fellow teachers about the areas of the language to be taught, the types of tests to be prepared, and the types of reference materials to be used. For instance, they decided to use former textbooks that incorporated grammar to prepare students for exam. In addition to this, gearing the classroom tests to imitate the entrance exam was the other area of influence on teachers' practice from the fellow teachers. This implies that teachers felt imposition from fellow teachers that influenced their practice to be exam-oriented. Hence, teachers' practice was also influenced by fellow teachers to be exam-oriented.

The finding of this analysis reveals that teachers also felt pressure from external parties. They felt imposition from school principals, fellow teachers, and students' parents to make their teaching exam-oriented. The imposition from fellow teachers and school principals appeared strong to influence their practice to be exam-oriented. Of course, the pressure from these parties to make teachers' practice exam-targeted was not felt uniformly among the participants.

To sum up this analysis, it was learnt that respondents perceived that different teacher factors were found contributing for the change in their practice to be exam-oriented. Some of the factors reported were found strongly influencing teachers' practices to be exam-based. From personal factors, teaching experience was found contributing more for teachers' practice to be tailored to the exam. Grade level teachers teach in had some influence, but it was reported that its role was not as a determinant as teaching experience to change teachers' practices to be exam-targeted. Regarding the contextual factors, teachers' perceived awareness about the exam and perceived students' learning attitudes had greater contributions to change teachers' practices to be exam-oriented. Teachers' perceived external pressure in teaching had some role to influence their practice to be tailored to exam preparation.

4.3.3 Student Focus Group Discussion

In this section, the analyses and findings of the data collected from 16 participant students in two focus group discussions are presented. For the ease of the analysis, the participants are coded as S₁ (participant student one) through S₁₆ (participant student 16). The first eight students were from Grade 11, and are coded as S₁-S₈, whereas the remaining eight students were from Grade 12, and are coded as S₉-S₁₆.

The data obtained from the focus group discussions were organized and analysed under two themes. In the first part, students' perceived impact of the exam on their practice was analysed in terms of the domains of learning. This was done to see how the exam influenced their practice. The second part of the analysis examined the associated factors that influenced students' practice to be exam-tailored. The factors that students perceived to contribute for the change in their practice were analysed under personal and contextual factors.

4.3.3.1 Students' Practice

In order to determine the influence of the exam on students' practice, what their perceived practice looked like was analysed. First, the influence of the exam on students' time budgeting and content area of practice were analysed together under the theme focus area of learning. Then, the influence of the exam on students' learning material choice was analysed.

4.3.3.1.1 Focus Area of Learning

In the analysis of students' focus area of learning, the language areas that received more attention were identified. Besides, the language areas that received less attention in the students' practice were determined. In so doing, the students' time budgeting for the practice of the different areas of the language was also investigated.

In their practice, the students were found giving more attention to selected areas of the language. Regarding the areas of the language, which they gave more attention in their learning, it was reported that they gave more emphasis to grammar, vocabulary, speaking and writing. Almost all of the respondents reported that they gave priority to grammar and vocabulary. For instance, S₃ reported, "I give more attention to grammar and vocabulary. As we are students, we give priority to exam. Exams focus more on grammar and vocabulary." This respondent tried to reflect the students' focus area of the language in their practice. Their focus area of learning was on grammar and vocabulary. They used to give emphasis to these aspects of the language for these areas of the language appeared in the exam. The students' primary objective of learning was preparing for the exam as the respondent revealed.

Similarly, S₉ reported the areas of the language they gave priority in their learning that:

As to me, I give emphasis to the two skills. They are grammar and vocabulary as I focus on [exam] results. I prefer getting good exam result to promoting my English language skills. Exams are usually on vocabulary and grammar, not on speaking skills.

As this respondent noted, he tended to give more attention to the two skills (grammar and vocabulary) in his practice. He noted that the driving force in his practice was his great desire to score better grade in the entrance exam. Hence, grammar and vocabulary were the major focus areas of students' learning as these language aspect mostly appeared in the exam.

Next to grammar and vocabulary, speaking and writing skills were given attention in the students' practice as most of the participants reported. Of course, the attention given to speaking and writing skills was not on actual performance-based practice; rather it was on the technical aspects of the skills. The reason for the students to give more attention to these skills, next to grammar and vocabulary, was still their desire to succeed in the exam. S₁₄

and S₁₅, for instance, reported that they gave attention to dialogue completion. Practising of dialogue and conversation completion was made in written form rather than performing in speaking. It was on these skills that the students were found budgeting some time to practise.

As opposed to the skills that received more attention in the students' practice, other skills seemed to receive less attention or totally disregarded. As the respondents pointed out, they gave less attention to performance-based practices of writing, speaking, and listening skills. For instance, S₁₃ reported, "I do not give attention to speaking and listening [performance based practices]. Since I believe that I do not develop my skills [communication], I do not waste my time on them."

Similarly, S₁₆ in addition to identifying the skills that he gave more attention, he identified the skills which he gave less attention or ignored that "As I said before, I focus on skills that are more related to the exam. The skills are grammar, reading, vocabulary, and communication. I do not waste time for listening and writing skills." As these respondents mentioned, devoting time to practise the skills such as listening and writing was considered as wasting of time. The students did not seem to have interest to develop their communicative skills. They rather tended to give more attention to exam preparation.

Generally, it was learnt that the skills that the students gave more attention were grammar, vocabulary, the technical aspects of speaking and writing as the skills appeared in the exam. On the other hand, listening skills, and the performance-based practices of writing and speaking were disregarded in the students' practice as these skills were not included in the exam. This implies that students' practice seemed to be narrowed to specific areas of the language. This indicates that the washback of the exam influenced students' practice to be exam-targeted.

4.3.3.1.2 Learning Material Choice

In this part, as to whether students used other materials was examined. Moreover, the types of materials, which the students used, were identified. Other materials in this sense refer to exam preparation materials other than the prescribed textbook. This was done to determine the influence of the exam on the students' material choice.

The students were found using materials other than the textbook in their learning of the language. In this regard, participants unanimously reported that they were using materials other than the textbook. The books that were used by the respondents commonly were 'Mega Book of Modern English Grammar: with Practical Exercises', 'Practical English Grammar' and 'Advanced English Grammar'. As the participants reported, the students used these books commonly as the materials helped them for exam preparation.

The types of books that the respondents used to refer to were books mainly dedicated to grammar practice. For instance, the purpose of 'Mega Book of Modern English Grammar' as discussed in (1997: VI) was, "... intended for students in schools who are learning English as a second language. The aim is... to keep the students with the fundamentals of English grammar ... in a comprehensive manner." As Thomson and Martinet (1986: vii) forwarded, the book 'Practical English Grammar' was, "... a comprehensive survey for structures and forms written in clear and modern English and illustrated with numerous examples." The objective of 'Advanced English Grammar' as Hewings (1999: viii) puts was, "intended for advanced students of English... It revises some of the more difficult points of grammar..."

As the objectives of these books indicate, the books were mainly prepared to practise the fundamental aspects of English grammar at secondary school level. The reason for the students to use these commercially produced grammar books was for exam preparation as the respondents revealed. For

instance, S₃ revealed, "Our textbook does not prepare us for exam. Therefore, I use books such as Practical English grammar." This participant noted that the textbook did not help them for exam preparation. As a result, they shifted to use commercial books. Similarly, S₁₂ reported why she was using commercially produced books as "I use other books because the textbook does not provide enough notes. Therefore, it is necessary to use other books. I use books such as Mega, Kuraz and others."

These respondents pointed out that they did not seem satisfied with their textbook. That is, they complained that the textbooks could not prepare them for the exam since the books did not provide them with elaborated notes and exercises. As a result, they tended to use commercially produced exam preparation books.

This could be the reason why the students appeared to refuse to use the prescribed textbooks. It was reported that the students usually failed to avail textbooks during English classes. Some of the respondents attributed their failure of availing their textbooks in English classes to the shortage of textbooks as S₁₀ and S₁₁ reported. Some believed that they did not do anything with the textbook in the classroom as S₁₂ appeared to claim. Others attributed their defying of bringing textbooks during English class to teachers' failures to force them to avail the textbooks.

While attributing their failure to avail the textbooks to the teachers' lack of supervision, S₁₄ appeared to say that "The reason for students not to bring textbook is their [our] negligence and the teachers' failures to follow up them [us]." This indicates that the students made textbooks available when teachers forced them to do so. Strengthening the idea that students made textbooks available because of the imposition from the teachers, S₃ said, "In our classroom, most students do not bring textbook. We bring it when the teacher warns us. In our seat, we bring it turn by turn." As the respondents revealed, they were availing the textbooks when their teachers were forcing them to bring the books; otherwise, they did not do so. That is, they lacked interest to

practise with the textbooks which they easily accessed them from the school free. Instead, as mentioned above, they preferred to use commercially produced exam preparation books through either borrowing or buying them.

From this analysis, it was learnt that the students were using commercial books that were mainly prepared for grammar practice. They were using such books to prepare for the exam as they were dissatisfied with the contents of the prescribed textbooks. They complained that the textbooks did not help them prepare for examination as they lacked elaborated notes and exercises that go well with the entrance exam. This implies that the washback of the exam tended to influence students' material choice in their learning that it made them use books other than the prescribed textbook.

4.3.3.2 Factors Influencing Students' Practice

In this section, the collected data regarding the factors perceived by students to contribute for the influence of the exam on their practice were analysed. The analysis was made under two parts. In the first part, the roles of personal factors in influencing the students' practice were analysed. In the second part, the contributions of the contextual factors in influencing students' practice were analysed.

4.3.3.2.1 Personal Factors

The roles of personal factors to influence students' practice to be exam-oriented were analysed. The factors supposed to influence students' practice were grade level and students' parents educational background. In the analysis, first, the influence of grade level students learn in on their practice was explored. Then, the contributions of students' parents educational background on their practice was examined.

Most of the respondents, specially those from Grade 11, believed that being either Grade 11 or 12 did not seem to have difference to influence their practice. The respondents from both grades had much concern about the

exam they anticipated to take. That is to say, they had awareness about the exam, and the influence of the exam on students of both grade levels seemed to appear. However, few of the participants from Grade 12 reported that their grade level had more influence on their practice. For instance, S₁₄ in this regard noted, "Completing Grade 12 is a crucial turning point in our lives. This has a stronger influence on our learning." This respondent believed that learning at Grade 12 appeared to influence his learning. Similarly, S₁₅ reported the influence of grade level on their learning as "The grade level we are learning in has its own impact, as we are to join university hereafter." The reason might be that as Grade 12 students were closer in time for the administration of the exam, their practice might tend more to the exam. Perhaps, grade level in which students learn might contribute for the exam to influence students' practice.

Regarding the parents' educational background as analysed below (Perceived External Pressure in Learning, Section 4.3.3.2.2) both educated and uneducated parents had influence on students' practices to be exam-oriented. Both parents demanded their children to be successful in the exam. As a result, they tended to impose students to learn for score-gain in the exam. Hence, the educational background of students' parents seemed to have fewer roles to influence students' practice to be exam-targeted as the imposition appeared from both parents.

From this analysis, it was learnt that grade level in which students learn was found to have modest contribution to influence students' practice to be exam-oriented. The educational background of parents did not seem to have a noteworthy role in influencing students' practices to be exam-oriented as both the educated and uneducated parents pushed students to study for the exam because of their aspirations for the students' success in the exam. In general, the personal factors tended to have less contribution in influencing students' practice to be exam-based.

4.3.3.2.2 Contextual Factors

Students' perceptions about the roles of the different context-related learning factors that were thought to influence their practice were analysed. The contextual factors that were thought to influence learners' practice were students' perceived ambition for success, teachers' teaching attitudes, awareness of exam, and perceived external pressure in learning.

A. Perceived Ambition for Success

In this part, students' perceptions as to whether their ambition to be successful in the exam influenced their practice was analysed. It was found a strong influencing factor in students' practice. Most of the participants reported that their ambition for success in the exam was a pushing factor in their learning. In this regard, S₃ reported that:

Among the mentioned factors, ambition for success in exam has strong impact in learning. For every person, more than the external push or motivation, the internal motive is more influencing. Therefore, our ambition to succeed in exam has powerful impact.

This participant tended to emphasize that the influence of perceived ambition for success in the exam was more powerful than other factors. To add more, S₁₆ reported the strong power of his desire to be successful in the exam in influencing his learning as "Like other students, ambition for success has great influence on learning. To get good result, I focus on exam-related activities." Reflecting his agreement with the opinions of other participants, this respondent revealed that his desire to be successful in the exam had strong influence on his practice. The influence that emanated from his ambition to be successful in the exam made his practice to be exam-oriented.

From this analysis, it was noted that towards attaining their ambition to pass in the exam, the students tended their practice to be exam-targeted. Hence,

the students' perceived ambition to be successful in the exam was found to contribute in the students' practice to be exam-targeted.

B. Perceived Teachers' Teaching Attitudes

The students' perceptions about the teachers' teaching tendencies were found influencing their practice. In this regard, respondents believed that teachers' teaching attitudes tended to influence their practice. As the participants reported, they gave value to learn to the areas of the language, which their teachers tended to give value. For instance, S₅ reported, "Among the factors, the teachers' teaching attitudes has more influence [on our learning]. His selection of some exercises and ignoring of others influences our practices." This respondent disclosed that the teacher's tendencies of teaching to the different language areas dictated the students' practice. S₁₂, strengthening the influence of the teachers' teaching attitudes, reported that:

I give attention [when learning] on what the teacher gives more attention because of the teachers' teaching attitudes. When he [the teacher] focuses on grammar, I also give attention to grammar; when he sometimes advises us to study vocabulary, I work hard on vocabulary.

From the responses of these respondents, it was learnt that the teachers' teaching attitudes tended to determine students' practice. The areas of the language, which the teachers gave more attention, were also emphasized in the students' practice. In the same token, the areas of the language that teachers tended to disregard in their teaching seemed to be overshadowed in the practices of students. This indicates that students' perceptions about teachers' teaching attitudes influenced their practice.

C. Perceived Awareness of the Exam

Students' perceptions as to whether they had awareness about the contents and formats of the exam, and how the awareness influenced their practice were analysed in this section. Regarding their awareness about the exam, the

participants had a good knowledge about it. Almost all of the respondents reported that they had awareness about the content and format of the exam. For instance, S₂ responded, "We refer the exams since we are remained with one year. The exams contain passage, vocabulary, grammar, and speaking." Even though this respondent was from Grade 11, she had the awareness about the exam. She could even mention the areas of the language that the exam incorporated. Moreover, she pointed out that the students used to refer to the exam in their learning.

In a similar manner, S₁₀ reported about the exposure that he had to the exam in such a way "I learnt that the exam contains grammar, vocabulary, type of writing, word order, and paragraph coherence." This respondent had awareness about the exam that he could list what the exam contained. Similarly, S₁₅ reported the contents of the exam including the number of items as:

The number of questions in the exam is 120, and it contains reading comprehension, vocabulary i.e. giving synonyms and antonyms of words underlined, blank space, arranging disordered sentences, identifying types of writing, dialogue and so on.

This respondent even enumerated the types of language items incorporated in the exam including the total number of items that appeared every year. This indicates that the students of both grade levels had awareness about the contents of language items and the number of items included in the exam. That is, the students used to refer to the previous years' exam papers.

The students' awareness about the exam in turn influenced their classroom practice in that they were found selective to the language areas in their learning. As it was noted from the responses of the participants, the students were actively participating and raising questions during grammar, vocabulary, dialogue completion, and technical aspects of writing lessons. Most of the respondents reported that they were doing this purposely to get better concept

about these contents in order to be successful in the exam. For example, S₂ in this regard contends, "Other skills are useful. However, we all focus on exams. Since exams focus on the mentioned areas [grammar, vocabulary, dialogue completion and technical aspects of writing], we give more attention to such contents." Similarly, S₁₁ reported that their purpose of participating actively while learning on the stated areas of the language as:

We sometimes raise more questions on areas of lessons that appear in the entrance exam. Since we need our teacher to explain us such areas very well, we raise many questions. To learn well, we make debates. For example, when we learn about letter writing, we raise many questions about letter writing as it appears in the exam most of the time.

From what these participants reported, it was noted that the students gave more attention to the selected areas of the language due to the awareness they had about the contents of the exam. The participants pointed out that they had awareness about the areas of the language that usually appeared in the exam. That is, they experienced what was included in the exam and what was not included in the exam.

From this analysis, it was noted that the students' had good knowledge about the contents of the exam. As a result, the awareness that students had about the exam seemed to narrow their practice to the selected areas of the language that appeared in the exam. Thus, the students' perceived awareness of the exam contributed for the exam to influence their practice to be exam-oriented.

D. Perceived External Pressure in Learning

Under this part, the influence of the impositions forwarded from the external parties on students' practices was analysed. The external parties were mainly parents and school principals. First, the pressure they felt from their parents' on their practices was analysed. Then, as to whether the imposition from the school principals influenced their practice was analysed.

There appeared some evidences about the imposition from parents on the students' practices. The pressure on the students' practice was reported both from educated and uneducated parents. In this regard, S₁ and S₃, both from Grade 11 reported that the educational background of their parents influenced their learning in different ways. For instance, S₁ reported the influence of the educated parents on their children's learning as "Parents have their own influence. For instance, my father is educated, and he indicates me where exams focus and what to study." Substantiating this, S₃ reported how her parents dictate her to study more as "The educational status of parents has its own impact. For example, my parents are somewhat educated. Therefore, they advise me where to give emphasis in my studying. They advise me to study grammar and vocabulary."

As these respondents reflected, educated parents had imposition on students' learning to be exam-oriented because of their educational background. This indicates that educated parents tended to influence their children's learning. That is, they seemed to dictate their children's practice to be exam-tailored due their educational background.

Uneducated parents also had imposition on students' practice to be exam-oriented. For instance, S₂ from Grade 11, who was from uneducated family, reflected the influence of her parents on her learning in a way that "My parents are farmers and not educated. Therefore, they give me strong warning not to fail in the exam and this has an influence on my learning." The warning forwarded from her parents to study hard for the exam seemed to have influence on her learning. Other respondents such as S₁₁ and S₁₂ also reported that they developed frustration on their learning because of the pressure they felt from their parents. This made the students' study hard for the exam.

Thus, whether the parents were educated or not, they tended to have influence on students' practices due the aspiration they had about their children's success in the exam. The imposition that the students felt from their parents

tended to influence their practice to be exam-targeted. That is, students were found to gear their practice to the exam-related activities to avoid failing in the exam and to meet their parents' aspirations for their (students') success in the exam.

In addition to the imposition they felt from their parents, some of the respondents tended to feel frustrated from school supervisors and principals impositions. However, they felt the imposition from these parties as a source of extrinsic motivation. For instance, S₁₀ reported how they felt the imposition forwarded from such parties positively, "The pressure that comes from school directors and supervisors is mostly in the form of advice to motivate us [to prepare well for the exam]."

This perceived external pressure analysis reveals that there was a push from the different parties on the students' practices to work hard for score-gain in the exam. Whether they felt the imposition negatively or positively, the imposition might dictate their practice to be inclined to exam preparation. Therefore, the pressure students felt from parents and school principals tended to influence their practice to be tailored to the exam.

To sum up, different factors were found to contribute for the change in students' practice to be exam-oriented. From the personal factors, grade level was not found greatly contributing for the change in the students' practice to be exam-oriented. Regarding the students' parents educational background, it was learnt that both educated and uneducated parents were found contributing for the change in the students practice to be exam-oriented. Due to their aspiration for the students' success in the exam, parents were found pushing the students to learn for the exam. Among the contextual factors, most of them were found to have contribution for the students' practice to be exam-oriented. Students' perceived ambition for success and their perceived awareness about the exam were reported that they strongly influenced their practice to be exam-focused. The students' perceived teachers' teaching

attitudes and their perceived external pressure had also roles to influence their practice to be exam-oriented.

4.4 Discussions

The main purpose of this study was to examine the influence of the UEEE on teachers' and students' practices. In addition, it was intended to explore factors that mediated for the exam to influence teachers' and students' practices. Data were collected using different tools from teachers, students, and relevant documents for the study. The data were analysed quantitatively and qualitatively in the preceding sections. The findings of the analyses are integrated and discussed in this section.

The discussions of the findings were made in relation to the research questions posed. That is to say, the organizations of the discussions were made in a way to address the objectives of the research questions.

❖ The first research question was intended to examine how the exam influenced teachers' practice. The question was specifically designed to determine the domains of teaching that were influenced by the washback of the exam. The findings of the classroom observation, survey questionnaire, interview and document data analyses were used to address the objectives of this question.

The findings of the Grades 11 and 12 syllabi content analyses indicate that top priority was given to speaking and writing skills. From the total 166 periods allotted for Grade 11 syllabus, 43 periods (25.9%) were allotted for speaking skills. 37 periods (22.28%) were allotted for writing skills. Similarly, from the total 149 periods allotted for Grade 12 syllabus, 37 periods (24.83%) were allotted for speaking skills. 36 (24.16%) periods were allotted for writing skills. Next, attention was given to grammar, followed by reading skills and vocabulary. Listening skills received the least attention both at Grades 11 and

12. Hence, the productive skills (speaking and writing) received more attention than the receptive skills (reading and listening) in the syllabi.

The findings in the entrance exam content analyses indicate that vocabulary and grammar received top priority as opposed to the attention they received in the syllabi. Out of the total 360 items, 82 (22.7%) were vocabulary items, and 79 (21.9%) of them were grammar items. Next to grammar, attention was given to technical aspects of speaking and writing skills followed by reading comprehension.

When the teachers' practice was examined in relation to the findings of the above two materials analysed, it was found geared to the exam rather than to the syllabi. Their practice was found influenced by the exam in the different domains of teaching. Focus area of teaching (content) was found crucially influenced by the washback of the exam as the findings of classroom observation, questionnaire, interview, and document analyses reveal. The areas of the language that received more attention in the teachers' practice were grammar and vocabulary. The finding of the COLT scheme data analysis indicates that from the total observed lessons, in 39.98 percent and 41.55 percent of the class times at Grades 11 and 12, respectively were devoted to grammar teaching. Next to grammar, vocabulary received more attention in the teachers' practice. From the total observed lessons, 19.9 percent of the class times at Grade 11 and 39.38 percent of the class times at Grade 12 were allotted for vocabulary teaching. The field notes data analysis also reveals that teachers were found devoting more time to grammar and vocabulary teaching. In this analysis, it was found that technical aspects of speaking and writing were given much attention next to grammar and vocabulary in the teachers' practice. Moreover, the findings of interview data analysis show that grammar, vocabulary and technical aspects of speaking and writing skills received much attention in the teachers' practice. On the other hand, the performance-based speaking and writing practices, which received more attention in the syllabi, were found less emphasized in the teachers' practices. Besides, listening skills was excluded. As the result of the interview data analysis depicts, the reason

for the teachers to give more emphasis to the form-related aspects of the language in their practice was to prepare students for the entrance exam as these areas of the language were included in the exam with greater proportion.

This implies that the washback of the exam influenced teachers' practice particularly the domains of lesson preparation, time budgeting and content area classroom practice. It was indicated in the different findings of the data analyses that teachers focused on specific aspects of the language where the syllabi did not give more attention. That is, the influence of the exam narrowed teachers' practice to the form-related aspects of the language. This finding agrees with what Wall and Alderson (1993), Alderson and Hamp-Lyons (1996), Farman (2004) and Hawkey (2006) found out that teachers' focus area of practice was the most susceptible domain of teaching that was easily influenced by the washback of the exam.

In addition to the classroom instruction, teachers' practice of classroom assessment was found affected by the washback of the exam. As the findings of the document and interview data analyses reveal, teachers were found giving more attention to language items that mostly appeared in the entrance exam. Specifically, the findings of the document data analyses show that 40.23 percent and 30.85 percent of the classroom test items of Grades 11 and 12, respectively, were grammar items. Next to grammar, vocabulary appeared with more proportion followed by the technical aspects of writing. Besides, the finding of the interview data analysis reveals that teachers were giving more coverage to these language items in their classroom tests. As opposed to this, the language areas that received more attention in the syllabi were disregarded in the classroom tests. As the findings of the document and interview data analyses disclose, the performance-based practice of speaking and writing skills were discounted in the classroom tests. Moreover, listening skills was excluded from the classroom tests. In general, all the types of tasks that appeared in the entrance exam were reflected in the teacher-made tests with almost similar proportions. As the findings of the interview data analyses

reveal, the reason for teachers to prepare the classroom tests in such way was to familiarize students with the entrance exam.

The finding of this analysis entails that the washback of the exam influenced teachers' classroom exam preparation. This is to mean that teacher-made tests were found mirroring the entrance exam instead of going in line with the stipulated objectives of the syllabi. This finding tends to agree with the findings of Shohamy et al., (1996) that indicate classroom assessment of teachers was shaped by the external examination. In this regard, Wall and Alderson (1993) and Shih (2009) have also noted that teachers' assessment of students' academic progress is influenced by the washback of exam.

Material choice was the other aspect of teachers' practice that was crucially influenced by the washback of the exam. The finding of the questionnaire, interview, and field notes data analyses disclose that teachers' materials choice was influenced in that the teachers were found using materials other than the textbook to prepare students for the exam. The results of the mean analysis of the questionnaire data indicates that material choice was found the second domain of teaching that was highly influenced by the washback of the exam. The findings of the interview and the field notes data analyses also reveal that teachers were using exam-related materials mainly grammar books that could help them prepare their students for the exam. Moreover, the interview data analysis indicates that the teachers were dissatisfied with the textbook that it did not have enough notes and exercises to prepare students for the exam. They complained that their students denied availing the prescribed textbook in English classes. It seems because of this that they (teachers) were forced to use exam-related materials that might not develop the communicative abilities of the students.

This implies that teachers failed to rely on the prescribed textbook that was prepared communicatively to promote the students' communicative skills. Therefore, the washback of the exam influenced teachers' material choice. This finding is in line with what Spratt (2005) notes that teachers tend to use

exam-related materials instead of the prescribed textbooks when the exams and objectives of the syllabi vary. Furthermore, the works of Alderson and Hamp-Lyons' (1996) and Shohamy et al., (1996) show that teachers heavily relied on exam related materials to prepare students for high-stake exams.

Teaching methodology was the other aspects of teachers' practice that was influenced by the washback of the exam. The findings of the COLT scheme, field notes and the interview data analyses disclose that the teachers failed to employ the supposed teaching methodology, CLT approach, in their teaching though they believed that the prescribed textbooks were prepared communicatively. The finding of participant organization of the COLT scheme data analysis indicates that the classes were teacher-dominated that the students had less time to practice in pairs, groups or individually as opposed to what was stipulated in the syllabi. Again, the finding of the student modality of the COLT scheme data analysis also shows that the prevailing mode of learning was listening. In more than half percent of the observed class times, the students were mainly listening to the explanations and discussions made by the teachers. So, the students were found passive. Besides, the finding of the field notes data analysis reveals that the teachers were teaching grammar mainly through giving notes and exercises explicitly in an exam-fashion (non-communicative approach). They were found teaching dialogue completion practices through writing instead of speaking and teaching reading without employing the stages of reading. Moreover, the finding of the interview data analysis shows that teachers admitted that they were not implementing CLT approach due to their tendencies of teaching to the exam and students' poor interest to practise with communicative activities. That is, they did not mostly tend to teach to develop students' communicative abilities. This implies that teaching methodology was found influenced by the washback of the exam as teachers appeared to practise exam- related language aspects in an exam-fashion. That is to say, teachers mostly tended to employ test-oriented teaching approach.

Regarding the washback of exam on teaching methodology, some studies reveal that the washback of tests on teaching methods was superficial (Wall and Alderson, 1993; Cheng, 1997). That is, the influence of tests on methodology was not significant as opposed to the contents of teaching. However, in the current study, evidences were found in which the washback of tests influenced teaching methodology substantially. The finding of this study is consistent with what Shohamy et al., (1996) and Hayes (2003) found out that the washback of the exam influenced teaching methodology. This may be because of the imposition that teachers face from different parties to employ exam-oriented teaching for students score-gain. This is more likely to be true in our case where teachers' efficiency evaluation is made by students and principals. Teachers that do not teach to meet the immediate objectives of the students may be considered as weak teachers since teachers' efficiency is traditionally associated with students' exam result. As a result, teachers tend to apply exam-oriented teaching instead of employing CLT approach as stipulated in the syllabi.

Generally, the washback of the exam influenced teachers' practice in the different aspects of teaching. The washback from the exam made teachers give more emphasis to the form-related elements of the language that appeared in the exam. To prepare their students for the exam, teachers were found using commercially produced exam preparation materials instead of relying on communicatively produced textbooks. What is more, the teachers' ways of teaching were influenced as their practice was mainly exam-oriented. The underlined syllabus, which is the exam syllabus, appeared to dictate teachers' practice instead of the officially stated English language syllabi as Madaus (1988) noted. As Lam (1994) describes the phenomenon with regard to teachers' practice, it is possible to say that teachers tended to be 'exam slaves'. This is because every domain of teachers' practice was found influenced by the washback of the exam.

❖ The second research question was inquiring on how the exam influences students' practice. This question was intended to determine the influence of

the exam on the domains of learning. The findings of the classroom observation, survey questionnaire, field notes, and student focus group discussion data analyses reveal that the exam influenced the domains of learning.

The aspect of learning that was crucially influenced by the washback of the exam was learning material choice. As the results of the mean analysis of the questionnaire data shows, material choice was highly influenced by the exam. That is, the students were found frequently using exam-related materials in their learning of the language instead of depending on the prescribed textbooks. Substantiating this, the findings of the field notes data analysis reveals that the students were denying using the textbook in English classes. Most of the students usually failed to avail textbooks in English classes. As the finding of the focus group discussions analysis reveals, the students complained that the textbooks did not satisfy them since the books failed to meet their learning interest to prepare for the exam. It was noticed that the textbooks did not have enough notes and exercises that were exam-based. Due to this, the students were using exam-related commercially produced books that were mainly intended for grammar practice.

This finding signifies that students' material choice was influenced by the washback of the exam in that the students tended to use exam-related books instead of using the textbook to develop their communicative skills. The findings of this study is consistent with what Shih (2007) found out that students were using books and authentic test items produced by local publishers for exam preparation.

The other area of learning that was influenced by the washback of the exam was content area of the language. The students gave more attention to form-related aspects of the language. The areas of the language were grammar, vocabulary and the technical aspects of speaking and writing. The findings of the field notes and focus group discussion data analyses indicate that the students were more attentive and interested to learn these areas of the

language. For these areas of the language, students were found budgeting more practice time. The results of the mean analysis of the questionnaire data also reveals that the students often practised such areas of the language as they appeared in the exam. In contrast to this, while reading skills and performance-based speaking and writing skills were practised, the students were found less interested. They were found openly refusing not to learn such areas of the language. Therefore, the washback of the exam narrowed the implementation of the designed syllabi to the practice of form-related language areas that appeared in the exam. The finding of this study agrees with what Alderson and Hamp-Lyons' (1996), Ferman (2004), Cheng (2005) and Hawkey (2006) reported that the washback of exam influenced students' preference of language area to learn. Hence, the objective of the syllabi that were intended to develop the students' communicative abilities tended to be discounted as the students' practice was shifted to form-related aspects of the language for exam preparation.

❖ The third research question was intended to identify the factors that contributed for the exam to influence teachers' practice. The findings of the questionnaire and interview data analyses reveal that different factors contributed for the influence of the exam on teachers' practice to be exam-oriented. Most of the factors that contributed for the exam to influence teachers' practice were contextual factors.

The finding of the regression analysis of the survey questionnaire data reveals that teachers' perceived awareness of the exam was the main factor that contributed for the teachers' practice to be exam-oriented. Its share of variance in explaining the influence of the exam on teachers' practice accounted for 39.3 percent. Substantiating this, the findings of the interview analysis reveals that all of the participants had awareness about the exam. Therefore, the awareness that the teachers had about the contents and formats of the exam was found to be the main factor that triggered teachers to make their teaching exam-oriented. The findings of this study tends to agree with what Alderson and Wall (1993) and Shohamy et al., (1996) noted that

teachers' awareness about the formats, contents, and types of skills to be included in the exam influence their practice. Hence, the exposure that teachers had about the exam lead teachers to employ exam-focused teaching.

The other teacher factor that contributed more for the washback to happen in teachers' practice was students' learning attitudes. As the finding of the regression analysis reveals, its share of variance in predicting the change in the teachers' practice to be exam-oriented accounted for 36.3 percent. That is, the students' learning interest about the areas of the language was found influencing teachers' practice. In light of this, the finding of the interview analysis shows that the students tended to dictate what teachers should teach and should not teach in an overt and covert manner. It was learnt that the students used to impose teachers to escape certain activities and to spend more time on other activities of the textbook by raising questions and participating well in the classroom practice. Moreover, the findings of the field notes data analysis discloses that, students were observed being actively engaged in during the practice of the test-related aspects of the language and being ignorant during the practice of reading skills and performance-based speaking and writing activities. Such tendencies of students were found influencing the classroom practice of teachers. Thus, perceived students' learning attitudes was the other main factor that greatly contributed for the practice of teachers to be exam-oriented. In this regard, Hughes (1993) and Chen (2002) have noted that students are participants in the washback process at micro-level. Specially, students who are aware of the exam demand teachers to teach them for exam preparation. Therefore, the finding of this study tends to agree with some of the previous studies in that the students' learning attitudes influenced teachers' practice to be exam-oriented.

However, the finding of this study contradicts with the studies which Spratt (2005) reviewed that keeps the teacher in the 'driving seat' in the washback process. As Spratt (2005: 20) reviewed, the studies indicated that "It is the teacher who can then determine to a greater or lesser extent whether to allow washback to operate, what areas it should operate in and how." The finding of

the current study reveals that it is not only the teacher that is determinant for the occurrence of washback. The students appeared to have their own share for the washback of tests to influence the 'what' and 'how' of teachers' practice. This may be due to the trend that teachers' efficiency evaluation that was made by students tend to dictate teachers' practice in a way the students need to learn (for the exam) discounting the intended objectives of the syllabi.

The finding of the interview data analysis reveals that teaching experience had a mediating role for the exam to affect their practice to be exam-targeted though the finding of the regression analysis of the questionnaire data did not support. The experience that the teachers had seemed to enable them to have awareness about the content and format of the exam which in turn tended their practice to be exam- focused. This finding tends to agree with what Watanabe (1996), Shahamy et al., (1996), and Ghorbani (2008) mention that there is relationship between teaching experience and washback. That is, as teaching experience increases, there will be a likelihood of washback to occur on teachers' practice. This may be due to the fact that their experience leads them to have exposure to the exam. Therefore, teaching experience was one factor for the exam to affect teachers' practice. The reason that the regression analysis of the questionnaire data did not reveal teaching experience as a predictor to influence teachers' practice to be exam-oriented may be due to the similar practice of both experienced and inexperienced teachers. That is to say, both experienced and less experienced teachers may incline to prepare students for the exam. As a result, difference of teaching experience among the participants did not appear as a predictor for washback to happen on their practice.

In addition to these factors, the findings of the interview data analysis reveal that teachers' perceptions about external pressure in their teaching mediated the influence of the exam on their practice to be exam-oriented though the regression analysis of the questionnaire data did not support. Teachers felt pressure to prepare students for the exam from different parties. They felt imposition to teach to the exam from fellow teachers, school principals, and

students' parents. Specially, the imposition they felt from fellow teachers appeared to be strong on teachers' practice to be exam-targeted. In the department, decisions were made to teach exam-related language contents, refer to exam-related materials and match classroom tests with the entrance exam. The imposition felt from the principals on teachers' practice tended to be stronger than from other parties. As noted earlier, teachers' efficiency evaluation made by the principals might make their (principals) imposition more powerful on teachers' practice. Perhaps, the interest of the principals might be enabling most of the students to pass in the exam. This may be due to the tradition that the performance of the schools is evaluated on the basis of the number of students who passed in the exam. Unless teachers meet the interest of the principals, they might fail at risk. So, they tended to teach to the exam to adverse risk. This finding tends to agree with what Shih (2007) and Ghorbani (2008) note that external parties such as parents, school supervisors, and principals urge teachers to prepare students for exam.

Hence, teachers' perceptions of the imposition from external parties lead their practice to be exam-based. The reason why the regression analysis of the questionnaire data did not reveal the role of teachers' perceived external pressure to influence their practice to be exam-oriented may be due to the condition that teachers felt the imposition on their teaching from different sources (i.e., from students' parents, fellow teachers, and principals).

❖ The last research question was about the factors that contributed for the exam to influence students' practice. The objective of this question was to identify the student factors that significantly contributed for the change in their practice to be exam-oriented. The finding of the questionnaire, focus group discussion, and field notes data analyses were used to identify the personal and contextual factors that influenced students' practice to be exam-oriented.

The student factors that contributed most for the change in the practice of students to be exam-oriented was their perceived ambition for success in the

exam. As the findings of the regression analysis of the questionnaire data reveal, its share of variance in predicting the influence of the exam on students' practices accounted for 17.6 percent. The students' greatest desire to succeed in the exam was found tending their practice to be exam-oriented. The finding of the focus group discussion data analysis also depicts that the students' ambition to be successful in the exam was the major factor that made them give priority for the test-related aspects of the language in their practice. Moreover, the finding of the field notes analysis reveals that the students were observed enthusiastically attending the test-related areas of the language. Hence, students' perceived ambition for success in the exam was found to be the main factor that contributed for the change in the practice of the students to be exam-oriented. Regarding this, Bailey (1996) and Shih (2007) state that students' strong desire to succeed in the exam gears their practice to be exam-oriented. Specifically, Bailey (1996) mentions that because of the desire for success in the exam, students: practice items that were similar in format to those areas of the language on the test, study vocabulary and grammar rules, apply test-taking strategies, enroll in test preparation courses, demand unscheduled tutorials or test-preparation classes, and skip over language classes to study for the exam.

Perceived importance of the exam was the factor that contributed for the exam to influence practice of students to be exam-oriented. Its share of variance in predicting the variability in students' practice accounted for 10.2 percent. The ambition for success in the exam might stem from the students' perceptions about the importance of the exam on their lives. Moreover, the finding of the focus group discussion data analysis reveals that students gave more attention to the exam in their learning. Thus, the students' beliefs about the importance of the exam tended to influence their practice to be exam-oriented. This finding is consistent with what Buck (1988) states that students naturally tend their practice to the areas of the test particularly when the test determines the students' promotion in the academic career.

Like that of the teachers', the students' perceived awareness of the exam was found to influence students' practice to be exam-oriented. As the finding of the regression analysis of the questionnaire data reveals, 10 percent of the variability in the students' practice to be exam-oriented was attributed to their awareness about the content and format of the exam. In addition to this, the finding of the focus group discussion data analysis discloses that all of the respondents had awareness about the exam. Even, some tried to list the contents areas of the exam including the number of items that appeared every year. This awareness about the exam tended to gear their practice to the types of the language items that appeared in the entrance exam. Besides, the finding of the field notes analysis indicates that the students were found selective to participate and practise to the test-related aspects of the language during the classroom instructions. This could be because of the awareness they had about the contents of the exam. On the other hand, the students were found less interactive and non-responsive while they were learning reading, performance-based practices of speaking, and writing skills as these aspects of the language did not appear in the exam. Therefore, the students' perceived awareness about the exam was found influencing the classroom practice of students to be tended to the exam. In this regard, Buck (1988) states that when students have awareness about the content and format of the exam they are going to take, like that of the teachers, they tailor their EFL practices to the exam.

Fourthly, perceived external pressure was found contributing for the change in the practice of students to be exam-oriented. The finding of the regression of the questionnaire data analysis indicates that the pressure that students felt from parents and school principals had influence on their practice to be exam-oriented. It was found that 8.2 percent of the variability in the students' practice to be exam-oriented was attributed to the imposition they felt from such parties on their learning. The finding of the focus group discussion data analysis supports that there was some evidence of imposition felt from such parties on their practices to be exam-oriented. Of course, the respondents did not consider the imposition from such parties as strong as their perceived

ambition for success. Therefore, perceived external pressure had some influence on students' practices to be exam-oriented. The finding of this study agrees with the works of Ferman (2004) and Cheng (2005) that parents and school administrators urge students to work hard for score-gain.

Lastly, perceived teachers' teaching attitudes had influence on the practice of students to be exam-oriented. The findings of the regression analysis of the questionnaire data indicates that 7.8 percent of the variability in the practice of students to be exam-oriented was attributed to teachers' teaching attitudes towards the exam. The field notes data analysis also reveals that the teachers' tendencies of teaching to the exam both in an overt and covert manner tended to influence students' practice to be exam-targeted. Thus, the teachers' teaching attitudes had some contributions on the practice of students to be exam-oriented.

Therefore, students' perceived ambition for success in the exam, their perceptions about the importance of the exam on their lives and their awareness about the contents and formats of the exam were found strong factors in influencing students' practice to be exam-oriented. The other factors, teachers' teaching attitudes and the external pressure they felt on their learning, had some role in influencing students' practices to be geared to the exam.

The overall findings of the analyses imply that the exam had influence on teachers' and students' practices that the domains of teaching and learning were found geared to be exam-oriented. In their practice, teachers: focused on test-related aspects of the language, tended to rely on exam-related teaching materials, made classroom tests be mirrors of the entrance exam, and employed exam-oriented teaching approach. These aspects of teachers practice seemed to deviate from objectives of the syllabi. Different teacher-related factors mediated for the exam to influence their practice to be exam-oriented. The factors were perceived awareness of the exam, students' learning attitudes, external pressure in teaching, and their teaching experience.

Similarly, students were found focusing on exam-related language on their practice using exam-related materials. Different context related factors contributed for the exam to influence their practice. The students' perceived ambition for success in the exam, awareness of the exam, importance of the exam, external pressure in learning, and perceived teachers' teaching attitudes were found contributing for the exam to influence their practice to be exam-oriented.

Chapter Five: Summary, Conclusions, and Recommendations

5.1 Introduction

In this chapter, the summary, the conclusions, and the recommendations of the study are presented. In the first section, the participants of the study, the instruments employed, the major findings of the data analyses and the discussions made on the findings are summarized. In the next part, the conclusions drawn from the findings follow. In the final section, the recommendations suggested are forwarded.

5.2 Summary

The main purpose of this study was to discover the influence of the UEEE on teachers' and students' practices. It was also intended to examine the factors that contributed for the exam to influence teachers' and students' practices. The study was conducted on preparatory school teachers and students of Amhara National Regional State. The tools used to collect data were classroom observation using the COLT scheme and field notes, questionnaires for teachers and students, document analyses, teacher interview, and student focus group discussion.

Before using the tools for the study, the validity and reliability of the tools were checked through reviewers and through pilot study. Three Ph.D. candidates reviewed the face and content validity the questionnaires, teacher interview, and student focus group discussion items. Then, these tools together with the COLT scheme and the field notes were pilot tested. The pilot study was conducted at two preparatory schools that are similar in many respects with the schools where the main study was conducted. The data collected were analysed to check the reliability of the questionnaires and to obtain lessons for the study. Based on the lessons gained from the pilot study (See Section 3.5.2.2), the tools were revised and improved. After that, they were used to gather data.

To collect data for the main study, different numbers of participants were selected according to the types of tools. In order to examine what the classroom practices of teachers and students looked like, classroom observation was conducted, and 72 lessons were observed using the COLT scheme and field notes. To collect data regarding teachers' perceived influence of the exam on their practice and to identify the factors that mediated the washback on their practice, 62 teachers filled in the survey questionnaire. Similarly, to gather data regarding students' perceived influence of the exam on their practice, and to identify the factors that contributed for the washback on their practice, 1,579 randomly selected students from the nine preparatory schools filled in the survey questionnaire. In addition to the teacher survey questionnaire, interview was made with eight teachers selected from the school where the classroom observation was conducted to further examine teachers' perceived influence of the exam on their practice and to identify the factors that mediated washback to happen on their practice. Like that of the teachers, to further examine students' perceived influence of the exam on their practice and to identify the factors that mediated washback to happen on their practice, data were collected from 16 students (organized in two focus group discussions) selected from the same school where classroom observation was conducted. To see how the entrance exam matched with the syllabi and how it influenced teachers' classroom test preparation practice, English syllabi for Grades 11 and 12, a one year teacher-made test papers from the nine preparatory schools, and three years entrance exam papers were collected and analysed.

The data collected were analysed quantitatively and qualitatively. The COLT scheme, questionnaire, and document data were analysed quantitatively. The data collected through classroom observation using the COLT scheme were analysed using mean percentage to determine the prevailing features of teachers' and students' practices due to the influence of the exam. Survey questionnaires were analysed with mean and regression analyses to determine the domains of teaching and learning that were highly influenced by the washback of the exam and to identify the factors that mediated the washback

on teachers' and students' practices, respectively. The documents were analysed with percentage to determine which areas of the language were emphasized or de-emphasized in the syllabi as well as in the classroom and entrance exams. Whereas the data collected through field notes, teacher interview and student focus group discussion were analysed qualitatively. The data were organized thematically and then analysed qualitatively.

Discussions were made integrating the findings of the quantitative and qualitative data analyses so as to answer the posed research questions. The discussions of the findings were made mainly to examine how the exam influenced the domains of teaching and learning. Moreover, the discussions were made to identify the factors that contributed for the exam to influence teachers' and students' practices.

The summary of the discussions of the findings was made in line with the answers to the research questions. The discussions made in relation to the answers of the basic research questions are summarized as follows.

- Teachers' practice was found influenced by the washback of the exam in that their focus area of teaching was on form-related language aspects mainly on grammar, vocabulary, and technical aspects of speaking and writing skills. In order to teach such areas of the language, teachers tended to use exam-related books. Besides, the classroom tests were found modeling the entrance exam instead of matching with the syllabi. Moreover, their teaching methodology was geared to preparing students for the exam instead of promoting their communicative skills. As a whole, teachers' practice was found exam-tailored.
- Students' practice was also found influenced by the washback of the exam. Their focus area of learning the language, like that of the teachers' practice, was on form-related language aspects. In their learning, they were found selective to practise areas of the language that appeared in the exam. Their focus area of practice was mainly on grammar, vocabulary, and technical

aspects of speaking and writing skills. They were budgeting more time to practise these areas of the language. To practise such areas of the language, they were relying largely on exam-related materials other than the textbooks. This is because the students were not interested to use the textbooks as the textbooks did not have similar approaches with the exam. In general, students' practice was geared to exam preparation.

- Different factors were identified that contributed for the exam to influence teachers' practice to be exam-oriented. Teachers' personal and contextual factors were found mediating their practice to be exam-oriented. From personal factors, teaching experience was found influencing their practice to be exam-oriented. Regarding the contextual factors, teachers' perceived awareness of the exam, students' learning attitudes, and perceived external pressure in teaching were found to have greater contributions to influence teachers' practice to be exam-based. Generally, the awareness that teachers had about the content and format of the exam, the students' learning preference to learn exam-related language areas, and the imposition they felt from external parties geared their teaching to be exam-targeted.

- Different contextual factors contributed for the exam to influence students' practice to be exam-oriented. The first factor that strongly influenced the students' practice to be exam-focused was their perceived ambition for success in the exam. The great desire that students had to succeed in the exam triggered their practice to be exam-oriented. The second factor that influenced students' practice to be exam-oriented was their perceptions about the importance of the exam in their lives. The third factor that influenced teachers' practice to be exam-tailored was their awareness about the exam. The other factor that influenced students' practice to be exam-targeted was the pressure they felt in their learning for score-gain from parents and school administrators. Lastly, their perceptions about the teachers' teaching attitudes were found influencing their practices to be exam-tailored.

5.3 Conclusions

Based on the discussions of the findings of the study, it is possible to conclude that the UEEE had influence on teachers' and students' practices to be exam-oriented. For the exam to have influence on the teachers' and students' practices, mostly contextual factors had greater contributions. The conclusions of the findings were drawn in terms of the dimensions of washback. That is, they were drawn in terms of manifestation, intensity or magnitude and value or direction of washback of the exam on the practices of teachers and students.

❖ Firstly, in terms of manifestation, the influence of the exam yielded an overt washback on teachers' and students' practices.

Teachers were found mainly: providing exam-related exercises and notes to the students in an explicit manner, using exam preparation materials, changing their teaching methodology to practising of students for exam, reminding students about the exam at different segments of the lessons while teaching in the classroom by using different remarks, and scheduling tutorial classes for exam preparation. Hence, an overt washback of the exam prevailed on teachers' practice.

Similarly, the washback of the exam was found influencing the practice of students overtly in that it tended to gear their practice to be exam-oriented. In their practice, they were found selecting to learn language areas that mainly appeared in the exam, and disregarding not to learn language areas that did not appear in the exam. Besides, they were found openly requesting teachers to teach them exam-related language areas and to escape aspects of language that were not appeared in the previous years exams. Moreover, they were found refusing to use the prescribed textbooks and tending to use exam-related commercial books and authentic tests. Thus, the exam resulted in an overt washback on students' practice.

Therefore, the washback of the exam was manifested vividly on teachers' and students' practices.

❖ Secondly, in terms of intensity, strong washback of the exam prevailed on the practices of teachers and students. The washback of the exam was found overriding the practices of teachers and students to be exam-oriented, i.e., every domain of teaching and learning was found influenced by the washback of the exam.

In this regard, almost all of the domains of teaching were found strongly influenced by the washback of the exam. That is, the language items that received more attention were test-related contents; instructional times were mainly devoted to practising of exam related activities; certain activities of the prescribed textbooks were skipped over as commercially produced books were used instead; classroom tests were shaped to go well with the contents and formats of the entrance exam, and the teaching methodology was tended to practise students for exam instead of developing their communicative ability.

Similarly, the domains of learning were found strongly influenced by the washback of the exam. That is, the students were found: tending to use commercially produced books instead of the prescribed textbooks, more attentive to learn form-related language items that appeared in the exam instead of the language aspects that promote their communicative ability, and budgeting more time for practising of test- related aspects of the language.

Therefore, the magnitude of the washback of the exam on teachers' and students' practices was intense or strong as every aspect of the teachers' and students' practice was exam-targeted.

❖ Thirdly, in terms of value, the influence of the exam yielded negative washback on the practices of teachers and students. The washback of the exam had harmful effect on teachers' and students' practices towards attaining the objectives of the syllabi.

The domains of teaching were found divorced from achieving the objectives of the syllabi because of the influence of the exam. The teachers' focus area of practice was on form-related aspects of the language to prepare their students for the exam. However, the performance-based tasks of the language intended to develop the students' communicative ability were overlooked due to the attention given to exam-related language practices. Corresponding with the focus area of the classroom practice, the classroom tests largely incorporated form-related language aspects modeling the entrance-exam. In their practice, teachers tended to use commercially produced exam-related books instead of relying on the prescribed textbooks intended to promote students' communicative ability. Besides, the methodology teachers employed was mainly to prepare students for the exam paying less attention to developing students' communicative skills as per the objectives of the syllabi. As a whole, the aspects of teaching were found geared to be exam-oriented.

Similarly, the domains of learning were found influenced by the washback of the exam. The students' focus area of learning like that of the teachers' was on form-related aspects of the language instead of the performance-based communicative activities as prescribed in the syllabi. Students were found budgeting more time on the test-related areas of the language. In their learning, the students were found relying heavily on exam-related materials denying the use of the prescribed textbooks intended to develop their communicative skills. Thus, the students' overall practice was founded inclined to exam preparation disregarding promoting of their communicative skills.

Therefore, the exam had negative washback on the practices of teachers and students in that it divorced their practices from attaining the objectives of the syllabi to exam preparation.

❖ Lastly, different factors contributed for the exam to produce overt, strong and negative or harmful washback on the teachers' and students' practices. In

this case, the contributions of contextual factors outweighed in changing teachers' and students' practices to be exam-oriented. The major factors that predicted the changes in teachers' practice to be exam-oriented were their teaching experience, their perceived awareness of the exam, students' learning attitudes, and their perceived external pressure in teaching. Like that of the teachers', contextual factors contributed more for the changes in students' practice to be exam-oriented. The students' perceived ambition for success in the exam, importance of the exam, awareness of the exam, external pressure in learning, and their perceived teachers' teaching attitudes were the factors that contributed more for the changes in their practice to be exam-oriented.

Generally, it would be possible to conclude that the designed syllabi that were intended to develop the communicative skills of the students did not seem to take root in language classes. The efforts made in preparing textbooks communicatively and in training teachers to implement the designed syllabi tended to become less successful because of the overt, strong and negative washback of the UEEE on the teachers' and students' practices. It would also be possible to conclude that this overt, strong, and negative washback of the UEEE could be one major factor for the poor English language proficiency of the students as the washback of the exam divorced teachers' and students' practices from attaining the desired learning outcomes with the designed syllabi.

5.4 Recommendations

The findings of the study indicate that the influence of the UEEE resulted in overt, strong, and negative washback on the practices of teachers and students. That is to say, the practices of teachers and students were geared to exam preparation instead of achieving the objectives of the syllabi. For the changes in the teachers' and students' practices, the contextual teacher and student factors were found contributing more. This entails that the washback of the exam tended the efforts being made to implement the syllabi to develop the communicative abilities of students to be less successful.

Therefore, endeavours should be made by different stakeholders to promote positive washback of the exam to attain the desired learning outcomes. In this sense, tests should serve as livers for implementing the designed communicative syllabi. Hence, based on the findings of this study, the following recommendations are suggested for the different educational parties.

➤ Firstly, the National Educational Assessment and Examinations Agency, under the Ministry of Education, should make reformations in the examination that would encourage students to practise communicative activities. The tests should have at least some subjective formats. For instance, guided writing may be included as it could be marked easily. The administration of such test items could cost time, energy, and money. Nevertheless, if the cost to be invested to administer the exam is compared with producing more personnel who are incapable of using English, it is better to invest on tests that could achieve the desired objectives through promoting positive washback of the exam. Otherwise, administering tests that have negative washback on the implementation of the designed syllabi, ultimately affects even the national economy.

➤ The agency should not make formats and contents of tests to be predicted. This is because the teachers' and students' perceived awareness of the exam were the major factors that dictated their practices to be exam-oriented. That is, both teachers and students were found to have awareness about the content and format of the exam. Therefore, there should not be similar pattern of test contents and formats of the exam every year so that the participants would not restrict their practice to the limited aspects of the language.

➤ Teachers should discharge their professional responsibilities through implementing the designed syllabi though they face challenges from students and other parties to teach to the exam.

➤ Apart from preparing for the exam, students should give value for developing their communicative skills in the language as it is important in their career.

➤ The Educational Bureaux should supervise and evaluate teachers in the classroom instructions as to whether they implement the designed syllabi. That is, the teachers should be evaluated on their efforts of implementing the designed syllabi instead of their efforts to prepare students for the exam. That is to say, teachers should not be awarded or sanctioned on the bases of the students' test result.

➤ Schools should be forced to properly implement continuous assessment where all the skills are incorporated in the continuous assessment. The weight of the final examinations, which valued 60%, should be minimized. If all the skills are included in the classroom tests at both grades, students will practise all of them (skills) to succeed in the classroom exams. This is because the cumulative scores, which the students obtain from the classroom exams of Grades 11 and 12, are also valuable for their placement in the universities in addition to the score of the entrance exam. Moreover, schools should give academic freedom for the teachers to discharge their professional responsibilities through implementing the designed syllabi

➤ Further studies should be carried out empirically in the area as washback is under researched. In spite of the shortcomings that the current study has, it could contribute to the understanding of washback and provide useful insights for further studies to examine the washback of the UEEE. Thus, further washback studies should be carried out on issues like:

- conducting longitudinal studies at national level about the washback of the exam on the practices of teachers and students,
- examining the washback of the exam on teachers' and students' emotions,

- exploring the washback of the exam on teachers' motivations to teach the language,
- examining the washback of the exam on students' learning strategies and their motivation to learn the language,
- assessing the influence of teachers' personal and contextual factors such as age, location of school, class size in which teachers teach and the type of school administration on their practice,
- investigating the roles of students' personal and contextual factors such as parents' place of residence and socio-economic background on their practice, and
- examining who is more responsible, the teacher or the students, for the washback to happen in the classroom practices.

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Appendices

Appendix 1: Student Modality: Mean Percentages of Observed Time

Student modality	Grade 11			Mean	Grade 12			Mean
	Class 1	Class 2	Class 3		Class 4	Class 5	Class 6	
	Listening only %	55.41	55		46	52.13	55.83	
Speaking only %	6.87	5.6	11.04	7.83	6.04	1.04	6.46	4.5
Reading only %	4.17	5.82	14.79	8.26	4.38	8.95	7.92	7.1
Writing only %	4.58	5.4	6.6	2.26	7.29	2.91	6.46	5.5
L+S %	6.87	7.2	7.29	7.12	6.04		6.46	4.16
R+W %	16.04	14.58	8.54	13.05	8.33	13.33	8.75	10.4
S+R%	2.71	5.82	6	4.83	7.92	8.53	6.04	7.5
L+S+R%	-	-	-	-	-	-	-	-
L+W%	-	-	-	-	-	-	-	-
S+W%	3.33	-	-	1.1	4.17	3.12	-	2.4
Total %	100	100	100	100	100	100	100	100

Note: L, stands for listening skills; S, stands for speaking skills; R, stands for reading, and W, stands for writing. The remaining are combinations of these skills.

Appendix 2: Distribution of Skills in the Documents Analyzed

Appearance of the skills in the syllabi (in periods/time allotment)					Appearance of the skills in the exams (in terms number of items)							
					UEEE				Classroom tests			
Skills	Grade 11		Grade 12		Total	%	Grade 11		Grade 12			
	Total	%	Total	%			Total	%	Total	%		
Reading	28	16.97	18	12.08	42	11.6	92	14.9	98	14.6		
Voca-bulary	14	8.48	18	12.08	82	22.7	106	17.2	177	26.3		
Gram-mar	29	17.58	25	16.78	79	21.9	247	40.2	207	30.8		
Speaking	43	26.06	37	24.83	communicative (spoken_dialogue and conversation completion)	53	14.7	71	11.5	86	12.8	
Listening	14	8.48	15	10.06	Listening	-	-	-	-	-	-	
Writing	37	22.42	36	24.16	writing	Word (1) Order	26	7.2	(1) 6	(1)0.98	(1) 33	(1) 4.92
						sentence order(2)	27	7.5	(2) 6	(2)0.98	(2)8	(2)1.92
						letter type and format, mechanics, type of discourse (3)	50	13.8	(3)86	(3)14.00	(3)62	(3) 9.24
	165	100	149	100			360	100	614	100	671	100

Appendix 3: Formats of Modified COLT Parts

1) Participant Organization

Class				Group		Individual	
T \leftrightarrow S/C		S \leftrightarrow S/C					
Start time ---	End time ---	Start time ---	End time ----	Start time---	End time ---	Start time---	End time
Duration in minute = ---- % = ----		Duration in minute = -- % = ----		Duration in minute = ---- % = ----		Duration in minute = ---- % = ----	

2) Content

Content	Start time	End time	Duration in minute	%
Procedure				
vocabulary				
Pronunciation				
grammar				
spelling				
Function				
Discourse				
Sociolinguistics				
vocabulary and Discourse				
vocabulary and grammar				
Total %				

3) Student Modality

Student modality	Start time	End time	Duration	%
Listening only				
Speaking only				
Reading only				
Writing only				
Combinations				
LS				
LR				
RW				
SR				
LSR				
LW				
LSRW				
Total				

Appendix 4: Format of Field Notes

Teacher(code) ----- Grade ----- Date -----

- 1) Type (s) of activity/ies: -----
- 2) How the teacher delivers lessons (methodology)

3. The types and sources of materials used

4. Students' reactions to the activity(ies)

5. Teachers' tendency of teaching to the test, if any with examples

Appendix 5: Teacher Questionnaire Items

Dear Teachers, this questionnaire was designed for a research purpose entitled
" Washback of the Ethiopian University Entrance English Exam (UEEE) on Teachers' and Students' Practices"

The Success of this study depends on your genuine responses to these questions. Please read carefully and give your responses to the questions honestly.

Thank you very for your cooperation!

Part I. Background Information

Direction: Please put a tick (✓) mark in front of your choice in the boxes.

1. Experience of teaching English at preparatory schools (in years including this year):

1-5

6-10

Above 10

2. The grade level you are currently teaching in: Grade 11 Grade 12

Part II: Perceived Effect of the UEEE on Teachers' practice

Directions: Please read each of the following statements and put a tick (✓) mark under the number key that best describes the frequency of your practices in : time arrangement, teaching method, materials choice, lesson preparation, the types of contents you practice, and your classroom assessment. Use the following key for the scale.

Note: In this questionnaire, **UEEE** refers to the Ethiopian University Entrance English Examination.

Note: *These items were disordered during the administration of the questionnaire*

Keys 1=Never 2= Rarely 3= Sometimes 4= Often 5=Very often

No	Activities	1	2	3	4	5
3	I spend time to classroom activities that help my students perform well in the UEEE					
4	I spend more time to practise grammar activities.					
5	I spend more time to practice vocabulary.					
6	I spend less time to practice speaking skills					
7	I spend less time to practice listening skills					
8	I spend less time to practice writing skill					
9	I spend less time to practice reading skills					
10	I use the textbooks prepared by the Ministry of Education to prepare for the UEEE					
11	I refer to exercises/activities from books other than the textbook to review contents expected to appear in the UEEE					
12	I practice doing previous years' exam questions (UEEE)					
13	I change my teaching methods to help students to succeed in the UEEE					
14	I neglect/disregard/ some teaching methods that would not assist me to prepare my students for the UEEE					
15	I change my teaching methods to help my students succeed in the UEEE					
16	In my English classes, I use the textbooks prepared by the Ministry of Education					
17	I use teaching materials other than the textbooks in my English classes					
18	I advice my students to practice previous years' UEEE questions					
19	Before I use supplementary materials, I refer to the contents of the UEEE					

No	Activities	1	2	3	4	5
20	I refer to materials that are relevant for the exam when I prepare lessons					
21	During lesson preparation, I give attention to objective of the syllabus					
22	I pay attention to the UEEE while preparing lessons					
23	When I prepare lessons, I give attention to the skills which are more likely to appear in the UEEE					
24	In my teaching, I skip over (ignore) certain sections from the textbook					
25	In my teaching, I focus on selected parts of the textbook					
26	I include some relevant contents in my teaching other than the contents of the textbook					
27	The contents of my lessons are organized in a way that reflect the contents of the UEEE					
28	I give exercises to the students that review contents of the expected UEEE					
29	I include different assessment techniques to evaluate my students' language performance					
30	I adapt test items from the previous years' UEEE for my classroom tests					
31	I do not evaluate my students' writing skills					
32	I do not include listening skills tests in my classroom tests					
33	I sometimes include speaking skills tests in my classroom tests					
34	I adjust my classroom assessment to the formats of the UEEE					

Part III. Factors Associated with teachers' Perceptions of the Effect of the UEEE on their practices.

Directions: Please read each statement below and put a tick (✓) mark in front of the statement that mostly describes your current teaching situation regarding the level of agreement on the factors associated with your perceptions of impact of the UEEE on your practice. Use the following key for the scale.

Keys

1= Strongly disagree 2= Disagree 3= Slightly agree 4= Agree 5= Strongly agree

No	Factors	1	2	3	4	5
35	I teach whatever interests my students					
36	In my English classes, the students' less interest in some parts of the textbooks also makes me to spend less time on it					
37	Students' learning attitudes to the different areas of the language influence my teaching					
38	I would be happy if my students perform well in the UEEE					
39	I feel embarrassed if my students perform less in the UEEE than other students taught by my colleagues					
40	I feel guilty if my students do not succeed in the UEEE					
41	Students' results in the UEEE influence how people judge me as a good teacher					
42	There is pressure on my teaching from my school principals to improve my students' UEEE scores					
43	There is pressure on my teaching from colleagues to improve my students' UEEE scores					
44	There is pressure on my teaching from students' parents to improve the students' UEEE scores					
45	I am aware of the nature of the UEEE					
46	I gear my teaching to the UEEE as I am aware of its contents					
47	The UEEE is a fair test to check students' language proficiency					
48	The UEEE provides feedback about students' learning					
49	In most cases, the UEEE is able to test my students' language ability					
50	Students' result in the UEEE will have significant reward to most English language teachers					
51	The UEEE has changed my school's language teaching practice					

Appendix 6: Student Questionnaire Items

Dear Students, this questionnaire is designed for a research purpose entitled **Washback of the University Entrance English Exam (UEEE) on Teachers' and Students' Practices**. The Success of this study depends on your genuine responses to these questions. Please read carefully and respond to the questions honestly.

Thank you very for your cooperation!

Part I. Background information

Direction: Please put a tick (✓) mark for choice in the boxes

1. Parents' (supporters') educational background:

Illiterate

Attended school from grade 1-8

Attended school up to grade 12

Certificate graduate

Graduated in diploma or above

2. Grade level currently learning: Grade 11 Grade 12

Part II: Perceived effect of the UEEE on students' practice

Directions: Please read each of the following statements and put a tick (✓) mark in front of the statement that best describes the degree of frequency in your practices in time arrangement, materials you are using to learn, and the type of content you cover. Use the following key for the scale.

Note: *These items were disordered during the administration of the questionnaire*

Keys : 1=Never 2= Rarely 3= Sometimes 4= Often 5= very often

In the questionnaire, UEEE refers to the University Entrance English Exam

No	Activities	1	2	3	4	5
3	I spend time to activities that help me perform well in the UEEE					
4	I spend more time to practice grammar activities					
5	I spend more time to practice vocabulary					
6	I spend less time to practice speaking skills					
7	I spend less time to practice listening skills					
8	I spend less time to practice writing skills					
9	I spend less time to practice reading skills					
10	I use the textbooks prepared by the Ministry of Education to prepare students for the UEEE					
11	I refer to exercises/activities from books other than the textbook to review contents expected to appear in the UEEE					
12	I practice doing previous years' UEEE questions					
13	Before I use supplementary materials, I explore the contents of the UEEE					
14	I pay attention to classroom activities that help me perform well in the UEEE					
15	I pay little attention to the UEEE while studying English					

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No	Activities	1	2	3	4	5
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Appendix 7: Teacher Interview Items

Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is intended to gather data about your perceptions of the Effect of the Ethiopian University Entrance English Examination (UEEE) on teachers' and students practices.

I kindly request you to forward your ideas genuinely to the questions I am going to raise.

I. Perceived Influence of the exam on teachers' practices

- 1.1 To which skill(s) do you give more emphasis when you prepare your lessons?
Why do you give more emphasis to this/these skill(s)?
- 1.2 While you are teaching, on which skill(s) do you spend more time to practise your students? Why do you invest more time to this/these skill(s)?
- 1.3 To which skill(s) do you give less emphasis while you are teaching?
Why do you give less emphasis to this/these skills?
- 1.4 Do you arrange tutorial classes? Why?
If you arrange the classes, what types of lessons/activities do you present?
Are your students interested to attend the classes? Why?
- 1.5 Have you got training about Communicative Language Teaching (CLT) approach? If your response is yes, how did you get the training?
Do you think that you are employing CLT approach in your classes as the activities of the textbook require you to do? If you do not do, why?
- 1.6 Do you use materials other than the textbook?
If your answer is yes, why do you use the materials?
If you use other materials, can you mention the materials you commonly use?
- 1.7 In your classroom tests, which skills are mainly included?
Why do you include these skills in the tests?
- 1.8 In your classroom tests, which skills are less emphasized or excluded?
Why do you give less emphasis or exclude the skill(s) in the test?

2. Associated factors influencing teachers' practices

- 2.1 How do the following personal factors influence your teaching of English?
A) teaching experience B) the grade that you are teaching in
- 2.2 Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?
A) students' learning attitudes B) importance of the exam
C) awareness of exam D) Professionalism in teaching E) external pressure in teaching
- 2.3 In my classroom observations, most of the students were noticed attending English class without their textbooks. In some tables, there was no even a single book. What do you think is the reason?
- 2.4 During my classroom observations, I have noticed that most of the students were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and technical aspects of writing such as letter writing, identifying types of discourses and so on. In such areas of the lessons, they were even asking many questions as opposed to during other lessons. What do you think is the reason?
- 2.5 While I was observing classrooms, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks specially on grammar.
What do you think is the purpose of teachers to do so?
- 2.6. Do you have any awareness about the contents and formats of the UEEE?
If you have the awareness, do you practise your students with the previous years exams?
- 2.7. Due to the presence of the UEEE, is there any pressure or imposition from external forces, especially from school directors, or parents on your teaching? How do you perceive the imposition from these parties?

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Appendix 8: Student Focus Group Discussion Items

Welcome to this interview. Thank you very much for your willingness to participate in this interview.

This interview is intended to gather data about your perceptions of the Effect of the Ethiopian University Entrance English Examination (UEEE) on teachers' and students practices."

I kindly request you to forward your ideas frankly to the questions I am going to raise.

1. Perceived Influence of the exam on students' practice

1.1. To which skill(s) do you give more emphasis when you practice or learn in the classroom?

➤ Why do you give more emphasis to this/these skill(s)?

1.2. When you are study English, on which skill(s) do you spend more time?

➤ Why do you invest more time to this/these skill(s)?

1.3. To which skill(s) do you give less emphasis while you are studying English?

➤ Why do you give less emphasis to this/these skills?

1.4. Do you use materials other than your textbook? If your answer is yes, why do you use the materials/books?

1.5. If you use other materials, can you mention some of the materials you commonly use?

2. Associated factors influencing students' practices

2.1. How do the following personal factors influence you English language learning?

A) family educational background B) the grade that you are learning in

2.2. How do the following learning contexts influence your learning of English?

A) Teachers' teaching attitudes, B) the status of the exam

C) your awareness about the exam D) ambition for success

2.3. In my classroom observations, most of the students were noticed attending English classes without their textbooks. In some tables, there was no even a single book. What do you think is the reason?

2.4. During my classroom observation, I have noticed that most of you were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, you were even asking many questions as opposed to in other lessons. What do you think is the reason?

2.5. Do you have any awareness about the contents and formats of the UEEE?

2.6. Due to the presence of the UEEE, is there any pressure in your learning from external forces, specially from school directors, or parents? How do you perceive the imposition from these parties?

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Appendix 9: Sample UEEE

A: 2008 UEEE

*INSTITUTE OF EDUCATIONAL RESEARCH (IER) ADDIS ABABA UNIVERSITY (AAU) ETHIOPIAN HIGHER EDUCATION
 ENTRANCE CERTIFICATE EXAMINATION (EHEECE) ENGLISH, GINBOT 2000/IMA Y 2008*
 BOOKLET CODE: 14 **SUBJECT CODE : 01 TIME ALLOWED: 2 HOURS**

GENERAL DIRECTIONS:

THIS BOOKLET CONTAINS ENGLISH EXAMINATION. THE CODE FOR THIS EXAMINATION IS 01 AND THE CODE FOR THIS PARTICULAR BOOKLET IS 14.

PLEASE COPY THESE CODES ON YOUR ANSWER SHEET WHERE IT READS BOOKLET CODE AND SUBJECT CODE, AND BLACKEN THE CORRESPONDING BOXES IN THE COLUMNS BELOW EACH NUMBER.

IN THIS EXAMINATION, THERE ARE A TOTAL OF 120 QUESTIONS DIVIDED INTO SEVEN SECTIONS. EACH SECTION CONTAINS MULTIPLE-CHOICE QUESTIONS CONSISTING OF FOUR POSSIBLE ANSWERS. CAREFULLY SELECT THE BEST ANSWER AND BLACKEN ONLY THE LETTER OF YOUR CHOICE ON THE SEPARATE ANSWER SHEET PROVIDED. FOLLOW THE INSTRUCTIONS ON THE ANSWER SHEET AND THE EXAMINATION PAPER CAREFULLY USE ONLY PENCIL TO MARK YOUR ANSWERS. YOUR ANSWER MARK SHOULD BE HEAVY AND DARK, COVERING THE ANSWER SPACE COMPLETELY. PLEASE ERASE ALL UNNECESSARY PENCIL/PEN MARKS COMPLETELY FROM YOUR ANSWER SHEET.

YOU ARE ALLOWED TO WORK ON THE EXAM FOR **2 HOURS**. WHEN TIME IS CALLED, YOU MUST IMMEDIATELY STOP WORKING, PUT YOUR PENCIL DOWN, AND WAIT FOR FURTHER INSTRUCTIONS. ANY FORM OF CHEATING OR AN ATTEMPT TO CHEAT IN THE EXAMINATION WILL RESULT IN AN AUTOMATIC DISMISSAL FROM THE EXAMINATION HALL . AND CANCELLATION OF YOUR SCORE(S) .

PLEASE MAKE SURE THAT YOU HAVE WRITTEN ALL THE REQUIRED INFORMATION ON THE ANSWER SHEET BEFORE YOU WORK ON THE EXAMINATION. **DO NOT TURN THIS PAGE OVER UNTIL YOU ARE TOLD TO DO SO.**

Section one: Word Order (1- 10)

DIRECTION: The following words are not in the proper order. When put in the right order, they give correct English sentences. Choose the correct sentence from the given alternatives, and blacken the letter of your choice in the separate answer sheet provided.

1. was the spot down at the criminal gunned right
 (A) The criminal was gunned down right at the spot. (B) The spot was gunned down right at the criminal.
 (C) The right spot was gunned down at the criminal. (D) The right spot at the criminal was gunned down.
2. writing the best and simple is clear (A) Clear writing and the best is simple. (B) The best writing is simple and clear.
 (C) Writing best is the simple clear. (D) The clear writing is simple and best.
3. his older brother is much than him
 (A) Him is much older than his brother. (B) His is much older than him brother.
 (C) His brother is much older than him. (D) Him is older than his much brother.
4. the other flattering is always one . (A) Flattering always-is the other one, (B) The one is always other flattering .
 (C) One is always flattering the other. (D) The flattering is always one.
5. a tools carpenter is the man carrying the all

- (A) The man carrying all the tools is a carpenter. (B) A carpenter is the man carrying the all tools.
 (C) The man is all the tools carrying a carpenter. (D) A carpenter man is the tools carrying the all.
6. a little benefit is too fast to crops of rain which falls
 (A) Rain crops benefit too fast to little of which is a falls. (B) Crops which benefit a little of rain is too fast to falls .
 (C) A rain is to benefit crops which falls too little to fast. (D) A rain which falls too fast is of little benefit to crops.
7. him didn't along why bring they
 (A) Didn't they bring him along why? (C) Why they didn't bring him along?
 (B) Why didn't they bring him along? (D) Why didn't they bring along him?
8. aggressive have getting tell you they are more don't I to that. (A) I don't have to tell you more aggressive that they are getting.
 (B) They are getting more aggressive I don't have to tell you that.
 (C) That they are more aggressive getting I don't have to tell you. (D) I don't have to tell you that they are getting more aggressive.
9. about she to that care seems boy never. (A) That boy never seems to care about she. (B) She never seems to care about that boy. (C) That seems she never to care about boy. (D) Never to care she seems about that boy.
10. bad her *wot* too she is a tells that salty is cook
 (A) That tells her *wot* is too salty she is a bad cook. (B) Her *wot* is too salty tells that she is a bad cook.
 (C) That her *wot* is too salty tells she is a bad cook. (D) She is a bad cook tells that her *wot* is too salty

Section Two: Paragraph Coherence (11-20)

Direction: The sentences a-e in each of the questions from 11-20 make up one paragraph. But the sentences are not in the correct order. There are four alternatives given in each case. Choose the letter of the correct order and blacken the space that corresponds to your choice in the separate answer sheet provided.

11. a. One, I have a problem with the lecturers.
 b. I don't seem to succeed in my new course.
 c. Apparently, my classmates are also uncooperative,
 d. They speak quickly and not very clearly.
 e. They are not willing to lend me the books I want.
 (A) b a d c e (B) b a e d c (C) b a e c d (D) 'b a d e c
12. a. living with differences but keeping one's own integrity, is clearly the hallmark of an effective education today. '
 b. It has to do with more than race and class. c. There is no magic formula for that kind of integration.
 d. In short it means getting ourselves together, e. It has to do with the entire range of country's diversity - the diversity each of us feels within himself
 (A) c b e a d (B) a c b d e (C) c e b a e (D) a c b e d
13. a. Conservative estimate would place the total number between 300 and 325 million.
 b. Of these, 145 million live in the USA, about 55 million in the UK and Ireland and some 30 million in the British dominions.
 c. This in short means that the language is spoken by about one-seventh of the world population
 d. Exact information on this point is not available, but an estimate of 230 Million cannot be very wide of the mark.
 e. How many people in the world speak English as a native language?
 (A) e d b a c (B) a b d c e (C) a d b c e (D) e a d b c
14. a. The vibration produced in fact is determined by diameter and tension of the strings.
 b. The sounds produced are then transferred, to the air by a resonating air chamber which eventually sends the pitch to our ears. '
 c. It is easy to grasp why stringed instruments make the sounds they do.
 d. These vibrations and the tensions of the strings help to produce the required melodic sounds.
 e. When the strings are plucked they vibrate at different natural frequencies.
 (A) c e d b a (B) c e a d b (C) e d a b c (D) e c d b a
15. a. Today they are arranged in bright, attractive displays that are accessible to everyone
 b. Some years ago, condom displays were neatly tucked away behind pharmacy counters.
 c. This sudden change is brought about by two reasons which are preventive in nature: .
 d. They are also ideal in the protection against other sexually transmitted diseases.
 e. Condoms are effective in preventing the spread of HIV.
 (A) e d b a c (B) b c a d e (C) b a c e d. (D) e a c d b
16. a. For a tiny minority, those who excel, it represents a career and the probability of fame and fortune.
 b. For other it represents simply a method of keeping physically and mentally fit
 c. The fortune warrants them an international recognition enabling them to live or work in countries of their choice.
 d. For some participants sport is one method of transcending the humdrum, and creating and maintaining visions of perfection. They are not bound by space, and even by time.
 (A) c e a b d (B) d b a c e (C) c a b e d (D) d. a b c e
17. a. So, I left the house through the back door. b. Because of the rain, I was told to wear my coat to school.
 c. There he was a few metres behind me with the unwanted coat. d. But as I just reached the school gate, I heard my Dad calling my name. e. However, I hated doing it since no other boy had one.
 (A) a d c b e (B) b e a d c (C) b d e c a (D) d c e b a
18. a. While there, she worked part time for a travel agent. b. After six months she went to work for Kenya Airlines.

- b. At nineteen she left school. C. She also worked at a local airport. d. She then went to college
 (A) c a d b e (B) c e a d b (C) b a e c d (D) c d b e a
19. a. The shape of each depends on its size, speed and purpose. b. The Concord, for example, is one particular type.
 c. The Concord is the fastest passenger airliner. d. There are many types of aircraft.
 e. It has a nose that drops down on landing and take off.
 (A) d b e c a (B) d b a c e (C) d b c e a (D) d a b e c
20. a. For example, birds utter warning calls at the approach of danger. For instance, animals' cries are not articulate.
 b. Other animals communicate with one another through cries.
 c. However, these significantly differ from human language.
 d. Apes utter different cries to express their anger or pleasure.
 (A) e d a c b (B) c e d a b (C) c d a e b (D) c a e d b

Section Three: Reading Comprehension (21 - 34)

Direction: There are two passages in this section. Read each of them carefully and answer the questions according to the information therein. Each question has four choices, A-D. Choose the best alternative and blacken the letter of your choice in the separate answer sheet provided.

PASSAGE I

Japanese Trying Service with a Smile

1. It is Wednesday night, and Hiroshi Ieyoshi and 36 other gas station attendants are involved in some difficult **after-hours training**. They are learning how to smile. Or rather, trying to learn. "Relax the muscle under your nose," teacher Ako Emi instructs them. "Relax your tongue. Put your hands on your stomach and laugh out loud, feeling the 'poisons' escape." Even if you are feeling depressed, Emi says, give the customers an artificial smile and your emotions are likely to follow. "In this recession, customers are getting choosy about their gas stations, so you have to think positively," Emi says.
2. All this advice is not making any easier for Ieyoshi, who just cannot pretend. "It's easy to say you should smile at the customers," the 33-year old says after the 90-minute class. "But to be honest, it all depends on how I feel at the moment."
3. Getting employees to smile at work has become serious business in Japan. Many businesses are sending workers to "smile schools," which teach techniques such as biting on a chopstick. They hope that their sales will rise along with employees' lips.
4. This is a particularly big change for Japan, where smiling at strangers even if they are customers has always been, well frowned upon. Employees greet customers with a simple *irasshaimase*- "welcome", but usually do not give a friendly smile, stop to talk, or even offer an informal "How are you?" or "Have a nice day."
5. Japanese culture calls for controlling both positive and negative emotions-wherever they are happy, sad, or angry-to keep the *wa*, or group harmony. In this formal society, families rarely touch, hug or kiss in public.
6. "It is so deep in our Japanese consciousness that it's not proper to move the face or body too much," explains Hiroto Murasawa, who works at the Pola Research Institute of Beauty and Culture in Tokyo. Until the twentieth century, he says, some Japanese women shaved their eyebrows and made their teeth black to hide their natural facial expressions. Many Japanese women still hide their mouths behind a hand when they speak or laugh. For men, too, hiding emotions has been considered a virtue. Of course, the Japanese are not without humor. It is just that their emotions are so much more reserved than those of people from most other countries, including Asia- neighbors such as South Korea and China, says Murasawa.

Password 3: A Reading and Vocabulary Text

21. Which one of the following would you most likely avoid if you go to Japan?
 (A) Telling jokes to people. (B) Greeting people in a meeting.
 (C) Keeping your anger to yourself. (D) Smiling at strangers to make friends.
22. The phrase "Frowned upon" in paragraph 4, line 2 means:
 (A) exercised (B) encouraged (C) banned (D) disapproved
23. As a Japanese, which one of the following would be acceptable to you?
 (A) A receptionist saying "Hi!" to you. (B) A secretary in an office smiling at you.
 (C) A shop assistant saying "Welcome!" to you. (D) Your Mom giving you a goodbye kiss at the airport.
24. Which one of the following best summarizes the passage?
 (A) The Japanese are changing their business traditions. (B) The Japanese are reserved in expressing their feelings.
 (C) Japanese gas stations are trying to give better services. (D) The Japanese are pretending to change their business traditions.

25. The Japanese seem to be concerned about smile because they want to: e,
 (A) create a happy society (B) relax muscles in their face (C) improve business (D) change their tradition
26. - In paragraph 1, line 2-; "after-hours training" means:
 (A) many hours of training (B) training after working hours (C) time of difficult training (D) inconvenient time for training
27. Japanese women used to shave their eyebrows because they wanted to:
 (A) look more beautiful. (B) stop their face moving. (C) become more westernized. (D) conceal their facial expressions.
28. For Ieyoshi whether or not you smile at customers depends on:
 (A) the kind of training you take (B) the duration of your training
 (C) Your emotion while giving service (D) your customers' feelings at the moment

PASSAGE II
The Mind of the Chimpanzee

1. In the middle of the 1960s, Beatrice and Allen Gardner started a project that, along with other similar research, taught us a lot about the chimpanzee mind. They bought an infant chimpanzee and began to teach her the signs of ASL, American Sign Language used by

many of the deaf in Canada and the United States. The Gardners achieved remarkable success with their student, Washoe. Not only did she learn signs easily, but she quickly began to put them together in meaningful ways. It was clear that when she saw or used a sign, she formed a picture in her mind of the object it represented. If, for example, she was asked in sign language to get an apple, she would go and find an apple that was out of sight in another room.

2. When news of Washoe's achievements were first announced to the scientific community, there was a lot of protest. The result of the research implied that chimpanzees had the ability to learn human language, and suggested that chimps might possess intellectual skills similar to those of humans. Although many were fascinated and excited by the Gardners' discoveries, many more bitterly criticized the whole project. The controversy led to many other language projects, and the resulting research provided additional information about the chimpanzee's mind.

3. The fact that chimpanzees have excellent memories surprised no one. So it was not particularly remarkable when Washoe gave the name sign of Beatrice Gardner, her surrogate mother, after a separation of 11 years. Actually, it was no greater an achievement than the memory of dogs who recognize their owners separation of almost as long.

4. Chimpanzees also possess premathematical skills: they can, for example, easily tell the difference between *more* and *less*. They can put things into specific categories. According to a particular characteristic. Therefore, they have no difficulty in separating a pile of food into fruits and vegetables at one time, and at another, dividing the same pile of food into *large* and *small*, even though **this** calls for putting some vegetables with some fruits.

Password 3: A Reading and Vocabulary Text

29. The word "**this**" in ...this calls for putting some vegetables "(paragraph 4, line 6) refers to:
 (A) putting things in specific categories. (B) putting some vegetables with some fruits.
 (C) separating a pile of food into large and small. (D) separating a pile of food into fruits and vegetables.
30. The phrase "their student" in paragraph 1, line 5, refers to:
 (A) Gardners' chimpanzee (B) Gardners' student at university
 (C) the deaf in Canada and America (D) a researcher assisting the Gardners on their project
31. Which one of the following is true about Washoe?
 (A) She could successfully learn a language. . . (B) She associated signs with objects they represented.
 (C) She could put words together in a meaningful way. (D) The scientific community protested when it saw what she could do.
32. Paragraph 4 implies that chimpanzees may not:
 33. (A) understand special features of things. (B) add small numbers like two plus three.
 (C) understand if you want more of something. (D) distinguish between fruits of different size.
33. Which one of the following angered the scientific community?
 (A) That chimpanzees could learn a human language. (B) That chimpanzees have intellectual skills like those of humans.
 (C) The disclosure of findings with regard to what Washoe could do. (D) That the project did not follow scientific procedures to conduct the research. ~

34. Which one of the following statements is true about Washoe's memories?

- (A) Her memories were no better than those of dogs (B) She had extra-ordinary memory compared to other animals.
(B) She surprised everyone by her ability to remember name-signs. (D) She recognized her surrogate mother after 11 years of separation.

Section Four: Vocabulary

A. Completion (35-52)

DIRECTION: Questions 35-52 are incomplete sentences. There are four alternative words, A-D, given below each question. Choose the word that best completes the sentence and blacken the letter of your choice in the space provided in the answer sheet.

35. I am sorry, I couldn't come. I was _____ marking the papers.
(A) Put down (B) caught up (C) tied up (D) unable
36. You have to handle him with care. Simple things make him go through the _____.
(A) hole (B) window (C) roof (D) back door
37. We invited many people, but only a _____ appeared. (A) handy (B) handful (C) friend (D) large number
38. They did not accept her _____ to marry me. (A) proposal (B) letter (C) question (D) interest
39. The departure is at 10 a.m. but we have to find out the _____ time so that they can pick you up.
(A) Arrival (B) Destination (C) driving (D) reaching
40. The man was so _____ to fix my computer, and he really did.
(A) confident (B) confidential (C) confiding (D) confidence
41. We _____ the manager as he is efficient and treats everyone equally.
(A) look up (B) look up to (C) look upon (D) look down on
42. He was _____ 100 birr for drinking and driving. (A) used (B) punished (C) penalized (D) fined
43. She stayed behind to _____ her ailing mother.
(A) look after (B) look after (C) come after (D) run after
44. My advice to you is that you should be _____ to be successful.
(A) industrial (B) industrialized (C) industry (D) industrious
45. Because of petrol _____ gas stations in the city have introduced rationing.
(A) Scarce (B) shortage (C) deficit (D) absence
46. The law states that anyone who had a criminal record is _____ eligible for election. (A) il- (B) im- (C) in- (D) dis-
47. The meeting is only for childbearing women. In other words, women who _____ can come to the meeting.
(A) are productive (B) can produce children (C) carry children (D) have little babies
48. A good examination is one which has a good _____ power in measuring student abilities.
(A) discriminated (B) discriminational (C) discriminative (D) discriminatedly
49. It is strange to starve amidst _____.
(A) seasons (B) crops (C) plenty (D) immigrants
50. After the game, beads of sweat shinning like Christmas _____ decorated his face.
(A) graduations (B) illuminations (C) blessings (D) examinations
51. If you have been booked by the police, then you might _____.
(A) get a room in a hotel (B) get publications to read (C) be released from jail (D) be taken to the court
52. The army was accused of launching a coward _____ attack on civilians.
(A) -ity (B) -able (C) -ly (D) -less

B. Substitutions (53-62)

Direction: Questions 53-62 each has an underlined word or phrase. There are four alternatives A, B, C, and D given after each sentence. Choose one word or phrase that **best** keeps the meaning of the given sentence if it is substituted for the underlined word or phrase. Then blacken the letter of your choice in the space provided in the answer sheet.

53. Have the election results come through yet?
(A) been collected (B) come to an end (C) become public (D) started counting
54. My father is about 90 now, but he is still robust. (A) agile (B) strong- (C) , active (D) heavy
55. This is not the ideal solution, but the best that can be expected in the present conditions.
(A) last (B) practical (C) perfect (D) theoretical
56. They seem to have lost sight of their objective. (A) forgot; (B) become blind (C) . lagged behind (D) gone ahead of schedule
57. What is the charge for getting my mobile phone fixed? (A) accusation (B) renewal (C) penalty (D) payment
58. His hopes of making a fortune were dashed when his father burned down (A) forgotten (B) destroyed (C) sank (D) grown
59. We washed our hands off such a decision.
(A) refused to agree to (B) felt very guilty about
(C) reluctantly approved (D) unreservedly agreed to
60. Caffeine addicts drink strong coffee because it revives their spirit. (A) reviles (B) revitalizes (C) reverses (D) revalues
61. I think we must push along as it is getting late. (A) leave (B) get faster (C) apply soon (D) contact someone
62. I guess you owe him some money, don't you? The underlined phrase means:
(A) You paid him back his money. (B) He paid you back your money.
(C) He borrowed some money from you. (D) You borrowed some money from him.

Section Five: Grammar (63-87)

Direction: Questions 63- 87 are incomplete sentences. There are four alternative words or phrases, A-D given below each question. Choose the word that best completes the sentence and blacken the letter of your choice in the space provided in the answer sheet.

63. They fled the country because of the _____ situation there.
(A) terrified (B) terrify (C) terrifyingly (D) terrifying
64. A: Are you coming to the party tonight? I'm sorry,
B: _____
(A) I'm coming very late. (B) I have another engagement (C) I may be coming. (D) I'm coming with a friend.
65. By the time you get to the class, he _____ started.
(A) will has already (B) would be already (C) will already has (D) will already have
66. **Worku:** "Would you like to accompany us to Sodere?"
Tariku: " _____, But I am not feeling well today,"
(A) No, I wouldn't (B) I would love to (C) I won't to (D) Yes, I should
67. Haven't you had your lunch?
(A) No, I have (B) Yes, I haven't. (C) No, not yet. (D) Yes, not until now
68. I don't think either of them _____ the story.
(A) know (B) knows (C) is knowing (D) are knowing
69. The food in that restaurant was the _____ I had ever eaten.
(A) worst (B) better (C) worse (D) good
70. Abdul _____ back home to see his old friend.
(A) have gone (B) will have go (C) will be going (D) has been gone
71. A: Tola is _____
B: I knew him from his childhood.
(A) close (B) ever (C) aging (D) never
72. Lab Technician: "shouldn't you have worn your gloves?"
Student: " _____ my gloves."
(A) No, I will not wear (B) Yes, I should have worn (C) No, I should have worn (D) Yes, I shouldn't have worn
73. What do you think is going wrong? _____ appeared for exam.
(A) Anyone (B) Someone (C) No one (D) Only a little
74. Did he say he scored 100%? Oh, no! He is _____ close to that.
(A) anywhere (B) somewhere (C) nowhere (D) not around
75. Bad living conditions _____ social and welfare Problems.
(A) give up to (B) give away to (C) give rise to (D) give up on
76. Nothing is more _____ than their kind words.
(A) motive (B) motivating (C) motivated (D) motivational
77. They have rebuilt the bridge that it is now _____ then ever.
(A) more stronger (B) the widest of all times (C) more reliable (D) the most beautiful one
78. They could have all been killed if she _____ the police.
(A) had not informed (B) has not informed (C) did not inform (D) would not have informed
79. He lost his job six months ago and hasn't found another one
(A) yet (B) still (C) now (D) recently
80. Oh, no! What is wrong with this car, Habtamu? I _____ an accident.
(A) had (B) have had (C) had (D) was had
81. This time you have to work harder to escape that same _____ result.
(A) demanding (B) encouraging (C) confusing (D) frustrating
82. I would come if you _____ me.
(A) invite (B) want to invite (C) have invited (D) were to invite
83. You don't have to be so scared _____ dogs do not usually bite.
(A) Barking (B) Dangerous (C) Visiting (D) Aggressive
84. It is saddening that he _____ his wife since his wedding day.
(A) didn't see (B) had never see (C) never seen (D) has never seen
85. Neither have they asked anyone nor _____ the accident themselves.
(A) saw (B) seen (C) witness (D) did witness
86. By September next year, I _____ my result in this test.
(A) will know (B) would know (C) have known (D) will have known
87. The _____ book I have ever read has 1008 pages.
(A) biggest (B) thickest (C) fattest (D) largest

Section Six: Communication (88-103)

Direction: Questions 88-103 are presented in the form of two-line dialogues. The part said by one of the speakers is given, and a blank space is left for the other. Each dialogue is followed by alternative responses A - D. Choose the response that is most appropriate to complete the dialogue and blacken the letter of your choice in the space provided in the answer sheet.

88. **Manager:** We have decided to offer you a scholarship.

Employee: _____

- (A) I love being abroad. (B) Scholarships are motivating.
(C) This is a very good office, isn't it? (D) I can't believe that! Where am I going?

89. **Guest:** _____? They are very dirty?

- Guide:** Certainly sir. I will call a shoeshine boy right away.
(A) Can you help me with my shoes (B) Where should I leave my shoes
(C) Can you mend my shoes (D) How do you like my shoes

90. **Father:** A picnic wouldn't be any fun without your mother.

Son: _____

- (A) I couldn't agree more. (B) I understand you father. (C) Yes, It is funny. (D) So no picnic with mother.

91. **Shop Keeper:** _____

- Customer:** Thank you. But that is not my choice for the moment.
(A) You may as well try the blue black (B) The fabric is fine.
(C) We offer a 5% discount. (D) The dressing room is right in front.

92. **Kebede:** How do you feel about our new directress?

Biru: _____

- (A) She is new to the school. (B) To be honest, she puts me off.
(C) She invited us to a dinner party. (D) Did she study educational management?

93. **Manager:** We have decided to close down our branch in Dudume.

Employee: _____

- (A) What? This is unbelievable. (B) We are going to lose our jobs.
(C) The machines are very expensive. (D) Dudume has always been productive.

94. **Stranger:** Excuse me, please. Can you tell me how to get to the bus station?

You: _____

- (A) I always like to walk. (B) Sorry, I'm a stranger myself.
(C) Sorry, I am studying at the university. (D) The bus station is no more in Merkato.

95. **Addisu:** You would like to stay with her, wouldn't you?

Gebre: _____

- (A) No, I would love to. (B) Yes, I don't want to stay with her.
(C) That is a good question. (D) No, I would rather be left alone.

96. **Shop Keeper:** _____

Customer: I want a brown suit, please.

- (A) What do you want? (B) Can I help you? (C) How do you like our shop? (D) Why are you here?

97. **Joseph:** I've just been thrown out of my job.

Friend: _____

- (A) I don't have a job, too. (B) Life is difficult without a job.
(C) I've always been worried about this. (D) Why don't you apply to this new office?

98. **Shop Keeper:** _____

Customer: There is a bank at the main square.

- (A) Do you accept non-local currencies here? (B) May I ask about the exchange rate today?
(C) Where is the nearest exchange market around? (D) Do you sell en credit, Sir?

99. **Ras Hotel:** Our apologies for not being able to book you sir?

Guest: _____

- (A) Oh, I like that, thank you so much. (B) That is kind of you, madam.
(C) Well done! Thank you very much. (D) Oh! That is a bitter disappointment to me.

100. **Waiter:** Sorry, did you say tea or coffee?

Customer: _____

- (A) Many people like tea. (B) They say tea is addictive.
(C) I would rather have coffee. (D) Yes, these are my favorite drinks.

101. **Girma:** Life will improve when we move to Addis.

Abere: _____

- (A) Addis is our capital. (B) That will happen after six months.
(C) Certainly. We will have a better income.
(D) There are lots of buildings under construction.

102. **Shop Keeper:** "Brown is the color of the real gentleman," they say.

Customer: _____

- (A) Of course ladies like it. (B) I am not a gentleman.
(C) I don't care about that. (D) That might be true.

103. **Guest:** Could I ask how safe it is to walk it here?
Bank Clerk: _
 (A) Yes, you can ask. (B) You'd better hire a taxi.
 (C) It is your choice, sir. (D) It is tiresome, indeed.

Section Seven: Writing (104 - 120)

Direction: The following questions are related to different aspects of writing. Read each very carefully and blacken the letter of your answer in the separate answer sheet provided.

104. *We were then thrown down into the world of giants. Having seen what they do there, we then had to go to another world-the world of the dwarf.* This is taken from a piece of writing that is most likely:
 (A) descriptive (B) argumentative (C) narrative (D) expository
105. Which one of the following sentences needs a semi-colon?
 (A) My head was aching my leg hurting. (B) They drove to Bahir Dar but we flew.
 (C) Their vehicle was reliable comfortable and speedy. (D) All they needed was one thing an immediate cure.
106. Which one of the following sentences is correctly punctuated?
 (A) "If we stay here, said Shalom, we will succeed." (B) "If we stay here" said Shalom, "we will succeed."
 (C) "If we stay here," said Shalom, "we will succeed." (D) "If we stay here," said Shalom, "we will succeed."
107. Please put the month and the temperature on the top line. This instruction is most likely taken from a _____
 (A) weather forecast report form (B) geography lesson (C) lunar calendar (D) patient's progress report
108. In which of the following is the apostrophe correctly used?
 (A) Ladies' dresses and children's shoes are sold here. (B) Ladie's dresses and children's shoes are sold here.
 (C) Ladies' dresses and childrens' shoes are sold here. (D) Ladies dresses and childrens' shoes are sold here.
109. If you do not know the answer to any particular question, go to the next one as quickly as you can. This instruction is most likely taken from: (A) Speed reading test (B) End of semester test
 (C) Language proficiency test (D) Higher education entrance test
110. In which of the following is the colon correctly used?
 (A) Here are the facts, we: have neither the time nor the money for the trip; and our option is to back down.
 (B) Here are the facts, we have: neither the time nor the money, for the trip, and our option is to back down.
 (C) Here are the facts: we have neither the time nor the money for the trip; and our option is to back down.
 (D) Here are the facts, we have neither: the time nor the money for the trip; and our option is to back down.
111. What would be an appropriate ending for Tesfaye, a graduate, who is writing an application letter for a job?
 (A) Hopefully (B) Sincerely yours (C) Regards (D) Yours forever
112. Which one of the following would you use as an ending to a letter you send to an intimate friend?
 (A) Good bye (B) Faithfully yours (C) Love (D) with regards
113. I was then thrown down into the world of giants. That was a special world where everyone seemed to have been chosen for their height. This is taken from a piece of writing that is most likely:
 (A) descriptive (B) argumentative (C) narrative (D) expository
114. This one is really effective. Just a spoonful of it will make all your problems go. This is taken from a piece of writing that is most likely: (A) descriptive (B) argumentative (C) narrative (D) expository
115. In which of the following is capitals used correctly?
 (A) The world Cup final is on sunday, april 15, 2005. (B) The World cup final is on Sunday, aprill5, 2005.,
 (C) The World cup final is on Sunday. April 15, 2005. (D) The World Cup Final is on Sunday, April 15, 2005.
116. Which one of the following best illustrates an argumentative writing?
 (A) Books come in all size and shape. ' (B) The price of books is going sky-high.
 (C) Books are the primary source of knowledge. (D) If you like to read books, you will never get bored.
117. Which of the following may NOT be included in the message section of a job application letter?
 (A) Personal and profession qualities of applicant. (B) Courses or trainings undertaken.
 (C) Appeal to employer for assistance. (D) Work experience and reference.
118. Which of the following is correctly punctuated?
 (A) Colds for example, are spread by coughing and sneezing. (B) Colds, for example, are spread by coughing and sneezing.
 (C) Colds, for example, are spread by coughing, and sneezing.
 (D) Colds, for example, are spread, by coughing and sneezing
119. Which one of the following best illustrates a descriptive writing?
 (A) The place was extremely quiet. (B) I have always wanted to visit the place.
 (C) They have already been there for one year. (D) We then went into a room where the king used to sleep.
120. Which one of the following best illustrates a narrative writing?
 (A) Bushoftu is really beautiful. (B) Bushoftu is a town in Oromia. (C) There are many lakes in Bushoftu.
 (D) We then went to one of the lakes in Bushoftu.

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B: 2009 UEEE

Ethiopian Higher Education Entrance Certificate English Examination Ginbot 2001 May 2009 Time Allowed 2 hours
BOOKLET CODE: 14 SECTION ONE:

Word Order (1-10)

DIRECTIONS: The following words are not in the proper order. When put in the right order, they make correct English sentences. From the given alternatives, choose the one that is correct and blacken the letter of your choice in the separate answer sheet provided.

1. is enjoy too short life it
(A) Too short is life; it enjoy. (B) Enjoy it too short; is life. (C) Life is too short; enjoy it. (D) Enjoy too short; it is life.
2. going Awassa week I next am to
(A) I am going to Awassa next week. (B) I am next week going to Awassa.
(C) I am to going Awassa next week. (D) Next week, I am to going Awassa.
3. work hard to succeed we have to
(A) We have to work hard to succeed. (B) To succeed hard, we have to work.
(C) To work hard, we have to succeed. (D) We have to work to succeed hard.
4. him tolerate cannot more any I
(A) Tolerate any more I cannot him (B) I cannot anymore him tolerate
(C) I cannot tolerate him any more (D) any more I tolerate him cannot
5. have see you soon to we
(A) We soon you have to see (B) We have to see soon you
(C) Have we to see you soon (D) We have to see you soon
6. Window wide burglar left the open the
(A) The burglar left the window wide open (B) the wide burglar left the window open
(C) The wide window left the burglar open (D) the burglar open the left wide window
7. Me they for them to everything do want I make
(A) They make me wanted everything to do for them. (B) They wanted to make me do everything for them.
(C) They wanted to do me make everything for them. (D) They wanted me do to make everything for them.
8. he no knows why doesn't one come
(A) No one doesn't knows why he come. (B) No one knows why he doesn't come.
(C) Why doesn't he come no one knows. (D) Doesn't one knows why he no come
9. develop are weeks materials m the going two we to
(A) The materials are we going to develop in two weeks? (B) Are we going in two weeks develop to the materials?
(C) Are we going to develop the materials in two weeks? (D) Are we to develop the materials going in two weeks?
10. isn't beautiful she is" she
(A) Beautiful isn't she, is she? (B) Is she beautiful, isn't she?
(C) Isn't she beautiful, is she? (D) She is beautiful, isn't she?

SECTION TWO: Paragraph Coherence (11-20)

DIRECTIONS: When put in the correct order, sentences a-e in each of the questions from 11-20 make up a complete paragraph. From the alternatives given in each case, choose the letter that contains the correct order of the sentences and blacken the corresponding space provided in the separate answer sheet.

11. a. We should honor the person, Alexander Fleming that made this possible.
b. Before that, people used to die even with simple infections.
c. Penicillin was discovered in 1928 and used in treating infections from 1948.
d. He was instrumental in saving countless lives:
e. There was no way for them to fight diseases.
(A) c,b,e,a,d (B) b,c,e,a,d (C) a,b,c,d,e (D) c,e,b,d,a
12. a. You should therefore have one immediately. b. You must then take passport size pictures.
c. But, first you need to have an ID card from your kebele. d. You then apply to the immigration department.
e. You cannot go out of the country without a passport
(A) e,a,c,b,d (B) e,c,b,d,a (C) c,b,d,e,a (D) e,a,d,b,c
13. a. It is very difficult to satisfy everybody.
b. What we need to make sure is that we are doing the right thing, as our conscience tells us.
c. The rest is not under our control. d. But we expect people to be reasonable.
e. Surely, there will be somebody to complain about what we do.
(A) a, b, c, d, e (B) a, e, b, c, d (C) b, c, a, d, e (D) a, c, e, b, d
14. a. But we have been together for 15 years. b. It is amazing how time flies.
c. We must be thankful for our lasting friendship. d. We have lived through bad times and good times.
e. It looks like it was yesterday when we first knew each other. (A) b, c, e, a, d (B) a,e,b,c,d (C) b,c,a,d,e (D) a,c,e,b,d

15. a. Avoid any distraction once you start your work. . b. First, find a place that is quiet and comfortable'.
 c. Take some rest in between to relax your mind and body. d. Then, have all the study materials you need ready.
 e. You must be organized when you study A) b,e,a,c,d B) e,b,d,a,c C) a,b,c,d,e D) b,d,c,a,b
16. a. It saves you from confusing such and other words.
 b. For example, try the words "flammable" and "inflammable".
 c. When you are unsure of the meaning of a word, look it up.
 d. A dictionary is a valuable tool to help you improve your English.
 e. A good dictionary will provide you with the most exact meaning.
17. a. Others put the estimate between 300 and 325 million.
 b. Of these, 145 million live in the USA, about 55 million in the UK and Ireland, and some 30 million in British dominions.
 c. This in short means that the language is spoken by about one- seventh of the world population.
 d. Exact information on this point is not available, but an estimate of 230 million cannot be very wide of the mark.
 e. How many people in the world speak English as a native language?
18. a. It eats about a ton of food each day.
 b. The lion needs about 15 pounds of food.
 c. Different animals have different food requirements.
 d. The record-holder for the amount of food eaten each day is the blue whale.
 e. The relatively small chimpanzee, for example, eats an average of 4.5 pounds of food each day.
 A) c e b d a B) b e d a c C) c b e d a D) e b d a c
19. a. Graphology is the study of handwriting.
 b. They also consider the spacing between words.
 c. To do this, they look carefully at the slant of the writing.
 d. For example, a person with a printing-like handwriting is said to be creative and witty.
 e. Graphologists believe they can analyze personalities through their handwriting.
 A) a e d c b C) e c b d a B) e b c d a D) a e c b d
20. a. My father rises before anyone.
 b. We eat breakfast and jump in the car. He then wakes up my brother and me.
 c. Dad drops us off on his way before he gets Mom to work. Our family has a daily routine to get us to work and school.
 A) a c d b e C) e a c b d B) e a b c d D) d e a c b

SECTION THREE: Reading Comprehension (21-34)

DIRECTIONS: There are two passages in this section. Read each of them carefully and answer the questions according to the information therein. Each question has four choices, 'A-D'. Choose the best alternative and blacken the letter of your choice in the separate answer sheet provided.

PASSAGE I Global Addiction

1. The 1990s have been designated the Decade Against Drug Abuse, by the United Nations. But, with less than three years to go before the end of the decade, governments and health organizations admit that they have made little progress in reducing drug, alcohol and tobacco abuse.

2. Today consumption of all these substances is increasing steadily worldwide. Virtually every country now has problems with illegal drugs. And the world is producing and consuming more alcohol and tobacco than ever. Between 1970 and 1990 beer production alone rose by over 80 per cent. And, if the number of smokers keeps on rising, by the second or third decade of the next century there could be 10 million deaths each year from smoking-related illnesses.

3. Experts like Dr Alan Lopez, Acting Manager of the Substance Abuse Programme at the World Health Organisation (WHO), say that, taken together, abuse of legal and illegal drugs is a greater health threat than major diseases. WHO studies indicate that abuse of tobacco, alcohol, illicit drugs and more mood-altering substances account for between six and seven per cent of all disease and injury that occurs in the world each year. "That's a massive amount," he says, "and it's twice as much, for example, as diseases like tuberculosis or malaria."

4. Drugs are also a huge burden on the world economy. In the United States, for example, it's estimated that alcohol and illegal drug use costs the country tens of billions of dollars each year, mainly in health care. When the cost of tobacco-related illnesses is added, that total more than doubles.

5. Drugs are also closely related to crime. Many police forces no longer distinguish between illegal and legal drugs when fighting crime. In Australia, for example, experts estimate that police in some parts of the country spend between 70 and 80 per cent of their time dealing with alcohol-related incidents.

6. International research has revealed that drug use follows different patterns in developing and developed nations. While the number of cigarette smokers declines in countries like the US (down by 0.5 per cent annually) and the UK (down by 2.3 per cent), it is rising by 1.7 per cent a year in the developing world. The Chinese now account for 39 per cent of the world's smokers, and the number of cigarette smoked in the whole Asia region is expected to rise by more than 50 per cent by the end of the century.

7. Aggressive marketing of cigarettes in developing countries is one explanation for the rise, although some countries are starting to limit tobacco advertising. But Dr Alan Lopez of the WHO is still concerned. "There has been a massive increase in cigarette smoking among men in developing countries, and we're now at the point where about half of all men currently smoke cigarettes. Equally, we're concerned about trends in alcohol use, which is rising in developing countries as the multi-nationals begin to sell more and

more of their products there."

8. Dr Lopez is also pessimistic about the effect of campaigns to curb illegal drugs like heroin, cocaine and cannabis. In developed countries like the US the numbers of young people taking illegal drugs started to fall in the 1980s. That trend has now been reversed, he says. "We're seeing a steady increase in the prevalence of substances like marijuana and heroin."

9. In fact, so common is drug use in developed countries that illegal drugs have become a part of everyday life for children growing up in big western cities. Recent research in Glasgow, Scotland's second city, reveals how children progress from one drug to another. "Kids of about 10 or 11 start on cigarettes," explains Dr Neil McKegannay, who led the Glasgow research. "A year later they're into alcohol reporting significant levels of drunkenness - before moving on within a year to cannabis, and then a year or so after that into a broader range of drugs - LSD - and small levels of ecstasy, cocaine and heroin."

Taken from BBC English, September 1997

21. What does the phrase *their products* in Paragraph 7, last line refer to?
(A) Tobacco (B) Alcoholic drinks (C) Tobacco and alcohol (D) All sorts of drugs
22. The word *Today* (line 1 of paragraph 2) refers to the year(s):
(A) 1999 (C) 1997 (B) 1990s (D) 1996s
23. What percent of the world deaths and injuries would diseases like malaria or tuberculosis make every year?
(A) 6 to 7 (B) 3 to 4 (C) 12 to 13 (D) 12 to 14
24. According to paragraph 2, which one of the following sentences is not true?
(A) 'Drug abuse was on the rise. (B) Beer production in the 1990s was high
(C) Towards the end of the 1990s, people smoked more than they did before.
(D) By 2030 more than 10 million will have died from smoking-related disease.
25. In a recent research conducted in Glasgow, children were observed moving from cigarettes, alcohol, cannabis and then LSD. This shows
(A) the degree of irresponsibility of parents (B) a significant improvement in drug abuse
(C) the decline in the morale of school children (D) the degree of seriousness in the use of alcohol and drugs
26. The main idea in Paragraph 1 is that
(A) the 1990s were the years against drug abuse (B) anti-drug abuse actions might possibly succeed
(C) governments have done little to meet the UN-set target (D) the 1990s have not met the UN-set target against drug abuse
27. According to the passage, which of the following is TRUE about the economic impact of drugs in the US?
(A) Alcohol and drugs are more expensive than tobacco.
(B) Tobacco-related illnesses are cheaper to treat than alcohol and drug-related ones.
(C) Tobacco-related illnesses cost the same money to treat as alcohol and drug-related ones.
(D) Tobacco-related illnesses are more expensive to treat than alcohol and drug-related ones.

1. Who is better at communicating, people or animals? If you think about human inventions such as telephone, the radio, and the Internet, then the answer to this question seems clear. Human beings are "The Great Communicators." However, think about your own personal communication skills. If you compare what you can do with the abilities of certain animals, then the answer is not so simple. Animals can do some things that people cannot.

2. We humans depend on our voices for much of our communication. We use words and sounds to pass information to the people around us. But the sound of our voices cannot travel very far. Even the voice of an opera singer with years of training cannot be heard as well as many animal voices. Think of the elephant, for example. Its voice has great strength because of the elephant's great size, so it can be heard for miles. Elephants can also make very low sounds, sounds that are too deep for any human to hear. These low sounds let elephants communicate over even longer distances. The sounds travel in sound waves through the air and through the ground. How do elephants receive messages like these? No one knows. Maybe they hear them with their ears, or maybe they sense them in some other way. It is possible that these sound waves pass from the ground through the elephants' toenails into their bones and then to their brains.

3. Let's also consider communication through movement. For example, some people dance to share ideas or emotions. When we watch these dancers, we may understand what they are thinking or feeling. But even a great dancer's ability to speak through movement can't match the average honeybees. Bees do a very special task to tell other bees where to find food. The dance tells the other bees which way to go so that they can fly in a straight line to the food. It also tells them exactly how far to go. It gives clear information about both the direction and the distance to a specific place.

4. Many animals communicate through smells. A smell can carry a lot of information. For example, a smell can say, "This is my place - get out!" or a smell can give an invitation. Often a female animal who wants a male to come to her will produce a smell to attract him. It says to the male, "Here I am - come and find me." Many animals receive messages through their noses just as humans do. For example, your nose might tell you, "There's fresh coffee in the kitchen. It's time to get out of bed." But people don't usually use smells to communicate, and our noses don't receive messages very well. We certainly can't compete with the Great White Shark. A large part of its brain - 140/0 of it - is just for "reading" smells in the ocean.

5. Our noses are not the best, our voices are not the strongest, and our dancing may not say anything at all. But people are the only ones with words and written languages. So, maybe we can still say we are "The Great Communicators."

Taken from Password 2: A Reading and Vocabulary Text

28. Which one of the following features is possibly peculiar to the elephants?)
 (A) That they have strong voice. (B) That they have massive body.
 (C) That they can make very low sounds. (D) That they have sounds that travel in waves.
29. Which one of the following best reflects the writer's view in Paragraph 1?

SECTION FOUR: Vocabulary (35-62)

A. Completion (35- 52)

DIRECTIONS: Questions 35- 52 are incomplete sentences. There are four alternative words/phrases, A-O, given below each question. Choose the one that best completes the sentence and blacken the letter of your choice in the space provided in the answer sheet.

35. The building is so complex. You can't easily find the entry or the _____
 A) outlet (B) exit (C) departure (D) leaving
36. They found it quite difficult to _____ our terms during the negotiations.
 A) expect (B) except (C) accept (D) accord
37. Our rivers are polluted by the _____ materials from the factories.
 A) waist (B) wastage (C) waste (D) wasteful
38. The prime minister has _____ his cabinet ministers
 A) elected (B) appointed (C) voted (D) entitled
39. They couldn't _____ with each other, so they had to go their own ways.
 A) get up (C) get away (B) get along (D) get round
40. We have to _____ blood in order to save lives.
 A) provide (B) donate (C) supply (D) offer
41. The show was very _____ presented; I enjoyed it very much.
 A) artful (B) artistically (C) artistic (D) artistry
42. I really trusted him before I found out he was a _____
 A) nail in the mud (C) snake in the grass (B) sheep among the wolf (D) monk in the monastery
43. That he underwent treatment by a traditional doctor has _____ his situation.
 (A) dropped (B) explained (C) complicated (D) strengthened
44. Illegal immigrants are usually _____ to their countries.
 A) deported (B) deport (C) deporting (D) deportation
45. My car is economical. It runs twenty miles a liter.
 (A) economic (B) with economy (C) economical (D) economically
46. I will not tell your secrets. I promise that my _____
 (A) mouth is shut (B) lips are sealed (C) thoughts are hidden (D) ears are closed
47. So as not to go bankrupt in business, you have to keep your _____
 A) eye on the ball (B) ear on the market (C) heart in the field (D) mind on the goods
47. Read the instructions thoroughly before you activate or _____ your new camera.
 (A) stop (B) turn on (C) turn off (D) purchase
49. The _____ in the price of fuel is very welcome
 A) reduction (B) reduce (C) reducing (D) reductive
50. You really seem tired. Let me _____
 A) take up (C) take over (B) take off (D) take away
51. The police used various means to _____ information from the criminal.
 A) hide (C) extract (B) investigate (D) explore
52. Don't be _____; stay calm
 A) agitated (C) worried (B) confused (D) relaxed

B. Substitution (53 - 62)

DIRECTIONS: Questions 53-62 each has an underlined word or phrase. There are four alternatives A, B, C and D given after each sentence. Choose one word or phrase that best keeps the meaning of the given sentence if substituted for the underlined word or phrase and blacken the letter of your choice in the space provided in the answer sheet.

53. The commandos took a decisive measure to free the hostages
 A) Quick (B) hesitant (C) tentative (D) desperate
54. I took your remarks in good part.
 A) with no hesitation (C) at my departure
 B) without being offended (D) accepted more than half
55. Don't you think the present was really priceless?
 A) invaluable (B) worthless (C) unwanted (D) not valuable
56. They ran through the poem
 A) remembered (C) practiced (B) studied (D) skipped
57. His far sightedness meant a lot to the crowd.
 A) Ability to solve problems (B) ability to understand others
 C) inability to see from short distance (D) understanding of possible consequences

58. She now knows she can no longer count on you
 A) notice B) depend C) keep attracted to D) ask for money
59. He never stops talking about her immaculate behavior.
 A) rude B) unspoilt C) acceptable D) disappointing
60. It came about in the middle of the night and we could do nothing. (A) bumped into B) bumped into C) sneaked through
 D) suddenly attacked
61. They deliberated upon the issue before they made decisions
 A) carelessly handled B) hurriedly discussed C) intentionally delayed D) carefully discussed
62. I knew he was being shadowed.
 A) secretly followed B) kept in the opposition C) kept in the dark D) intentionally ignored

Section Five: Grammar (63-87)

Directions: Questions 63-87 are incomplete sentences. There are four alternative words or phrases, A-D, given below each question. Choose the word that best completes the sentence and blacken the letter of your choice in the space provided in the answer sheet.

63. Neither of them _____ interesting to me. Take them away.
 A) are B) is C) seem D) has
64. Worry not about him! He has never been _____ to me.
 A) kind B) wise C) happy D) surprising
65. _____ could I read your name. Weren't you there?
 A) Nowhere C) anywhere B) Somewhere D) Every where
66. That was a very stupid mistake; we must all say, _____ again
 A) ever B) none C) never D) no
67. The sudden death of his boss came as _____ news.
 A) surprising B) shocking C) touching D) frightening
68. Would you like to join us?
 A) No, I don't B) No, I don't you C) No, I wouldn't D) I wouldn't, please
69. Why is it that came to your party?
 A) anyone B) someone C) no one D) everyone
70. Leave _____ the printer and copier out there.
 A) all B) both C) either D) neither
71. Haven't they arrived yet?
 A) No, they have B) No, they haven't C) Yes, they haven't D) yes, they have arrived
72. Would you like to come home, darling?
 A) No, I don't B) No, I never C) No, I never do D) No, I never would
73. I found this year's Great Ethiopian Run _____ last year's
 A) as interested as B) most interesting of C) more interesting than D) not interesting than
74. Come on! Let's go for kilfo. I _____ my pay.
 A) had collected B) am collecting C) have collected D) often collect
75. Having been _____ the go all day, I got completely exhausted.
 A) in C) on B) through D) upon
76. _____ they submitted the proposal, we released the money.
 A) Consequently B) Because of C) In order that D) As soon as
77. By the time he finishes his studies, he _____ spent eight years on it.
 A) will have B) could have C) has had D) might have
78. I have never been dependent on any one _____ I was ten.
 A) since B) while C) until D) when
79. When I was a child, I _____ sing much better.
 A) can B) will C) could D) would
80. We have been expecting the book for months, but it has to come out _____.
 A) yet B) still C) by now D) up to now
81. If I got the job, I _____ save some money.
 A) will B) am going to C) shall D) would
82. He had to run for two hours so as _____
 A) he can save his life B) to save his life
 C) he could evade his enemies D) he should overcome his fears
83. They _____ anything since yesterday.
 A) didn't eat C) have never eaten
 B) had never eaten D) will have never eaten
84. I _____ a college or a university by October 2009.
 A) will join B) have joined C) should join D) will have joined
85. I know you don't want me to, but I _____ in anyway.
 A) might have done B) could do C) am going to do D) would have done

86. Don't release the prisoner _____
 A) unless he repents C) when he repented
 B) unless he has not repented D) when he has repent
87. I have hardly a coin. Can you please _____ me some?
 A) lend C) take B) borrow D) steal

SECTION SIX: Communicative Activities (88-103)

DIRECTIONS: Questions 88 – 98 are presented in a form of dialogue. The part said by one of the speakers is given, and a blank space is left for the other. For each of the blank spaces, four alternative answers, A-D, are given. Choose the alternative that is most appropriate to complete the dialogue and blacken the letter of your choice in the space provided in the answer sheet.

88. **Son:** _____?
Dad: I'll have to talk to your mom.
 A) can I go to the toilet B) Do chocolates give you illness
 C) Dad, what comes after Monday D) Would you buy me a mobile phone
89. **Student:** _____
Teacher: You had to do it bit by bit.
 A) I failed in Mathematics B) I get nervous on exam days
 C) I didn't submit my assignment D) I couldn't cover all my reading last night
90. **Murad:** Can you tell me the way to the library?
Chaltu: _____
 A) It is a kilometer away. B) It is a famous library.
 C) First left, then right. D) It won't open until 9 a.m.
91. **Bulti:** you shouldn't take any more money from her
Belay: _____
 A) Why shouldn't I? B) She is not a good friend.
 C) She did not sound mean. D) I know. Wealth buys health
92. **Manager:** John, this is Mr Woyaya, one of my assistant.
John: _____
 A) Hi, MrWoyaya. B) Hello, Mr Woyaya.
 C) How are you, Mr Woyaya? D) How are you doing, Mr Woyaya?
93. **Goitom:** this will get more expensive next week
Lulu: _____
 A) It doesn't look like new B) Business men are unkind.
 C) Customers have more money. D) Perhaps it might remain the same
94. **Director:** Your son stood first in all sections.
Parent: _____
 A) How nice to hear that. B) He wants to study medicine.
 C) Your school is one of the top. D) wonderful! He has good classmates.
95. Hagos: Senait is a very intelligent girl.
 Tadesse: _____
 A) Her boyfriend is an engineer B) She lives next door to my brother
 C) Well, I'm not too sure about that D) I have also seen her at the supermarket
96. Husband: How do you like my new suit?
 Wife: _____
 A) It is black in color. B) It is not very expensive.
 C) Did you buy it from Merkato? D) All your other suits were of higher quality
97. Belay: How can I finish all this in time?
 Clerk: _____
 A) Why would you work hard? B) If I were you, I'd ask friends for help.
 C) I know, you are so much hardworking D) What's the time?
98. Hailu: Shall we have something to eat?
 Sileshi: _____
 A) Boy, I'm starving. B) Restaurants are expensive.
 C) A hamburger costs two birr. D) Did you have a good breakfast?

DIRECTIONS: Questions 99-103 are presented in the form of a dialogue. The part said by one of the speakers is given, and a blank space is left for the other. Each dialogue is followed by four alternative answers, A-D. Choose the answer that is MOST APPROPRIATE to complete the dialogue and blacken the letter of your choice in the space provided in the answer sheet.

Conversation between Friends

Hailu: Have you heard the news?

Ayele: No! what?

Hailu: (99) _____

Ayele: Oh, really? Who to?

Hailu: (100) _____

- Ayele: Lucky, Astat. When is the wedding?
 Hailu: (101) _____
 Ayele: But next week is too soon. (102) _____
 Hailu: At the Hilton, of course.
 Ayele: Well, personally I prefer the Sheraton. (103) _____
 Hailu: Yes, you're right. That's their choice.
99. A) Tigist is getting married. B) Tigist is going to America.
 C) Tigist has scored all A's in her exams. D) Tigist has won the lottery.
100. (A) Next week (C) I don't know
 (B) To Asrat, I heard (D) What a surprise
101. (A) I don't think so (C) He is thirty five
 (B) In November (D) Next week
102. (A) Why don't they do it at the Sheraton? (B) and the wedding party?
 C. Where did they meet? D) Strange, isn't it?
103. (A) But, that's their choice B) that's good choice
 C) I wish them a happy marriage D) Sheraton is better than Hilton

SECTION SEVEN: Writing (104-120)

DIRECTONS: The following questions are related to different aspects of writing. Read each of them very carefully and choose the best answer from the four alternative answers, A-D, given. Then blacken the letter of your choice in the space provided in the answer sheet.

104. In which of the following sentences is a hyphen more appropriate?
 A) Most important to us was one thing an eraser B) We needed the following items Are they available?
 C) A pen apencil and an eraser we needed these items D) We needed a pen a pencil and an eraser.
105. Which one of the following is most likely a part of the instructions for operating your camera?
 A) Always keep the batteries out when not in use B) Please, keep the batteries out when not in use
 C) don't forget to keep the batteries out when not in use D) You will need to keep the batteries out when not in use.
106. Which one of the following is more appropriate for an academic writing?
 A) Earthquakes are sent down on us as punishments for our sins.
 B) Earthquakes have killed more people than epidemics in history
 C) Earthquakes can be predicted in order to prevent them from happening
 D) Earthquakes have probably killed more people than epidemics in history.
107. Which one of the following would you most likely use as an opening to a letter to your close friend, Abebe?
 A) Hi, Abebe C) Hello, Mr. Abebe B) Dear friend Abebe D) Dear Mr. Abebe
108. Which one of the following sentences is correctly punctuated?
 A) "When we go to Ambo, said Gari, we will see him." B) "When we go to Ambo" said Gari, "we will see him."
 C) "When we go to Ambo," said Gari, "we will see him." D) "When we go to ambo," said Gari, "we will see him"
109. Which one of the following sentences is most likely taken from a descriptive piece of writing?
 A) Computers are like TV sets B) Computers can store huge amount of information
 C) Computers are widely used in companies. D) Computers can save information for later use.
110. Which one of the following sentences is correctly punctuated?
 A) While here; Bob was clever B) Bob was clever, while here.
 C) while here, Bob was clever. D) Ask Bob how he became clever?
111. "After a two hour walk, we came to what is suspected to be a stronghold of the bandits. The place was deadly quiet and normal: life seems to have ceased functioning long ago. "this is taken from a piece of writing that is most likely:
 A) descriptive B) narrative C) argumentative D) expository
112. Which one of the following words is correctly spelled?
 A) truly C) testable B) tension D) potable
113. What would be an appropriate opening to an application letter for a job?
 A) Sirs, B) Dears, C) Dear Sirs, D) My dear Sir,
114. Which one of the following sentences is most likely taken from a narrative piece of writing?
 A) It was such a delicious meal B) Lunch was served at a stop over
 C) I wasn't sure where the lunch came from D) this was much better than the lunch we had yesterday
115. "Love is a emotion that binds two individuals in a mutual attraction to each other. It manifests itself through devotion to one another, and a feeling of loneliness when the two individuals are not together...." This piece of writing is likely to be
 A) narrative B) expository C) descriptive D) argumentative
116. Which one of the following words is wrongly spelt?
 A) sieve B) receive C) perceive D) deceive
117. How would you begin a letter to an applicant who has not been chosen form employment?
 A) Why regret to inform you...B) We are sad to inform you.....
 C) We would like to inform youD) We are pleased to inform you.....

118. "This has always been the weaker version. It is obviously cheaper but you cannot get the same effect on this machine."
This is likely taken from a/an _____ piece of writing.
A) descriptive B) narrative C) expository D) argumentative
119. We kindly request you to leave your room clean. This instruction is most likely found in a _____
A) laundry B) classroom C) restaurant D) hotel room
120. Which one of the following is a connecting statement between paragraphs?
A) there have been many attempts to convince them.
B) the issue of weapons smuggling is a sensitive one.
C) Having looked at all these we now propose solutions
D) The introduction of tax reform dates back to the early twentieth century.
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C: 2010 UEEE

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SECTION ONE: Word Order (1-6)

DIRECTIONS: The following words are **NOT** in the proper order. When put in the right order, they make correct English sentences. From the given alternatives, choose the one that is correct and **blacken** the letter of your choice in the space provided in the separate answer sheet.

1. Mamush child they adult call although he is the an him.
(A)...He is an adult although they call him *Mamush the child*. (B) Although they call him *Mamush the child* an adult he is.
(C) He is the child an adult although they call him *Mamush*. (D) He is *Mamush the child* although they call an adult him.
2. In your business own mind you that should only bear mind.
(A) Bear in your mind you should mind only that own business. (B) That you should mind your own business bear in mind only.
(C) Only you should bear in mind that mind your own business. (D) Bear in mind that you should mind your own business only.
3. get immediately you have him to go and.
(A) Immediately go to have and you get him. (B) You have to go immediately and get him.
(C) And you have to go get him immediately. (D) You get him immediately and have to go.
4. trees rains it when green turn,
(A) Green trees turn, when it rains. (B) When rains turn, it green trees.
(C) When rains, trees turn it green. (D) When it rains, trees turn green.
5. all in attempt booklet the questions this
(A) Attempt all the questions in this booklet. (B) In this booklet attempt all the questions.
(C) All this attempt the questions in booklet. (D) The questions in this booklet all attempt.
6. go to why college to need people do?
(A) Do people need why to go to college? (B) To do why people need go to college?
(C). Why do people need to go to college? (D) Do why people need to go to college?

ISECTION TWO: Paragraph Coherence (7-14)

DIRECTIONS: When put in the correct order, sentences a-e in each of the' questions from 7-14 make up a complete paragraph. From the alternatives given in each case, choose the letter that contains the correct order of the sentences and blacken the corresponding letter provided in the separate answer sheet.

7. a. It was, in fact, voraciously striving to make further gains. b. Italy was one of the late comers to the Scramble for Africa.
c. However, at that time, Italy had a problem of sectarianism as well. d. Britain, for example, had had her big bite when Italy joined in the venture. e. It was just newly created when others had already had the bulk of their share.
(A) b d c e a (B) b a e d c (C) d c a e b (D) b e d a c
8. a. There are various reasons why gambling is so popular.
b. The most obvious reason why people gamble is in order to make money.
c. Even if you know you may, not win, there is always a chance that you win.
d. Another reason people gamble is to bring some excitement into their lives.
e. For many people winning from gambling is the only way they could ever make a lot of money.
(A) a b e d c (B) c d e b a (C) c b a e d (D) a e b d c
9. a. First, we saw monkeys. Then we saw an elephant. b. Yesterday we went to the zoo.
b. We saw some other animals, too. c. There were three monkeys in the cage. (A) b e a d c (B) c d a e b (C) c a e b d (D) d b a e c
10. a. Peter is a painter. b. He went to Art School in 1989. c. He works in a studio in Addis Ababa. d. At the moment he is painting my portrait. e. His dad bought him for his graduation in 1993.
(A) a c e b d (B) a c d e b (C) a b c e d (D) a d b c e
11. a. There is no escaping global warming. b. Why worry about the changes that are happening today?
c. However, there is a small number of people who think that global warming is a myth.
d. You cannot pick up a newspaper or watch TV without hearing about this major issue.
e. They say that the earth's climate has been changing for as long as anyone can remember.
(A) d a c b e (B) a c e d b (C) a d c e b (D) a d e c b
12. a. There are joints at these places. b. You need joints to walk and bend. c. The human body has more than 70 joints.
d. In many places two bones come together. e. our knees are the joints in the middle of your legs.
(A) c d a b e (B) d a e b c (C) a a c e b (D) b c d a e

13. a. They can get jobs or provide their parents with free labor.,
 b. So the answer to the population problem lies in development.
 c. This has already happened in many parts of the developed world.
 d. If their prosperity can be increased, people begin to have fewer children.
 e. The main reason that poor people have lots of children is that" "children represent money.
 (A) c e a d b (B) e a d b c (C) c d a b c (D).e a d c b
14. a. This made the village dull and sleepy. , b. The weather was hot and extremely scorching. C. There were also rumors that the enemy was approaching. d. 'Unfriendly as the situation was, not a s0-1 was to be seen anywhere.
 e. Suddenly a too loud and scary explosion broke ,the monotonous stillness,
 (A) b a c d e (B) 'b. c a d e (C) b d c a e (D) b c e a d

SECTION THREE: Reading Comprehension (15-28)

DIRECTIONS: There are two reading passages in this section. Read each of them carefully and answer the questions that follow. Each question has four choices. Choose the best alternative and **blacken** the letter of your choice in the separate answer sheet provided.

Passage One

The most important thing is to understand people. You've got to know what they're thinking. If you can figure that out you can get them to do anything. They come in with an idea about what they want. You get them talking about themselves, about what they like. If it's a man, you talk about baseball or something like that. If it's a woman, you ask her about fashions. That way they get comfortable with 'you. You ask them a lot of questions and get them saying 'yes'. Then they just get into the habit of saying 'yes'. In the end, you can put them into anything you want, if you are really good. They need a little car for the city; you send them home with a truck. Of course, I wouldn't really do that. It wouldn't be right. You've got to sell on this job, but you also have to be fair. It's not fair to take advantage of people too much. There are some people in this business who would do anything. But I don't believe in that. **Source: More Reading Power**

15. The phrase **That way** in Line 6 refers to.....
 (A) talking about fashion (B) talking about baseball
 (C) talking about what people like. (D) talking about what the writer likes
16. The word **that** in Line 2 refers' to
 (A) knowing what you are doing (B) getting people to do anything
 (C) understanding what people think (D) thinking about what people understand
17. You sell on **this job** (Line 11): what job does the speaker mean?
 (A) Selling cars. (B) Designing fashion. (C) Buying cars. (D) Playing baseball.
18. Which one of the following may **NOT** be needed to make people do what you want?
 (A) Identifying their interest. (B) Asking them few questions.
 (C) Understanding their thought. , (D) - Allowing them to talk about themselves

Passage Two

Biologically, two different types of dreams exist. In the first, we sleep deeply- and there is not much activity in the nervous system. Our blood pressure is often low and we don't usually dream. In the second type, our eyes start moving rapidly and our blood - pressure rises. This kind of dream is known as REM sleep, (rapid - eye-movement sleep) and it is at this stage that we usually start to dream. Everyone dreams at least four or five times a night, but we don't always remember our dreams. Dreams occur at intervals of 90 minutes .and altogether **make up** about 25% of our night's sleep. **Evidence** has shown that a dream period lasts for about 5-20 minutes. A new born child on the other hand may dream for up to 50% of his/her sleep. Some recent research found that women could remember more dreams than men and that older people seemed to dream least and have fewer nightmares. Many children thought that their dreams were affected by the books they had been reading.

2.. Dream analysts believe that dreams often reflect what is going on in our lives at the time. Dreams express important wishes, fears, concerns and worries of the dreamer. Studies have shown that dreams are more perceptual than conceptual: things are seen and heard rather than subjected to thought. In terms of the senses, visual experience is almost always present; auditory experience in 40-50%, and touch, taste, smell and pain a relatively smaller percentage. A lot of emotion is felt - usually an emotion such as fear, anger or joy. Most dreams are in the form of interrupted stories made up partly of memory with frequent changes of scene.

3. When we move away from the fact, the questions become. more difficult to answer. One question which is often asked is: "Do' we dream in color?" The answer to this question is that most dreams are probably in color although people may not be aware of

it, either because they have difficulty remembering their dreams or because color is such a natural part of our visual experience. People who are very aware of color while awake, probably notice colors more often in their dreams. Another question which is asked is: "Do animals dream too?" They may well do, but we can never be sure. All that can be measured is they have REM (rapid eye movement) which tends to be associated with dreams. People often want to know whether a dream which repeats itself over and over again, holds a special meaning. The general answer would appear to be no, and that repetition in dreams is nothing to be concerned about. However, it can be a sign that you have something on your mind. Since dreams are connected so closely to your lives, the study and analysis of dreams must be a useful procedure, revealing different aspects of a person's thought. Interpreting or analyzing these symbols may possibly lead you to understand yourself.

4. Here are a few examples of what dreams can mean. Dreaming about a car, for example, may indicate the way you travel through life. Is the car fast or out of control, or rusty or difficult to start? **Either way**, it might represent something about your life. Successfully flying a plane signifies an unusual achievement, but flying in bad weather can mean difficulties in business. Animals are said to stand for aspects of our personality. If you dream about a fierce animal, this might be what you are thinking about yourself or somebody else. If you dream about a friendly animal, then it may point to the opposite—you may be feeling confident about yourself, or warm towards somebody else. Dreaming about teeth usually suggests power and control. Or of course you could just be having dental problems! Dreams about death imply an end of one thing in our lives and the beginning of another. They don't mean somebody will die. And finally, if you dream about water, it usually signifies your emotions, and swimming symbolizes how you will deal with them. Sweet Dream!

Taken from: Improve Your English

19. One main reason why dream analysis is said to be important in the passage is that _____
 (A) there are good and bad dreams (B) important dreams repeat themselves
 (C) repeated dreams are often of concern to us (D) the result may help us understand ourselves better
20. Which one of the following shows, in dream interpretation, an end of one-thing and the beginning of another thing in life?
 (A) Dreaming about teeth. (B) Dreaming about death.
 (C) Dreaming about swimming. (D) Dreaming about flying a plane .
21. Which one of the following is correct according to the information in the passage?
 (A) Research has shown that animals, like human beings, dream.
 (B) Research has shown that animal's REM cannot be measured.
 (C) Flying planes in bad weather would successfully signify achievement.
 (D) Research has shown that there is likelihood for people to dream in colors.
22. What does **Either way** refer to in Paragraph 4, Line 4?
 (A) Traveling by all the types of car mentioned. (B) Traveling by fast cars that go out of control.
 (C) Traveling by anyone of the car types mentioned. (D) Traveling by rusty cars that are usually difficult to start.
23. Which of the following suggests power in dream interpretation?
 (A) Dreaming about teeth (B) Dreaming about fierce animals (C) Dreaming about swimming (D) Dreaming about mental problem
24. The following four points describe the four sections of the passage. Which alternative shows the correct order of occurrence of points in the passage?
 a. types of dream b. interpretation of dream c. dream analysis belief d. dream and color
 (A) c b d a (B) a d c b (C) a b d c (D) a c b d
25. Which of the following words can replace the word **evidence** in Paragraph 1, Line 10?
 (A) Fact (B) Data (C) Research (D) Information
26. Which word has a similar meaning as **make up** in paragraph 1, Line 9?
 (A) Form (B) Create (C) Signify (D) Constitute
27. Which of the following is true about people who are aware of colors?
 (A) They can dream more often than those who are not aware of colors.
 (B) They can dream in color more often than those who are not aware of colors. (C)
 (C) They notice color more often in their dreams than those who are not aware of colors.
 (D) They can remember their dream more often than those who are not aware of colors.
28. Which one of the following does repetition in dreams signal?
 (A) The dreamer's success in life. (B) Things on the dreamer's mind.
 (C) the way the dreamer travels in life. (D) Difficulty in the dreamer's business.

SECTION FOUR: Vocabulary (29-54)

A. Completion (29-45)

DIRECTIONS: Questions 29-45a-e incomplete sentences. There are four alternative words, A-D, given below each question. Choose the word that best completes the sentence, and blacken the letter of your choice in the space provided in the answer sheet.

29. Look at my teeth! Aren't they as..... ?
(A) strong as iron (B) white as snow (C) white as milk (D) wide as a spade
30. Who doesn't fancy her? She is soand beautiful.
(A) fat (B) slim (C) thin (D) skinny
31. All over the country, there is a sharp.....in the cost of living.
(A) rice (B) raise (C) rise (D) arise
32. Given the extent of the typhoid epidemic. in the area, the small amount of money donated is just a drop in the
(A) sea (B) sand (C) ocean (D) river
33. The injection was so that it took him no time to regain consciousness.
(A) efficient (B) effectual (C) affective (D) effective
34. He is unfriendly; his behavior often..... me.
(A) repels (B) pulls (C) attracts (D) contradicts
35. We need time to study for our tomorrow's exam. It is..... to even think about going to bed at all.
(A) meticulous (B) ambiguous (C) ridiculous (D) courage
36. There is a real threat of war every year in the world. I.....we will ever see total world peace.
(A) doubt (B) suspect (C) feel (D) believe
37. I amthat she will arrive this afternoon. She has already left from there.
(A) Convincing (B) Confidence (C) confident (D) confidential
38. Take the same as him, and you will end up in Nairobi.
(A) root (B) route (C) rout (D) routine
39. University education requires quite a lot of reading in English. So, good English language ability isfor your success at the university.
(A) inaccessible (B) indispensable (C) incredible (D) inseparable
40. The film was.....; I did not expect to be that bad.
(A) interesting (B) discouraging (C) exciting (D) disappointing
41. He completely.....after a days hard labor.
(A) wore off (B) wore away (C) wore out (D) wore down
42. She felt very after the death of her husband. She doesn't even like to go out on weekends.
(A) disfavored (B) condemned (C) impressed (D) depressed
43. I find it difficult to with my boss these days. He really is not approachable.
(A) get on (B) get of (C) go on (D) get across
44. Dressing smartly for an interview helps you to create a good.....
(A) thought (B) impression (C) response (D) expression
45. Don't leave any of your belongings here; we have had a few recently.
(A) theft (B) stealing (C) losses (D) thieves

B. Substitution (46-54)

DIRECTIONS: Questions 46-54 each has an underlined word or phrase, There are four alternatives A-D, given after each sentence. Choose one word or phrase that best keeps the meaning of the given sentence if substituted for the underlined word or phrase and **blacken** the letter of your choice in the space provided in the answer sheet.

46. Shouldn't we now give this idea up? To me, it is a lost case.
(A) failure (B) had plan (C) -cheap idea (D) misconception
47. She was put out by the decision to fire her brother from the company. '
(A) shattered (B) disturbed (C) discouraged (D) disappointed
48. Would you please turn on the light? It is getting darker in here.'
(A) open up (B) push down, (C) make on (D) switch on
49. You probably need to go through your plan again.
(A) write (B) renew (C) check (D) implement
50. A large number of people hold strong views about cost-sharing in education.
(A) keep (B) suggest (C) have (D) believe'
51. The junior officers broke ranks with the leadership. They refused to accept orders.
(A) made a deal (B) shared (C) wanted negotiations (D) expressed disagreement

52. She looks off color today. What is the matter?
 (A) Very sad (B) very angry (C) not very healthy (D) shabbily dressed
53. I don't think this agreement would work. You've been taken for a ride.
 (A) really cheated (B) given only a ride (C) given little attention (D) considered only temporarily
54. Do you know how many were retained from the last year's batch of students?
 (A) dismissed (B) accommodated (C) promoted (D) further kept

SECTION FNE: Grammar (55-83)

DIRECTIONS: Questions 55-83 are incomplete sentences. There are four alternative words or phrases, A-D, given below each question. Choose the word that **best** completes the sentence and **blacken** the letter of your choice in the space provided in the answer sheet.

55. _____ each of the candidate in this hall have a pen and a pencil?
 (A) Is (B) Does (C) Do (D) Has
56. None of themcommitted that kind of mistake.
 (A) has (B) was (C) have (D) were
57. The ring leaders could not be traced _____. Perhaps they have left the country.
 (A) anywhere (B) somewhere (C) nowhere (D) everywhere
58.'is the' effect of large family more apparent than in rural areas 'of our country.
 (A) Anywhere (B) Everywhere (C) Nowhere. (D) Somewhere
59. I have done that kind of job before. Is thatinteresting?
 (A) ever (B) never (C) no time (D) not never
60. Despite the attractive reward pledged by the government, came forward to give any information.
 (A) anyone (B) 'Someone (C) no one (D) everyone
61. This question is _____ all the other questions in this booklet.
 (A) easier than (B) the easiest of (C) easy as (D) easier as
62. We have little milk left in the fridge. But there is even juice.
 (A) less (B) more (C) much (D) more little
63. Do you think this water is safe?
 (A) drinking (B) to drink it (C) to drink (D) for drinking it
64. Either the customers or waiters to blame. (A) is (B) are (C) must (D) have
65.this exam is not an easy thing; you really need to read each question carefully.
 (A) To pass (B) To have to pass (C) Passing (D) Being pass
66. She is one of thepeople I have ever met; she never talks. (A) interested (B) interesting (C) bored (D) boring
67. My wallet..... my pocket before I sat down. (A) has fallen (B) had fallen (C) has been falling (D) had been falling
68. I am wet; Iclothes since morning. (A) washed (B) was washing (C) I am washing (D) have been washing
69. He has improved a lot ever .since heher. (A) married (B) is married (C) was married (D) has married
70. Oh, no! It is already 2 o'clock but Imy lunch yet.
 (A) do not have (B) won't have had (C) haven't had (D) did not have
71. Look! She is bleeding. I think, sheher fingers. (A) cut (B) was cut (C) had cut (D) has cut
72. The deadline is 30 June. By 01 July, all applications ... in. (A) will be (B) will have been (C) have been (D) would be
73. You had better see a doctor about your chest pain; I think it is getting.....
 (A) more worse (B) worse and worst (C) worse and worse (D) more and more worse
74. If you, you would not go swimming in that freezing water.
 (A) want not to catch a bad cold (B) wanted not to catch a bad cold
 (C) would want to catch a bad cold (D) would not want to catch a bad cold
75. We can not release him..... he completes the assignment.
 (A) if (B) when (C) unless (D) by the time
76. I now know you have no money. Do not worry! I lend you some.
 (A) will (B) would (C) might (D) am going to
77. If your brother is in difficult financial circumstances, you..... help him.
 (A) must (B) ought to (C) have to (D) have got to
78. I would not have listened to him if I..... he were to tell me this.
 (A) knew (B) did know (C) had known (D) have had known
79. You should leave home earlyto be late for tomorrow's exam.
 (A) in case not (B) so that not (C) if not (D) in order not
80.you know what we are getting at, I should tell you everything.
 (A) Since (B) while (C) Because of (D) As a result of
81. Younot tell lies if you wanted people to trust you.
 (A) have (B) ought (C) must (D) will have
82. It was boring lecture that everyone fell asleep.
 (A) so (B) too (C) such (D) such a
83. My watch be wrong as I set it by the radio clock this morning.
 (A) cannot (B) may not (C) will not (D) need not

SECTION SIX: Communicative Activities (84-104)

DIRECTIONS: Questions 84-104 are presented in a form of dialogue. The part said by one of the speakers is given, and a blank space is left for the other. For each of the blank spaces, four alternative answers, A-D, are given. Choose the alternative that is most appropriate to, complete the dialogue and blacken the letter of your choice in the space provided in the answer sheet.

84. **Josie:** ?
Secretary: I am afraid Mr. Abera is not in.
(A) I want Mr. Abera, please. (B) How are you, Mr. Abera?
(C) Is it Mr. Abera's office, please? (D) Can I speak to Mr. Abera, please?
85. **Teacher:** Which stream would you like to join, Arts or Science?
Student:.....
(A) I would rather go for Science. (B) Many students would want Arts.
(C) How many teachers teach Arts? (D) Excuse me, I would ask my dad
86. **A:** Isn't boxing a popular sport in this country?
B:
(A) No, it is! (B) Yes, it isn't! (C) Not, never! (D) No, it isn't!
87. **Girma:** Would you like some more sandwiches?
Getnet:
(A) No, thanks. I've had enough. (B) Never at all. I hate sandwiches.
(C) No thanks. Just had my breakfast. (D) No, thanks. Sandwiches are not good.
88. **Tourist:** Excuse me, please. How can I get to the museum?
You:
(A) The museum is closed today. (C) The museum is somewhere around Arat Kilo.
Do you want to walk or take a taxi? (D) What time do you want to get there?
89. **Debebe:** May I introduce myself? My name is Debebe.
Kebede:
(A) Pleased to meet you. My name is Kebede. (B) Allow me to introduce myself .. I'm Kebede.
(C) I'd like to introduce myself. My name is Kebede. (D) May I introduce myself, too. My name is Kebede.
90. **Tolessa:** The party was great, wasn't it?
Wife:
(A) You left early, didn't you? (B) There are lots of drinks at parties.
(C) I didn't know they were getting married. (D) Oh, yeah! The food was particularly delicious.
91. **Customer:** They say your boss is thoroughly rich.
Waiter:
(A) He has an expensive car. (B) He doesn't live in Ethiopia. (C) People talk about his money.
(D) Of course, can't you see all these?
92. **Wife:** I am not feeling well these days'.
Husband:
Selam: ?
Hawi: No problem. How much would you like?
(A) Your brother told me you were so rich. (B) How annoying! I think I lost my money.
(C) Do you have some money in your account? (D) My father is not willing to pay my tuition fee.
94. **Journalist:** Did you know that they sacked your manager?
Player:
(A) Does he want to be employed? (B) This is ridiculous! who told you?
(C) The national club also did the same? (D) He had a row with the board members?
95. **Peter:** She won a million birr lottery.
Jesie:
(A) Lotteries are good (B) Does she have a husband?
(C) Did she buy the ticket herself? (D) What? That is a good amount of money!
96. **Husband:** Shall we organize a party to celebrate our tenth anniversary this weekend?
Wife:.....
(A) Many people enjoy parties. (B) It does not sound very practical to me.
(C) I'm going to Seble's birthday party this evening. (D) Do you remember the party we went last time?
97. **Journalist:** Do you think parents are happy about the amount of their children's TV watching?
Parent:
(A) No, I do not think so. (C) No, TV watching does not make children creative
(B) Yes, children watch TV too much. (D) Yes, my children watch TV too much
98. **Colleague:** They are closing the unit down.
You:
(A) This is a unit that handles all research work. (C) That is very stupid! It has been efficient all along.

- (B) Are you kidding? The head has got another appointment. D. Of course do not you understand that most of the staff are competent.
99. Gemechu: ?
Daniel: Well, he's short and quite fat, but he has a pleasant face.
 (A) How is your new English teacher (B) How tall is your new English teacher
 (C) What does your new English teacher look like (D) What's the face of your new English teacher like
100. **Girma:** Are you still living in Jimma?
Ujulu:
 (A) This is my s" year in Jimma. (B) To be honest, Jimma is a nice place for living.
 (C) No, I moved to Addis Ababa about six months ago. (D) No, I had been living in Awassa before I went to Jimma.
101. Friend: ?
 You: I go to the gym two or three- times a week.
 (A) Do you like to play games (B) What is your favorite sport
 (C) Do you want to lose weight (D) Do you ever do any physical exercise
102. Father: What are you going to do with that spade?
 Son:
 (A) I all?- going to have some apple. (B) I want to cut down some apple trees.
 (C) I am going to plant some apple trees. (D) I want to split the apple tree into two parts.
103. Hagos: How long have you been doing this job?
 Kedir:
 (A). It is about 10 years now. (B) I'm usually at home by 2 or 3.
 (C) I do all the marketing myself. (D) The salary is not good enough.
104. Almaz: Our French teacher arrived late again this morning.
 Hawa:
 (A) I'm surprised - he's often late. (B) I'm not surprised - he's often late.
 (C) I'm not surprised - he's often on time. (D) I'm surprised - he's, often not on time.

SECTION SEVEN: Writing (105-120)

DIRECTIONS: The following questions are related to different types of writing. Read each of them very carefully and choose the best answer from the four alternative answers, A-D, given. Then **blacken** the letter of your choice in the space provided in the answer sheet.

105. "We arranged to meet at the foot of the mountain. But we had to wait longer than expected as many did not show up on time. Then at 10 O' clock, after a significant delay, we headed for the tip." This is taken from a piece of writing that is most likely,
 (A) narrative (B) expository (C) descriptive (D) argumentative
106. "The first time I experienced a problem with age was on my fiftieth birthday. Fifty seemed to be too much older than 49. I used to like it when people told me I looked young for my age, but then I realized that they were just telling me how old I was." This piece of writing is likely to be _____
 (A) expository (B) argumentative (C) narrative (D) descriptive
107. Which one of the following words is wrongly spelled?
 (A) Believe (B) Cumrnulative (C) Deceive (D) Acommodate
108. Which one of the following words is **NOT** correctly spelled".
 (A) Cafeteria (B) Academic (C) Extension (D) Environment
109. "Below are my reasons to claim that the seminar is a better alternative to the lecture method of teaching. in higher education." This IS likely taken from a/an..... piece of writing.
 A) narrative (B) descriptive (C) expository D argumentative
110. "The building is, a small house consisting of two floors. The outside front wall is 9 m long and 5 in high. There is a door in the middle of the wall at ground level." This piece of writing is likely to be _____
 (A) narrative (B) descriptive (C) expository (D) argumentative
111. "I regret to inform you about the late delivery of your order.;" This is most likely taken from a letter of _____
 (A) apology (B) complaint (C) enquiry (D) rejection
112. The following items (a-e) are components of an application letter arranged in a wrong order. Which alternative shows the correct order?
 a) New Thoughts University
 b) P.O. Box
 c) Ato Bekele Leta
 d) Head, Purchasing Department
 e) Addis Ababa
 (A) a c d e b (B) c d e b e (C) a c b e d (D) c d a e b
113. "This brief survey should give you some idea of the great variety of things to be done in Addis Ababa, There is literally something for everyone, at almost any time during the day." This piece of writing is likely taken from the -----of a written text.

- (A) Conclusion (B) introduction (C) main body (D) supporting details
114. Which one of the following best illustrates an argumentative writing ?
 (A) Typewriters are not as good as computers. (B) Some of the computers have huge memory.
 (C) We have 32 computers distributed among the staff. (D) Computers have the ability to correct wrong spellings. _
115. "Dear everyone, we're having a fantastic time here!" This is likely taken from the beginning of a _
 (A) letter of acceptance (B) letter to close friends (C) business letter (D) formal letter
116. "I am writing this letter in response to your advertisement of 12 September 2009 regarding...
 "Which part of a formal letter does the line go in?
 (A) Salutation (B) introduction (C) body (D) closing
117. Which one of the following sentences is correctly punctuated? (A) He saw or at least he thought, a big snake lying in his bed.
 (B) He saw or, at least he thought, a big snake lying in his bed. (C) He saw or, at least, he thought a big snake lying in his bed.
 (D) He saw, or at least he thought, a big snake lying in his bed.
118. "Please, take a seat in the hall until a nurse calls your name." This is most likely a notice in a
 (A) nursery (B) hospital (C) nursing college (D) medical school
119. which one of the following sentences is correctly punctuated?
 (A) If he doesn't obey, then follows a punitive measure; he is dismissed for good.
 (B) If he doesn't obey, then follows a punitive measure: he is dismissed for good.
 (C) If he doesn't obey, then follows a punitive measure, he is dismissed for good.
 (D) If he doesn't obey, then follows: a punitive measure - he is dismissed for good.
120. Which one of the following sentences has a correct punctuation?
 (A) "But, look here, said Berhan, I can't give you this one!" (B) "But look here," said Berhan, "I can't give you this one!"
 (C) "But look here," said Berhan, "I can't give you this one!" (D) "But, look here," said Berhan, "I can't give you this one!"

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Appendix 10: Sample Classroom Exams

A) Kuy Preparatory school

KUY S.S AND PREPARATORY SCHOOL ENGLISH MID EXAM FOR GRADE 11th(15%)

I. Choose the BEST answer

1. Our teacher-----about tenses for over 5 hours, and we wish he would stop.
A. have been talking B. has been talking C. had been talking D. is talking
2. She-----with her parents when the war-----out.
A. lives/broke B. lived/broke C. is living/ broke D. was living/ broke
3. Hagos-----the examination if he had worked harder.
A. would pass B. was passing C. has passed D. would have passed
4. J-----England for seven years before I -----there last year.
A. didn't see/have gone B. don't see/went C. hadn't seen/went D. haven't seen/haven't gone
5. During this year we-----many improvements in industrial technology.
A. were seen B. have seen C. had seen D. have been seen
6. Gemechu-----his bachelor of degree last year.
A. obtains B. had obtained C. has obtained D. obtained
7. Before Gallilo died, he-----tremendous discoveries in his countries.
A. have founded B. had founded C. finds D. has founded
8. Because my mother got married 30 years ago, she -----4 children
A. has had B. had had C. had D. has been having
9. Y ohannes -----early in every morning.
A. uses getting up B. used to getting up C. is used to getting up D. uses to get up
10. I'm highly sorry, I -----meet you last night.
A. can't B. couldn't C. don't D. shall not
11. Which sentences is equivalent in meaning with the expression " I have been in Adama"
A. The speaker is still in Adama. B. The speaker is back from Adama.
C. The speaker wants to go to Adama. D. The speaker never and ever be in Adama

II. Change the following pairs of sentences in to the appropriate conditional sentence based on their meaning.

12. I didn't know his address. I didn't write to him.
13. You don't have an appointment. you won't see the director.
14. I don't study hard. I don't pass.
15. The bus stopped. It didn't knock me down.

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KUY SECONDARY AND PREPARATORY SCHOOL FIRST SEMESTER ENGLISH FINAL EXAMINATION FOR GRAE 11 th IN 2003 E.C

Time allowed: 1:20

A. Comprehension questions (1.5 pts each)

Read the text below and answer the questions according

1. Not since Americans crossed the continents in covered wagons have they exercised and dieted as strenuously as they are doing today. Consequently, they do not only look younger, life expectancy in the nation has risen to seventy-three years, with fewer people suffering from heart disease, the nation's number one killer.

2. Jogging, the easiest and cheapest way of improving the body, keeps over 30 million people of all ages O] the run. For the price of a good pair of running shoes, anyone anywhere can join the race.

3. Dieting, too has become a national pass time. Promoters of fad diets that eliminate eating one thing or another, such as fats or carbohydrates, promise as much as 20-pound weight looses within two weeks. Books describing such miraculous diets consistently head up the best-seller lists because every corpulent person wants to lose weight quickly and easily.

2. Nevertheless, jogging and dieting, carried to extremes, and be hazardous. Many confused joggers over do and ultimately suffer from ankle and foot damage. Fad dieting, fortunately, becomes only a temporary means for shedding a few pounds while the body is deprived of the balanced nutrition it requires, So most dieters cannot preserve on fad diets. Above all, common sense should be the keystone for any dieting and exercise scheme.

1. The main idea of paragraph 1 is-----

- A. Americans got exercise when they crossed the continent in covered wagons.
- B. Exercise and diet are more wide spread in American than ever before.

- C. Heart disease is the number one killer among Americans.
 D. Americans live longer than they did before.
2. The main idea of paragraph 2 is -----
 A. Jogging as an exercise appeals to a large number of Americans.
 B. joggers have to buy special shoes C. joggers must be a certain age D. jogging is inexpensive
3. What do you think the main idea of paragraph 3 is:
 A. people are so eager to lose weight that they will try any kind of diet.
 B. fad diets are so popular because they are on the best -seller lists
 C. Eliminating fats or carbohydrates will cause drastic weight loose.
 D. Diet books guarantee 20 pound weight loses.
4. The main idea of paragraph 4 is -----
 A. it's good for you to jog and restrict your eating
 B. improperly controlled diet and exercise harm rather than benefit your health
 C. more people succumb to heart disease than to any other ailment D. all of the above.
5. You can infer this passage that -----
 A. a person's life expectancy depends open diet B. in active and corpulent people are prone to heart disease C. more people succumb to heart disease than to any other ailment D. all of the above

B. Restating (1.5pts) each

II. CHOOSE THE ALTERNATIVE SENTENCES THAT IS CLOSEST IN MEANING TO THE GIVEN SENTENCES.

6. Life expectancy in the nation has risen to seventy-three years.
 A. Americans now live to be 73 years old B. The nation is 37 years old
 C. Hopefully, with exercise and improved diet, Americans may live to be 73 years D. Americans can expect to live to be at least 73 years old
7. Both jogging and dieting can be hazardous.
 A. people should not jog or diet B. Both jogging and dieting can improve your health.
 C. It's possible that dieting and jogging can damage your health D. jogging and dieting are harmful
8. Fad dieting, fortunately, becomes a temporary scheme for shading a few pounds.
 A. Fad dieting is only a temporary scheme B. it's too bad that people loose only a few pounds on fad diets.
 C. people should try to stay on fad diets D. it's a good thing that people don't stay on fat diets.

C. VOCABULARY WORK (1.5 pts each) :synonyms

NOW Choose the correct alternative that has the same meaning as the boldfaced word.

9. Akakiye **joined** a health club in order to use the swimming pool.
 A visited B. bought a share in C. coordinated D. became a member of
10. Our **fitness** obviously depends up on the amount of food, exercise and rest you get.
 A readiness B. eligibility C. Health D. preparation
11. Occasionally, this product is **hazardous** to the eyes and should be kept out of reach of children.
 A liquefied B. arduous C. hazing D. dangerous
12. **Unfortunately**, they didn't see the carve in the road.
 A Unfortunately B. desperately C. Dangerously D/ unluckly
13. **Corpulent** people are constantly trying new diets
 A unfit B. slim C. lazy D. obese

D. JUMBLED SENTENCES- MAKE IT A COMPLETE (1.5pt each)

Re -arrange the following jumbled sentences in to one and sensible paragraph accordingly:

- A sisay was well, sisay was different
 B. Abebe and Sisay were not brothers C. He enjoyed his lessons
 D. They were good friends in Ato Jemals class at school E. Abebe was a good student.

14. Which sentence should bring (come) first? A. A B. B C. E D. D
 15. Which sentence should come last? A. A B. C C. E D. D
 16. Which sentence should come 4th? A. C B. E C. A D. D
 17. The one to be 2nd is -----, A. B B. A C. D C. C
 18. Lastly, we can find -----letter to be found third. A. E B. A C. D D. C

E. GRAMMAR (1.5 each)

19. PM Meles hurriedly left the aero plane to Tigray a week before. Had he not, he -----by the candidates undoubtedly.
 A Has not choosen B. had not choosen C. would not choose D. would have not choosen .
20. Look! can you see that admirable crazy guy who -----on the mud lunatically.
 A Is seating B. sits C. was sitting D. Is sitting
21. I-----English other than French since I was 6 years old.
 A learned B. used to learn C. have learned D. B & C are correct
22. If you -----for a car, you -----the queue.
 A wait/will join B. waited / would met C. are waiting/ had better join D. all

23. One among the following expressions do have strong tendency to be performed.
 A. it is certain that - - - B. it is highly probably that - - -
 C. it is possible that - - - D. all
24. Which of the following sentence express intention except
 A. He will build a house B. (I am sure) she will go back C. summer will come again D. all
25. I-----with prostitutions in university. Nonetheless, I am free from anything in kuy
 A. am used to play B. used to playing C. used to play D. was used to played
26. The No of students with straight score -----each year.
 A. are increased B. increasingly C. are increasing D. increased E. A&C
27. Our English teacher warned us to stop talking and got on with our excellence deed. The underlined phrasal verb mean.
 A. give up B. make up C. hold up D. carry on
28. Of Nicaragua and Hungary, the later has more timber and the former has plenty coconut.
 A. Nicaragua has owned more timber B. hungary has plenty of coconut
 C. both Nicaragus & Hungary have a better production & timber
 D. Nicaragua possesses a great deal of nut while hungary owns timber
29. -----lelissie a druggist, she would treat excitedly.
 A. Be B. had been C. were D. was
30. Which of the following words does "th" have a voiced (hard tetha) sound.
 A. think, strength, thick B. bother, mother, them C. theater, thermal, thought D. thesis, thigh, thank
31. The tall brown bear stood on his reverent legs. she was a miracle creature. Her thin cinnamon fur glistened in moon light----- This is an example of -----.
 A. Explanatory B. Descriptive C. Narrative D. Argumentative
32. The profession was wanton, then my uncles all wished they had never joined to it.
 A. they didn't join to the professions because they awared it as was trivial
 B. though the professions was nonsense, they, this time regretted for joining here
 C. they, hence, resented for being joined (already joined) to the profession because it was highly wanton
 D. There is no need of resentment for what has occurred in the previous time though the profession was really wanton
33. She was reading quietly in her studying room when the lights suddenly -----
 A. had gone out B. will go out C. were going out D. want out
34. The police orchestra prepared (A) a big music concert (B) to the graduation day (C)(smartly). The place of the adverb should be
 A. A B. B C. C D. Band C
35. Teacher: How long -----this school
 student: Four years now. A. have you attending B. have you attended
 C. have you been attending D. have you been attended

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SENIOR SEC& PREP ARA TORY SCHOOL ENGLISH EXAM IN 2003 E.C OF SECOND SEMESTER FOR GRADE 11

I. Read the following passage and answer the questions that follow.

one of the most dangerous drugs for pregnant women is alcohol. Human fetus is particularly **vulnerable** as alcohol is delivered quickly in to the **blood and passes in** to the tissues and membranes. very often babies born after exposed to alcohol are said to be suffering from **fetal alcohol- syndrome**.

As a pregnant woman drinks alcohol, the alcohol is passed in to her blood stream almost simultaneously. As the fetus is concentrated and connected with mother through the blood stream, so the alcohol passes directly in to the blood stream of the fetus as well. The fact is that the concentration of alcohol in the fetus is exactly the same as in the mother. In adult's organism liver can remove ounce of alcohol from its system per hour. But, the fetus liver is not completely developed (depending on its

stage of development). The rate which it is able to eliminate the alcohol from the blood of the fetus is much slower.

Researcher has shown that as little as one drink of alcohol can produce significant, irreversible damage to the fetus. Babies born after exposure to alcohol have such diseases as facial distortion, inability to concentrate, and difficulty in remembering. So, pregnant women are strictly forbidden to drink alcohol as its effect on the fetus is pronounced.

1. What is the main topic of this reading?
A. Drinking and the human body B. women and drugs
C. The fetus and alcohol D. The dangerous of pregnancy
2. How much time does it take for alcohol to enter a woman's blood stream after she takes a drink?
A. several minutes B. about one hour C. a few seconds D. at least 24 hours
3. According to the passage, how does the concentration of alcohol in a fetus compare to that in the mother?
A. The concentration can't be measured B. The concentration is more
C. The concentration is equivalent. D. the concentration is less
4. It can be inferred that the development of a fetal liver depends on?
A. how large the fetus is B. how well the mother has taken care of the fetus
C. how many months pregnant the mother is D. how much alcohol the mother has consumed
5. According to the passage, how is alcohol finally returned to the mother's system?
A. It is carried through the blood stream B. It is expelled by the fetus's liver
C. It is transferred across the placenta D. It is not completely returned
6. Which one of the following was not mentioned as a sign of fetal alcohol syndrome?
A. disfigurement of the face B. concentration difficulties
C. increased aggression D. memory problem
7. In which line does the author discuss the quantity of alcohol necessary to produce negative results?
A. line 2-3 B. 6-7 C. 10-13 D. 8-9
8. In the last line the word pronounced refers and closely means-----
A. spoken B. described C. evident D. unfortunate
9. In the last line the pronoun its refers to.
A. the fetus B. the blood stream C. the tissue D. the alcohol
10. What does vulnerable mean?
A. resistant B. reactant C. incentive D. susceptible
11. Which one is true about the passage except?
A. Babies do have very little tendency to be exposed, if the mother drinks alcohol
B. The rate of challenging alcoholic poisons, liver has equal power on babies and mother
C. Health consultants give time for pregnant mother to drink alcohol
D. Alcohol is considered as harmful for pregnant woman
12. The prohibition of drinking alcohol is significantly (mainly expressed) on-----
A. par1 B. par 2 C. both in one and two D. par - 3
13. The effect of drinking alcohol highly Witnessed by scholar on para-----
A. 1 B. 2 C. Both 1 & 2 D. 3

Grammar

II. Choose the best answer among the given alternatives

14. My father must be highly exhausted because he, with his staff mates -----the balance account all day.
A. will be doing B. were working C. has been doing D. have been doing
15. Our instructor ----- in kuy before he flight to Washington.
A. has lived B. were living C. had lived D. lives
16. Which one is correctly written
A. My mother once a semester celebrates her birth day. B. She laughs often at me.
C. She danced recklessly. D. The book on the table lied.
17. Look my friend 'BuBu', here. he -----boxing excitingly
A. is loving B. loved C. likes D. linking
18. If PM Meles had not gone to Egypt, he wouldn't have seen Aswan dam. means-----
A. He went to Sudan instead of Egypt B. He had been to Egypt but didn't visit Aswan dam
C. He went to Egypt and visited Aswan dam D. He had never been to Egypt.
19. Every week, my sister-----'dorowot' for supper.
A. has prepared B. prepares C. will prepare D. is preparing
20. The governmental official of Ethiopia allocate their monthly salary for Abay dam. The synonym of the underlined word is ----
A. earn B. budget C. generate D. obtain
21. My mother used to fetch H₂O a lot, but now she-----
A. weren't B. doesn't C. didn't D. wasn't
22. I had my private Scania (car),-----
A. I would have gone to Russia B. I would go to Russia
C. I will go to Russia D. I wouldn't go Russia
23. If English ----- (not be) an international language, nobody would care for it.

- A. were not B. was not C. is not D. doesn't be
24. The informal meeting which was conducted by the vice - director was null and void (with out effective). The word class of the underlined word is-----
 A. noun B. verb C. adverb D. adjective
25. Which one is not correct sentence.
 A. She danced happily in to the room. B. She sang beautifully.
 C. He was madly in love with her. D. I went at once there.
26. Kuy-----my best place for residence but I don't like any longer this time
 A. used to being B. is used to be C. were used to being D. used to be
27. Which one is correct about the position of adverbs?
 A. Yesterday in the farm, she working hard. B. She was working in the farm yesterday hard
 C. She was hard working in the farm yesterday. D. She was working hard in the farm yesterday.
28. Ato solomon (A) walks (B) his dog (C) . rarely. the correct position of Adverb is-----
 A. B B. C C. C D. A/C

III. Spoken English- and Dialogue:

29. A: What was the competition look like?
 B: -----,
 A. It was before yesterday, didn't you know? B/It was for champion league
 C. It was between Manchester united and Arsenal D/ Incredible
 30. A: Do you know where my father lives? ii,
 B.No, I -----him for a long time
 A. haven't seen B. hadn't seen C. didn't see: D. does not see
31. A: what are you going to do during the coming vacation?
 B: ----- visit Lalibela rock hewn church
 A. am going to B. have decided to C. shall D. all
32. Active: the critic has reviewed the recent novel passive:-----
 A. The recent novel has-reviewed C. The recent novel had been
 B. The critic had received D. The recent novel has been received
33. **A: Shall I invite you a cup of tea?**
B:
 A. I wish you could B. Yes, why not you do it C. No, you would not do it D. No, thanks, I can drink myself
34. A: last week, I visited lalibela -----Fasil castle, Belay?
 B: Yes, I have. It is admirable indeed
 A. did you visit B. you have never visited C. were you D. Have you ever visited

V. Choose the correct phrasal verb and idiomatic expressions of the underlined words

35. Helen has got- over her illness due to the fact that she has been treated by the specialist with sophisticated
 A. recoverd B. deteriorated C. maltreated- D. re - examined
36. The break down ofleague of nation was attributed to the out break of WWI badly.
 A. failare B. unity C. cohesion D. integration
37. Don't be green- eyed on your colleague's promotion and try to avoid calculating money in your mind carelessly
 A. jealousy B. cheerful C. generous D. stingy

VI. Jumbled sentences

• Make coherent paragraph of the following jumbled sentences

- A. Then go to your advisor
 B. Have him sign on your paper
 C. This is how you register
 D. First fill in the form Finally get the registered stamp put on your paper
38. Which one is correctly written?
 A. ABC DE B. A D C B E C. C D B E A D. C D A B E

II. Change the following active sentence in to passive and vice versa.

39. Active: He is building a brick house
 Passive :-----
 40. Active: -----
 passive: The final exam is going to be taken by the students.
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Kuy preparatory and secondary school English mid exam for grade 12th 1st semester 2003 E. C from 20 %
Time allowed 30'

Instruction I: choose the best answer for the following questions

- 1. "It is a beautiful morning with a soft, cloudless, blue sky ..." This piece of writing is taken from
 A. Narrative writing B. Argumentative writing C. Descriptive Writing D. expository
- 2. The Ethiopian well known novel called "Fikir Eske Mekabir" is written by using---way of writing
 A. Argumentative B. Narrative C. Expository D. Descriptive
- ... 3. From the following parts of a letter the one make business letter unique from personal letter.
 A. the address of the writer B. the inside address C. salutation D. the place of signature
- 4. When I am very happy, I can say that I am excited. And when I am very excited, I can say that I am....
 A. thrilled B. bored C. angry D. confused
- 5. president Nicholas Sarkozy forecasted that Ethiopia will achieve the five year goals and plans easily. Forecasted means:-
 A. comment out B. designed C. agreed D. predict
- 6. After he won the amateur championship that he turned as professional. The synonym word for the underlined word is:
 A. amateur B. unprofessional C. hobby D. paid job
- 7. Chelsea and Birmingham drew 0 - 3 in the previous Sunday. "drew" means
 A. Game B. score C. comparison D. play
- 8. That is not conjecture. I know it very well. Conjecture means: A. guess B. fact C. boldness D. disaster
- 9. Which of the following sentence contains a linking verb?
 A. garden grows tomatoes. B. people taste spicy food cautiously. C. some Chinese foods taste spicy. D. B&C
- 10. which of the following words is not developed by using the correct affixe? A. misunderstand B. illiterate C. illegal D. impartial
- 11. Johnny and Elsa really loved ----. A. each other B. themselves C. herself D. their selves
- 12 when they were younger, they ----- visit their grand parents every Sunday. A. have to B. would C. must D. Can
- 13.A: ----- ?
 B: yes, please do.
 A. must I come in B. I could come in C. could I Come in D. may I
- 14, we ----- help the poor. It is our moral obligation.
 A. can B. have to C. could D. must

II Match the following words with their appropriate affixes

	<u>"A"</u>	<u>"B"</u>
-----15, realize		A, -ive
----- 16, work		B, - or
----- 17, protect		C, - ation
----- 18, assert		D, Mer
		E,-ous

III Rearrange the following words to form a meaningful sentence

19, complete/in/action research/ my/may /will/ I -----

IV By analyzing the given situation, give the appropriate advice for the following problematic person

20 My finger is bleeding as a flood.

Advice: -----

KUY PRPARATORY AND SECONDARY SCHOOL 2003 ACCADEMIC YEAR 1ST
SEMESTER ENGLISH FINAL EXAM FOR GRADE 12.

PART ONE: READ THE FOLLOWING TEXT CAREFULLY THEN ANSWER 1HE ITEMS BELO IT:

1. In spite of strong current arguments in favor of the death penalty, capital punishment violets several basic principles underlying the American system of justice.

2. Most basic to our legal system is our belief in even-handed justice, we believe that equal crimes should receive equal punishment. However, the death penalty has always been notorious for its "freakish unfairness." In the words of one study, judicial safeguards for preventing the arbitrary administration of capital punishment are not working. Judges and juries apply widely differing standards. In one celebrated case, two partners in crime were convicted of the same capital crime on identical charges. One was executed: the other is in prison and will soon be eligible for parole.

3. We believe that all citizens are equal before the law. Justice should be "blind" to wealth, race, and ethnic origin. However, poor defendants are many times more likely to receive the death penalty than wealthy ones protected by highly paid team of lawyers whose maneuvers stymie the prosecution and baffle the jury. Minority defendants convicted of capital crimes have a much high statistical chance of being executed than white defendants.

4. Fairness demands that the judicial system make provision for correcting its own errors. If some one has been unjustly convicted, there should be a mechanism for reversing the verdict and setting the person free. However, in the case of the death

penalty, such a correction of error is aborted. We are left with futile regrets, like the prosecutor who said, "Horrible as it is to contemplate, we may have executed the wrong man."

WRITE "TRUE" IF IT IS CORRECT AND "FALSE IF IT IS INCORRECT ACCORDING TO THE PASSAGE:(1.5 PTS EACH)

- 1. The writer is in favor of capital punishment.
- 2. All equal crimes are receiving equal punishment.
- 3. The writer doesn't believe that all citizens are being treated equally before the law.
- 4. Justice has always been "blind" to wealth, race and ethnic origin.
- 5. Some times there may not be a mechanism for reversing verdict.

. B. CHOOSE THE BEST ANSWER (1.5 PTS EACH)

- 6. "its" line 3 part 2 refers to the:
A. legal system B. belief in even-handed justice C. death penalty D. arbitrary administration
 - 7. 'one' line 7 part 2 refers to the: A. differing standards B. criminal C. the prison D. parole
 - 8. "its" line 1 paragraph 4: A. judicial system B. provision C. correction D. all of the above
 - 9. "capital punishment" means: it is a punishment by;
A. money B. a group C. a members of one's family D. death
 - 10. "differing" paragraph 2 line 5 is a/an: A. adjective B. verb C. noun D. conjunction
 - 11. What type of writing technique is used by the writer?
A. narrative B. persuasive C. expository D. descriptive
- C. MATCH THE ITEMS IN COLUMN 'A' WITH THOSE IN 'B'**

- | A | B |
|--------------------|--|
| ---12. Even-handed | A. partial fair |
| ---13. Parole | B. producing no result |
| ---14. Maneuvers | C. fair, impartial |
| ---15. futile | D. producing the intended result |
| | E. careful and skillful act |
| | F. release of a person before the due time |

PART TWO: CHOOSE THE MOST APPROPRIATE TERM FOR THE FOLLOWING QUESTION

- 16. When I was a child, I was able to play a piano. Of the following modal auxiliaries which one can best substitute the underlined part of the sentence? A. would B. could C. should D. might
- 17. -----you play football? (present ability) A. can B. will C. may D. could
- 18. He----- looking for me. A. came B. did C. made D. had
- 19. My brother often----- reading in the library. A. have B. go C. do D. give
- 20. A.....
B. I have been in the library.
A. Where were you? B. Where have you been? C. Where has she been? D. Where is the library?
- 21. Aster is very sad. Her uncle has just passed away. The contextual meaning of the underlined word is:-
A. went somewhere B. slept C. died D. sick
- 22. Don't go around there. The dogs will go for you. "go for" means--
A. attack B. shout C. go together D. none
-23. X: The party was great. Wasn't it?
Y: -----
A. You left early. Didn't you? B. There are lots of drinks at parties.
C. I didn't know they were getting married. D. Oh! Yeah! The food was particularly delicious.
- 24. Of the following expressions which one couldn't express obligation or necessity?
A. we don't need to meet each other B. we don't have to smoke cigarette
C. you needn't study hard to pass the exam D. none
- 25. When I was younger, I----- run very fast. A. can B. could C. able to D. should
- 26. Let's assume that one of your friends has a good talent in mathematics. How can you compliment him?
A. Oh my friend, what a dull talent you have, please?
B. Friend! You have to be ashamed of your good talent.
C. Wow! What a lovely handwriting you have. please?
D. May I say how an existing talent you have in doing maths?
- 27. A: What happened to Beti? She is still outside the school fence .
B: I think she ----- her ID card at home.
A. must forgot B. may forget C. had forgot D. must have forgotten.
- 28. Assume your friend has recently started missing English class. You're not happy with what acting he's and want to advice him. How Call you advice him?
A. You must stop missing classes B. You had better stop missing classes

- C. Why don't you stop missing classes
 D. I don't want to do anything with you anywhere E. All F. All except D
-29. After I ----- the letter, I posted it. A. wrote B. have written C. had written D. write
- 30. During the rainy season, the village 'is completely cut off from the rest of the area.
 Cut off means: A. combined B. disappear C. separated from D. none
- 31. Some one left the prison door open. All the prisoners got away. "got away" means:
 A. important B. arrested C. escaped D. all I.
- ..32. You --- touch fire. It is very dangerous.
 A. mustn't B. must C. needn't D. must have
- 33. A: I saw you at John's party last night.
 B: No, you didn't. You - .. ---- me.
 A. couldn't have seen B. must have seen C. could have seen D. mustn't have see
- 34. The students have plenty of time to do their exams. They-----hurry.
 A. needn't B. mustn't C. need D. must
- 35. Soldiers----- obey their orders.
 A have to B. must C. has to D. must have

PART THREE: Complete the following jumbled dialogue by supplying appropriate expressions

36. A: -----
 B: Go straight ahead until you reach in front of Tsion Hotel. On the left side of Tsion, the clinic is available and you will not miss it.
 A:-----
 B: Take it easy.

37. Provide your praise! Compliment for the one who bought an attractive shoes from a boutique.

PART FOUR: Rearrange the following groups of words to make one meaningful sentence

38. holiday/Alemu/ his/ mother/with/spent/in/his/Addis Ababa
 39. English/ have/been/ long/ how/ been/ studying

Kuy Preparatory School Second Semester Mid English Exam for Grade 12, 2003 E.C

Choose the best Answer

- 1. I got such a shock when I saw ---- in the mirror. A/ ourselves B/ myself C/ yourselves D/one another
- 2. Your handwriting is..... legible. I found it difficult to read. A/ in B/ il C/im D/un
- 3. We ---- keep our rivers safe from pollution. It is our duty to do that. A/ need not B/ can not C/must D/ may
- 4. How many syllables does the word acknowledgement have? A/ 3 B/ 4 C/ 5 D/6
- 5. Kebede is a person. He learnt Amharic and Tigrigna together in his childhood.
 A/ multilingual B/ monolingual C/ dilingual D/ bilingual
- 6. Which one is not included in the body of a letter of application?
 A/ a brief description of oneself B/ a brief description of past or present job experience
 C/ indicating interests and abilities D/ Remain polite and formal throughout the letter E/ Appealing to the employer
- 7. We are all concerned about her safety. The meaning of the underlined word is.....
 A/ worried B/ tapped C/ revised D/restored
- 8. I know that his decision was unalterable. Therefore, nobody tried to change his mind. unalterable means -----
 A/ that cannot be dealt B/that can't considered C/ Ithat can't be familiar D/ that can't be changed
- 9. You -----:-- to my house because I told you to meet me at the school
 A. should go B. shouldn't have gone C. should have gone D. must have gone
- . .10.balance is reached among the animals and plants living in an area where nature is left alone. But when humans interfere with nature the upset means ----- A/ regain B/ maintained C/ Sounded D/ *disturbed*

Direction read the following passage and answer the questions

Dreams

When we sleep our bodies relax and are at rest, but our mind almost never stops working entirely The part of the mind that tell us what is going on about us, that is the conscious, goes to sleep, but the sub-coconscious, is still active. This part, which is called the sub conscious mind, creates images that we call dreams. some dreams are so vivid that they seem quite as real to us as things that have happened when we were wide awake.

We remember them for years. Many of them however are soon forgotten. But the dream which we do not even know that we have dreamed are maximum in number. Our dreams may be sad or happy, funny or terrifying. Often sounds and sensations reach the dreaming part of the mind without working us. Then the dream may at once take a form built around these sensations. Many people think that our dreams do not mean anything at all. Many modern psychologists-believe, as do I, that if we could understand our dreams, they could tell sumuch about our feeling and attitudes towards life. That is why the character of dreams usually changes.

- 11. When we sleep
A/ the whole mind relaxes and is at rest completely *B/* the mind stops working entirely
C/ apart of the mind remains in action *D/* the mind tells us what is going on about us
- 12. What are dreams?
A/ things that happen when we are a wake *B/* all that is going on about us
C/ images created by the conscious mind *D/* images created by the Sub - conscious mind
- ____13. dreams
A/ remain remembered for years *B/* are soon forgotten *C/* are never dreamed at all *D/* are never known to us
- 14. The writer believes that our dreams
A/ don't mean anything at all *B/* could tell us about our feelings and attitudes
C/ change our character *D/* can't be understand-at all
- 15. The passage tells us that
A/ all our dreams are as real as things that have happened when we were away
B/ all our dreams are either sad or terrifying *C/* our dreams are often influenced by sounds and sensations
D/ age doesn't affect our dreams at all
- 16. They (paragraph 3) refers to
A/ many modern psychologists *B/* many people *C/* our dreams *D/*we

Direction select the meaning which corresponds most closely

-] 7, images *A/* close likeness *B/* similar *C/* mental pictures *D.* reflection in mirror
- 18. Vivid *A/* bright *B/* broad in size *C/* of great extent *D/* far from a specific point
- 19. entirely_ *A/* halfly *B/* completely *C/* restlessly *D/* tiredly
- 20. terrifying *A/*frightening *B/excessive* *C/* are using sadness *D/* are using happiness

2003 E.C grade 12 English Model Examination at Kuy S.S. and Preparatory school

Read the passage care fully and answer the questions that follow

Passage one

We often hear amazing facts about the exuberant biodiversity of tropical forests -a single tree in the Peruvian Amazon, for example, may hold more ant species than does the entire united kingdom fewer American students are aware that tropical forests are also home to millions of people who depend on forests, Today these "rain forest people" are intensifying their use of the forest in response to global markets, population growth, poverty, and technology change. Multinational corporations are also penetrating even the most remote rain forest to exploit timber, minerals, and oil. We all know it is important to « save the rainforest» but how is this best achieved? And for whose benefit?

As the world's rain forests disappear, conservationists search for ways to slow the loss of biodiversity. Creating national parks is a vital but inadequate rate conservation strategy. For one most parks are not large enough to sustain viable populations of large animals or the ecological processes that maintain biological diversity. Second, amidst rural poverty is often impractical and! Or unethical to preserve species in fortress - like parks. Instead, we need to work with the poor communities outside parks to find ways they can sustainably use forest resources. As a geographer, I am interested in both the ecological and socioeconomic dimensions of tropical rain forests. I am particularly fascinated by human wild life interactions at park edges. Here the economic needs of local people often clash with wild life survival. A forest elephant that enters a field to feast on com disturbs the farmer and ecologist alike. At risk are the survival of an endangered species and the livelihood of a poor farmer. The elephant's act also undermines conventional views about "natural" behavior in pristine ecosystem. When a wild animal crosses a park boundary to raid crops, it is typically viewed as a "pest "Few ecologists study this behavior because it is considered somehow" unnatural" Yet rainforest animals have survived in and around forest farmers for millennia. It is important to understand the feeding strategies of wild life and their survival in agro-forestry systems to be able to balance farming aims with conservation goals.

I have been fortunate to work in tropical forests in both Africa and Latin America. I have had some thrilling encounters with wild life, including elephants and chimpanzees in Uganda, and tapirs and freshwater dolphins 'in the Ecuadorian Amazon. But most of my field work would not appear on the Discovery channel. That is because I work amidst human settlements, where wild animals are elusive and rare. In fact, most of the animals I see are dead, having fallen prey to hunters. Ultimately, I spend a lot more time with people than with wild animals. Although this makes my work less glamorous, I believe that the most pressing conservation issues today are rooted in human social and economic systems.

When I am working in the field, I draw on research methods from wild life biology, applied anthropology, and forest ecology. I also use my knowledge of foreign languages to learn about the lives of rural citizens. In any given day I am likely to sample forest conditions, track wild life, map farms with a GPS, and interview farmers. I typically collaborate with field biologists as well as hunters and other local experts on wild life. I am currently interesting these methods on a project in the Peruvian Amazon.

The south east comer of Peru contains one of the world's most biologically diverse ecosystems. Until recently the region was sparsely inhabited. But a new transoceanic road, linking Brazil with Peru, has opened the region to farmers, gold miners, and

loggers who are settling on the edge of national park named Bahamas, sonene . Together with a team of Peruvian biologists and geographers, I am studying wild life survival in nine agricultural settlement: on the park's edge. The people in these settlements rely heavily on wild game and fish for their protein. Thus, they share a common concern with conservationists in maintaining populations of game species. In our project, we are testing the impact of forest clearing and hunting on the diversity and abundance of mammals over 1kg. To do this, each month we visit over 40 farms and systematically inspect the soil for tracks and other wild life signs. we also measure the structure and composition of the vegetation surrounding the fields by cutting transects through dense brush, and measuring trees. Finally, most importantly, we talk with the women and men managing the land. Initially, many local farmers suspect our motives and are reluctant to participate in our study, **They** often fear they will be evicted from their land or punished for illicit hunting or trees cutting. For this reason, we must devote considerable time and energy to explaining our research to individuals and community leaders, and asking **their** permission to enter farms we know we have been successful when farmers begin to actively participate in the research by maintaining diaries of their hunting or carefully explaining their land use decisions. This kind of participatory research guarantees that the data we collect will not only appear in an academic Journal, but will be used local negotiations and deliberations over forest and wild life management.

Every day in the field presents new challenges, some of them logistic (such as our wooden canoe cracks and leaks) and others political (for example, a community angry about new hunting restrictions in the park abruptly refuses our entry). What I enjoy the most is the opportunity to work with people from dramatically different cultures and learn their perspectives on nature and wild life. I also enjoy working as a team to solve a research problem (such as how we can determine what animal is devouring this farmer's papayas) As we go about our work, cultural differences melt away, and we often wind up laughing uproariously over minor mishaps and misunderstandings.

After more than 10 years of field work, I find myself discouraged by what appears to be the inevitable destruction of rain forests. I have watched great swaths of rainforest cleared for pastures, farms, shrimp ponds, and oil pipelines. And I have walked through too many eerily silent forests where any edible bird or mammal h: been shot out. My sorrow deepens knowing that many rain forests residents have little choice but to over exploit resources for short term economic survival. But at the same time I am heartened by the growing recognition of importance of biodiversity conservation among rural citizens, grassroots organizations, government agencies and donors, and their support of alternative more sustainable forest use systems.

Sec. One Questions from the passage. the following are questions from the passage choose the best answer among the choice given below

1. Which is true about the passage?
 - A. A single tree in united Kingdome may hold more ant species than does the entire Peruvian Amazon
 - B. A single tree in the Peruvian Amazon may hold less ant species than does the entire united kingdom.
 - C. A single tree in the Peruvian Amazon may hold more ant species than does the entire unitedkingdom
 - D. A single tree in the united Kingdome may hold more ant species as the entire Peruvian Amazon.
2. Which is not true about the passage?
 - A.millions of people depend on forest resources to sustain their economies and culture.
 - B.According to conservationists, creating national park is a vital but inadequate conservation strategy.
 - C.The researchers faced no challenges when they did their research.
 - D.all of the above
3. One of the world's most biologically diverse ecosystems is found in.
 - A. Uganda B. Ecuador C. Brazil D. Peru
4. Which subject is not used by the researcher?
 - A. Wild life biology B. applied anthropology C. forest ecology D. psychology
5. What makes the researcher's work less glamorous?
 - A.Because he spent a lot more time with wild animals than with people.
 - B.Because he works where wild animals are elusive and rare
 - C. Because he spent a lot more time with people than with wild animals D. Band C are correct
6. The word-fascinated paragraph 3 means
 - A. new B. recent C. interested D. studied
7. Where is the home land ofthe biologists and geographers who study about wild life with the researcher?
 - A. Uganda B. Brazil C. Peru D. Africa
8. The name of the park mentioned in the text is
 - A. Awash national park B. Bahuaja-sonene C. Ecuadorian D. Peruvian
9. «their parag.6 in the phrase their permission to enter forms refers to
 - A. all farmers B. community leaders and individuals C. hunters D. none of the above
10. Which is not true based on parag.6?
 - A. Initially, many local farmers suspect the motives of the researcher
 - B. Initially, many local farmers are reluctant to participate in the researchers' study
 - C. Local farmers did not fear when they talked to the researchers
 - D. none of the above

11. What makes the researchers enjoy most?
 A. the opportunity of working with people dramatically different cultures.
 B. the opportunity to learn the cultures of the people
 C. working as a team to solve a research problem D. all of the above
12. For how long the researchers work in the field?
 A. more than 10 years B. less than 10 years C. exactly 10 years D. only five years
13. They often fear-----the word "they" (para.6) refers to
 A. Community leaders B. Local farmers C. hunters D. researchers
14. The word thrilling parag.4 means
 A. exciting and enjoyable B. disappointed C. depressed D. ridiculous
15. What is the reason that local farmers freighted when they talked with the researchers?
 A. Because they suspect that they will be evicted from their land
 B. Because they think that they will be punished for illicit hunting or trees cutting.
 C. Because the manner of talking the researcher used is like the police officer's warning
 D. A and B are correct

Sec. two Jumbled statements

Below are jumbled statements, When rearranged, they will constitute a coherent paragraph. Put them in their logical order selecting the best answer and then blacken the letter of your choice on your answer sheet.

16. a) It must be realized that the provision of plants, money and advice to community members will not result in success unless they are made to understand why the land in their surroundings is demarcated for plantations.
 b) The immediate logical response to the firewood shortage is to plant suitable species on the boundaries of farm lands as shelter/belts and on areas devoid of vegetation.
 c). In addition to reducing the devastation of trees, the wide dissemination of stoves would reduce the time, energy and money.
 d). unless reforestation obtains massive popular support and strong administrative protection, planting trees would mean wastage of time and money
 e). This can be successfully practiced if rural and urban dwellers are motivated to reserve a certain area of land for planting, with in the limit of their association.
 A. b c e a d B. e b c a d C. c b a d e D. b e d a c

17. a) First we saw sosina b. Then we saw Rahel
 18. Yesterday we went to the charch d. we saw some other peoples, too
 There were two smartly dressed girls, Sosina and Rahel in front of the church
 A. b e a d c B. c e a b d C. c e a d b D. b d a c e
18. a) Yosef is an engineer
 b) He went to Amist killo in 1994
 c). He works in Bahir Dar
 d) At the moment he is making the. design of st. selassie church.
 e) He became famous eneginer with great admiration since 2001.
 A. a c e b d B. a b c e d C. a c d e b D. a d b c e

Sec. three Communicative activities

Choose the most appropriate alternatives that best complete the dialogue and blacken letter of your choice in the space provided in the answer sheet.

19. Yosef : How old is she?
 Dinku: -----
 A. She is exactly 16. B. She was born in next to her sister , C. She is slightly older than Hana
 D. she was born near Debre Birhan.
20. Tadese: Oh, dear we have run out of fuel.
 Alemu: -----
 A. we must drive much faster. C. The price of fuel has been fluctuating
 B. Come on ! off to the nearest petrol station D. check the gauge
21. Tourist: Excuse me, where can I change some of my Dollars?
 Tourist guide : -----
 A. our currency is birr.
 B. The prevailing rate of exchange is \$ 1 =11.79 Birr
 C. At any CBE branch for ex. service.
 D. The black markets change more.
22. Student: Sir, our time is UP. can we leave?
 Teacher: -----
 A. Hold on! let me give you the assignment number
 B. It is up to you C. your attention please D. Do not mention it
23. Hailu:

- Asefa: I was born in 1976
 A. How old are you? B. Where were you born?
 C. When were you born? D. What month were you born?
24. Operator: can I help you?
 Caller: Yes please, what number should I dial to get the second police station?
 Operator: -----
 A. Go straight along this road and then turn left B. Yes, it is 71-22-05
 C. It is up to you D. It is none of my business.
25. Alemu: Excuse me, how far is merkato from Arat killo?
 Zewdu:-----
 A. It is in front of st. marry B. It is about 5 minutes drive
 C. Don't ask me such a silly D. Are you a student? question
26. Seller: Good morning can I help you?
 Buyer: Yes, how much is this back pack?
 Seller: which one?
 Buyer: The black one.
 seller :-----
 A. please go away B. It is 130 birr C. Don't ask me the price please D. what lovely voice you have!
27. Mekides : How often do you visit your parents?
 Bezawit : -----
 A. Two weeks ago B. one a year C. last year D. once a year
28. Selamawit : How tall is your sister?
 Hana : -----
 A. She is as tall as Sosina B. she is not tall C. she was born since 1978. D. she is 1 metre 20 cm tall

Passage two

I am forty years old, rather tall and I have blue eyes and short black hair. I wear casual clothes as I teach students in a **relaxed** atmosphere. I enjoy job because I get to meet and help so many different people from: over the world. During my spare time, I like playing tennis, which I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CDS. I live in a pretty sea side town on the Italian coast. I enjoy eating great Italian food and laughing with the likable people who live he

29. The writer of this text in his rest time enjoys
 A. playing basket ball B. Listening classical music
 C. playing any kind of game D. all of the above
30. This text is likely to be
 A. argumentative B. narrative C. descriptive D. expository
31. The writer of this text spend a lot of money on buying
 A. casual clothes B. tennis ball C. new CDS D. none of the above
32. Which of the following is not true about the text?
 A. the writer of this text lives in a pretty seaside town on Italian
 B. The writer of this text enjoys eating great Italian food
 C. The writer of this text became angry when he met people from all over the world
 D. all of the above
33. The word "relaxed" means
 A. worried B. calm C. anxious D. make somebody very disappointed

Sec. four vocabulary

A. Completion

34. He -----the passengers one by one. A. Sits B. Sat C. Seated D. is sitting
35. Y ohans and Ayalneh are both excellent students, but I prefer the----- A. latter B. Later C. Letter D. last
36. Have you eaten your turn dividing the apple -----you three. A. between B. among C. in to D. by
37. She often -----to her boy friend. A. lies B. lays C. laid D. lay
38. The strong wind -----the building. A. Wound B. Injured C. hurt D. damaged

B. Substitution

Choose the word or phrase that best keeps the meaning of the given sentence if substitute for the underline word or phrase and blacken the letter of your choice in the space provided in the answer sheet.

39. Do you **get along with** your new boss?
 A. get over B. have good relations C. grown out of D. Come up with
40. They **break out** their Journey early in the morning
 A. stop B. leave off C. set off D. break down
41. The prisoners were living in **appalling** conditions because of the inadequate supply of food.
 A. good B. bad C. happiest D. peaceful

42. Have you seen many people leaving the cinema hall soon? I think the film is dreariest.
A. interesting B. exciting C. dull D. attractive

See five Grammar

Choose the word that best completes the sentence and blacken the letter of your choice in the space provide in the answer sheet.

43. -----each of the student in this examination room have a pencil and ID. card?

- A. Has B. Does C. Is D. Do

44. Have you -----seen the church Lalibela? It is the most interesting place.

- A. never B. not never C. ever D. no time

45. If I -----you, I -----do that mistake again.

- A. was/wouldn't B. were /would C. am/will D. were/would not

46. He never took him near the river-----he should fall in

- A. in order to B. lest C. to in order D. so that

47. The student did his best; he failed -----

- A. although B. even though C. though D. all of the above

48. They hate him very much; ----- they -want kill him

- A. however B. although C. on one hand D. thus

49. -----being irregular the rain is adequate

- A. In spite B. Despite of C. On account D. in spite of

50. Medenekia is-----a beautiful girl-----every one likes her.

- A. so-----that B. so that-----not
C. such -----as D. such-----that

51. He came in quietly -----wake the child.

- A. so as B. so as to C. in order to D. in order not to

52. Everyone of the plates -----broken.

- A. were B. is C. are D. have

53. He-----has never made an enemy makes no friend.

- A. whom B. who C. when D. whose

54. Either his brother or his sisters -----very poor as much as I know

- A. is B. have C. are D. has

55. Today's whether condition is getting -----, so, you had better wear scarf round your neck.

- A. cold and cold B. colder and colder C. too cold and cold D. very cold and cold

Sec.6 Writing

Read each of the following types of writing and answer the questions selecting the best one.

56. Blood from the entire body is transported to the right auricle through two large veins. This piece of writing is likely to be----- A. expository B. argumentative C. narrative D. descriptive

57. Senait is a very clever woman who gets what she wants. When she was forty-years old, she went to college for the first time. Then she became a bachelors degree in science. Next to that she studied an other field. This piece of writing is likely to be----- A. argumentative B. narrative C. expository D. descriptive

58. Which one of the following best illustrates an argumentative writing?

- A. Students should have to pay fees for university courses.
B. we have 32 teeth when we become adult
C. Scurvy is a disease caused by lack of vitamin C.
D. Action and reaction forces are equal in magnitude but opposite in direction

59. Which one of the following words is spelt wrongly?

- A. government B. immediately C. Communicative D. museum

60. My bed room is very cosy. It is a small room with thick carpeting and light blue walls. Below the north window is my double bed with imitation of leopard skin bedspread. This piece of writing is likely to be-----

- A. Argumentative B. expository C. narrative D. Descriptive.

=====//////=====//////=====

B) Debre Markos Preparatory School

Debre Markos Higher Education Preparatory Secondary school First Semester Mid English for Grade 11 2003E.

Time allowed 35'

Directions: Choose the best answer from the given alternatives

1. They.....safely in Addis Ababa. A. reached B. arrived C. arrived at D. reached at
2. Try ___ the door really hard if you want to open it A. push B. pushing C. pushes D. pushed
3. Which one of the following is wrongly spelt? A. efficient B. ceiling C. receive D. field
4. The man admitted ___ the money. A. steal B. stealing C. stole D. to steal
5. Which one is correctly punctuated? A. "I never eat meat", he explained. B. "That is all I know, he said.

- C. He explained, "I never eat meat". D. He said, "that is all I know."
 6. The bank was robbed by A. a gang of thief B. a gang of thieves C. gangs of thief D. a gang of thieves
 7. Which one of the following is not an imperative? A. Be quiet! B. Please give me that book.
 C. What a stupid idea it is! D. Always remember what you are told.

Directions : Choose the correct tag questions that could be put at the end of the following sentences

8. Let's go 'walking, A. won't we B. are we C. shall we D. will we
 9. I am too late, ? A. amn't I B. aren't I C. am I D. are I
 10. He was madethe room. A. clean B. to clean C. cleaned D. cleans

DIRECTIONS:- Choose the words from the list to complete the following description

- A. black B. receding leather
 D. modem E. mid p: friendly

Dear students, I would like to introduce the new teacher to you. He is a teacher in Debre Markos Preparatory school. He is in his (11).....'thirties. Relatively -describing, he is tall but rather thin. He has a(12) face like many other Ethiopians have. His hair is almost black and it is (13).....back from the front. The same as what local people do, he wears in expensive(14)-----clothes such as a shirt, a jacket and a pair of trousers. He has the habit of wearing(15)shoes. He is a(16)..... man because he has a good approach to his colleagues. He believes in mutual understanding.

DIRECTIONS:- Choose the word that is nearly the same in meaning as the underlined one in the following sentences.

17. Older people predict that guest objects are going to lower down to the ground
 A. clash B. descend C. explode D. besot
 18. My uncle bought me a collection of flowers when I celebrated my birth day
 A. Pack B. cluster C. bunch D. Leap
 19. First choose a type of food which is popular in your area, then write a recipe in a clear and precise manner.
 A. ingredient B. utensil C. method D. instruction
 20. Kissing each other 'is the custom of the people in our locality.
 A. generally accepted behavior B. belief C. hobby D. idea

Debre Markos higher Education Preparatory School First Semester Final English Exam for Grade 11, 2003

Instruction I. Read the given passage and answers the question that flows

The Tractor

Wagari and Geda were two farmers who lived near the town of Debre zeit-They both had similar farms near one of the numerous lakes. They had a few cows, some chickens, a fruit or chard and a medium sized plot of land to farm.

However, their similarities ended there wagari was a hard working farmer who did his utmost to improve his produce and his standard of living. While Geda was simply content to let things carry on as they were. Often they spent their evening at a local 'tej -bet' where they amused the other customers their constant arguing. They never agreed about anything " I don't know how you expect your cows to produce more milk if you don't give them enough water. you have got to hire a boy to carry water for the cows. Otherwise you simply cannot improve" wagari would advise.

"No wonder people want to buy milk from me. They probably find your too watery. You will soon be advising weizero workitu to add more water to this fine 'tej", Geda would respond and everyone would roar with laughter

One day, Geda sat in 'tei-bet awaiting wagari's arrival, He had bought drinks for every body in the bar and an exceptionally wide smile on his face. After wagari had arrived and seated on the opposite side of the room Geda called out "Drink your fill my short-sighted, friend, today the drinks are on me."How come ?" wagari: asked "Have you already drunk so much so early in the evening?"

Geda burst out laughing along with other customers in the room. "No I told you to send your son with mine to study engineering in Bulgaria, but you insisted on sending him to Alernayu. University of Agriculture. Well, my son has sent me a tractor. Has your even sent you a chicken.

Comprehension

Choose the best answer based on the given passage.

- 1. Who said "today the drinks are on me?"
 A/Wagari B/ workitu C/ Geda D/ No one said
 ----- 2. Whose son sent a tractor?
 A/weizero workitu's B/Geda's C/ Wagari's D/ Geda's and Wagari's
 ----- 3. Insist on paragraph 6 line 1.means
 A/ demanding something force fully B/ accepting something peacefully
 C/to declare something peacefully D/ not to refuse and alternative
 ----- 4, "Carryon" paragraph 2 line -means
 A/to carry something on a head B/ discontinue C/ disprove D. to continue
 ----- 5, 'Content' paragraph 2 line 2. means

- A/ happy with what someone has B/ dissatisfied C/ what something contain D/ competition
- 6. 'amused' paragraph 2 line 4 means
A/ dissatisfied B/ make time pass pleasantly for some one
C/ make time angry for someone D/ A&C are answers
- 7. The word 'They' paragraph 2 line 3 refers to
A/ local tej-bet B/ wagari and Geda C/ Wagari and Geda D/ wagari and his family
- 8. The word 'he' paragraph 5 line 1 refers to
A/ Geda' s son B/ wagari' s son C/ Geda D/ Wagari
- 9. the word 'they' paragraph 4 line 1 refers to
A/ wagari and Geda B/ the cows C/ laughter D/ people
- 10. The word 'them' paragraph 3 line 1 refers to
A/ people B/ wagari &Geda C/ water D/ cows

Direction II Grammer part

Choose the correct answer and write the letter of your choice on the answer sheet

- 12. kelemu was the ---- king in the world
A/ wiser B/ wisest C/ wise D/ more wise
- 13. This final exam is ----- than the last mid exam
A/ simpler B/ more simple C/ simplest D/ A&B
- 14. This town is not a very interesting place to visit so, ---- tourists come here.
A/ a few B/ a little C/ few D/ little
- 15. I have ----- money I can't buy the book A/ little B/ a little C/ few D/ a few
- 16. My job is ----- A/ interesting B/ interested C/ tired D/ satisfied
- 17. In which sentence the order of adjectives placed correctly?
A/ His second, three experiences were in valuable B/ His three, seconds experiences were invaluable
C/ Three, his second experiences were invaluable D/ A&B
- 18. one is written with the correct order of adjective which one?
A/ She has along, beautiful, back hair. B/ She has a black, long, beautiful hair.
C/ She has a beautiful, black, long hair. D/ She has a beautiful, long black hair.
- 19. The hotel burnt down before help came. The meaning of the underlined phrasal verb is
A/ constructed B/ diversified C/ destroyed D/ bought
- 20. Her grandmother ----- the chickens yesterday A/ feeds B/ feeded C/ fed D/ has fed
- 21. This is a student ----- I kicked yesterday A/ which B/ whom C/ whose D/ A and B
- 22. A little rice is grown in Ethiopia means:
A/ Not much rice is grown in Ethiopia B/ Not many rice is grown in Ethiopia
C/ Some rice is grown in Ethiopia D/ Several rice is grown in Ethiopia
- 23. Which one is written incorrectly?
A/ He ate all of the bread B/ She sold all of her property
C/ answer all of these questions D/ I know all of people
- 24. Books are his intimate friends because he gets a lot of lessons from ----- A/ it B/ its C/ they D/ them
- 25. It was ----- not her husband who killed the man. A/ her B/ she C/ hers D/ her's
- 26. Last night Almaz and ----- saw a good film A/ I B/ me C/ her D/ us
- 27. Which one is not punctuated correctly?
A/ The teacher entered the class greeted the students, cleaned the black board and then started to write
B/ This is a new, black, Italian, leather coat.
C/ Mulu, Hana, Girma and selam were absent yester day.
D/ The famous writer, Tsegaye G/medhin, died ayear ago.
- 28. I ----- my friend's house an hour . A/ arrived B/ arrived at C/ reached D/ Band C
- 29. My mother gave breakfast to Almaz and ----- A/ I B/ me C/ his D/ their

III. Contextual questions

Choose the best word that has the same meaning as the underlined word

- 30. The foot ball match was quite exciting ; I enjoyed it
A/ disgusting B/ embarrassing C/ interesting D/ confusing
- 31. The professional foot ball player, Henery, wears a head band
A/ design put on some bodies skin B/ head gear
C/ a narrow strip worn around the head D/ a wide & rough material
- 32. Because of his coarse language, he is always quarrelling
A/ soft B/ rough C/ polite D/ sweat able

Choose the word that has opposite in meaning with the underlined word

- 33. The scarce of food in Ethiopia is a difficult problem .
A/ availability B/ shortage C/ little amount D/ small amount
- ___ 34. Having more than one sexual partner is prohibited in some religions.
A/ allowed B/ forbidden C/ ignored D/ prevented

Direction IV. Speaking questions :Choose the letter that has suitable answer

- 35. Abebe -Excuse me where is Sheraton Addis, please?
stranger ----- (I'm a stranger myself)
A/ How do I know it ? B/ I'm sorry, I don't know C/ It's opposite the tourist D/ I have it very much
- 36. Aster ----- ?
Bezawit i- I've something to work.
A/ why don't you take a rest B/ I can't help you C/ I can't go D/ Do you have some money
- 37. Abebe: Do you play foot ball ?
Kebede: No, but I -----A/ use to B/ used to C/ I am used to have D/ I have used to
- 38. Alemu: - can you tell us your opinion about global warming?
Zinash ----- (she doesn't have any idea)
A/ I think we can control global warming B/ I can't say anything for this problem
C/ I think we have educate people D/ A and C
- 39. A: Ethiopian people will overcome their food shortage
B: ----- but they must work hard. A/ I'm uncertain about it B/ undoubtedly
C/ I am not certain that D/ I have doubts about it
- 40. Getahun: Ethiopia is poor in natural resources
Alemayehu: ----- (expresses his agreement)
A/ I couldn't agree less B/ I couldn't agree more C/ I refuse to believe that D/ I am not sure I can agree
=====//////=====

Debre Markos Preparatory and Secondary school Second Semester English mid test for Grade 11.

Time allowed 30'

I. Grammar and usage

Directions: The sentences that follow are incomplete. Decide which one of the choices is the best to produce a grammatical correct sentence.

1. He is the mancar was stolen.
A. who B. whose C. whom D. which.
2. If they practiced more, they _____ more goals.
A. would score B. will score C. scored D. would have scored
3. Food poisoningby bacteria . A causes B. caused C. is caused D. has caused
4. she was _____ great singer that everyone came to listen to her.
A. so B. such C. very D. such a
5. She is one of the great singer that everyone came to listen to her.
A. so B. such B. very D. such-a
6. He is one of the best runners in the world. He _____
A. has never beaten B. has never been beaten
C. have never been beaten D. never beat
7. Where does your friend.... to go? A want B. wants C. wanted D. will want
8. The two brothers have been arguing that the watch is ____ A their B. theirs C. there's D. them'

II. Conversation

Directions: Which of the alternatives completes each dialogue best.

9. Customer: _____
Grocer: The same to you
A Here is the money B. have a nice day C. now D. next week
10. Hana: How often do you speak English at school?
Wondwosen: _____ A. Last month B. Everyday C. Now D. Nextweek
11. Girma: Did you like the party?
Sosina:.....
A. I danced very well B. I was with my friend C. Yes, it was very nice D. thank you
12. Find the word that is spelled incorrectly. A. asked B. replied C. receipt D. saught
13. Find the word that is spelled correctly. A. accommodation B. foreign C. ceiling D. calender
- 14 "Fitsum wrote an essay, but it was-not read in the-classroom." Here the function words that can be omitted are:
A. an/but/it/in B. was/not/the C. an/it/was/the D. an/it/not/in

III. Completing sentences

Directions: In the following sentences, put the list of words in their-correct position to make the statement complete. Write the letter of your choice'

- A. Discuss B. hardly C. lately D. hard
15. Our country has been suffering from drought _____
16. They can _____ listen to the BBC though they have tried their best
17. Why don't you _____ your disagreement?

IV. Vocabulary

Directions: Choose the word or phrase that is nearest in meaning to the underlined word

18. The car consumes a lot of fuel. A. allows B. uses up C. pleases D. eats
19. Most of the lava was emitted during the first few hours of the eruption A. given off B. given C. omitted D. permitted
20. He would merely raise his hand in a gesture at that moment
A. quickly B. slowly C. simply D. mostly

=====/////=====/////=====

DEBRE MARKOS HIGHER EDUCATION PREPARATORY SECONDARY SCHOOL ENGLISH 1st SEMESTER MID – Exam Grade 12th

Part I. Language Focus

Choose the best answer and write the letter of your choice

- 1. If the quality of food available for labour force is low, the labour force's physical efficiency ----- worse
A/ is being B/ was C/ has been D/ will be
--- 2. you ----- help your parents whenever you can. A/ should have B/ must be C/ should D/ must have
--- 3. The Government did ----- they promised and built new universities A/ Like B/ if C/ as D/ and –
---4. He sings ----- bird; he has a lovely voice. A/ like to B/ as against C/ like D/ as.
---5. When she lets -----, it reaches her waist.
A/ her hair down B/ down her hair C/ it down D/ all
---6. ----- rich people are, they always seem anxious to make more money.
A/ Further more B/ However C/ Despite D/ As
---7. They must ----- the school hall for Speech Day.
A/ make up B/ make out C/ make off D/ make for
--- 8. When I ----- married, I will have only three children.
A/ have B/ am C/ will be D/ was
---9. Human beings have a long history in Africa. -----, human history started in Africa.
A/ For example B/ For this reason C/ In addition D/ In fact
--- 10. Eating leaves can be ----- if you don't know what they are.
A/ healthy B/ harmful C/ good D/ well

Part II. Communication

Choose the alternative that is most appropriate to complete the dialogue

- 11. Henok : hello. Could I speak to the Director, please?
Secretary: Oh, I'm afraid, He is out at the moment. ----- ?
A/ Can I take a message B/ How do you do C/ Can I leave a message D/ I will call back
---12. Stranger: Excuse me, I wonder if you tell me where Debre Markos university is.
You: -----.
A/ Thank you B/ I am sorry I don't know C/ You can't miss it D/ It doesn't concern me
---13. A: HIV transmits when two persons kiss each other.
A/ What do you mean? C/ Well, that's settled then.
B/ That's true up to the point. D/ What do you think?
---14. Your friend: I have a bad headache.
You: -----
A/ Head ache is very painful B/ You had better go to clinic
C. I have no idea D/ What do you think?

15. Hailu: It was an interesting

Girma: -----

- A. I completely agree B/ I couldn't agree more C/ Definitely D/ all are possible answers

III. Vocabulary

Direction :- Choose the right word that keeps the meaning of the word written in bold

- 16. The continuous criticism of the local people may impair the effort made by the investor A/ encourage B/ weaken C/ make angry D/ annoy
---17. Most parents hold strong views about their children education.
A/ keep B/13/ have C/ believe D/ agree
---18. Research result shows that vigorous physical exercise can help delay the decline of cognition.
A/ strong B/ various C/ vague D/ weak
---19. They have made a long argument before they arrive at consensus
A/ quarrelling B/ agreement / disagreement D/ disappointing
--- 20. She felt very depressed after the death of her husband
A/ Impressed B/ condemned C/ felt bad D/ felt regret

DIM Higher Education Preparatory School First Semester English Final Exam for Grade 12, 2003 E.C

Time allowed 1 :30

WORD ORDER

Directions:- The following words are not in the right order. Choose the alternative with the right order and correct English sentences.

- 1. Essential in process the development is of investment
A/ The process of essential in investment is development.
B/ The investment is process in development of essential. C/Investment is essential in the process of development.
D/ Development is process of essential in investment.
- 2. Rewards out standing University them encourage to the better for results students.
A/The rewards outstanding university students for better results to encourage them.
B/ The University outstanding encourage to students for them rewards better results.
C/ University students encourage outstanding for the rewards to them better results
D/The University rewards outstanding students to encourage them for better results.
- 3. Their to went discussing students library the subjects
A/The students went to discussing, their library subjects.
B/ Students went to the library, discussing their subjects.
C/Discussing their subjects, students went to the library.
D/ to discussing their subjects, students went the library.

II. GRAMMAR AND USAGE

- 4. you ---- to comb your hair every day.
A/ ought B/ should C/ might D/ could
- 5. If we ---- cold, we had better put on sweaters.
A/ taste B/ smell C/ seem D/ feel
- 6. ----- there are no enough text books, the students have acquired a lot of knowledge.
A/ In spite of B/ Although C/ If D/ since
- 7. Let's ---- swimming with them in the lake.
A/ make B/ do C/ give D/ go
- 8. Which one has the nearest meaning to the given sentence?' If I had married her, I would have been happy.'
A/ I did not marry her and now I am happy.
B/ If she agrees to marry me, I will be happy.
C/ If she agrees to marry me, so I was not happy.
D/ I did not marry her, so I was not happy.
- 9. when she was my age, she ----- ride a bicycle. A/ may B/ could C/ can D/ will
- 10. Which of the following is punctuated correctly ?
A/ "I don't know the answer" , the student confessed.
B/ "I don't know the answer." the student confessed.
C/ "I don't know the answer," the student confessed.
D/ "I don't know the answer" the student confessed.
- 11. Which one of the words can be intensifying in the sentence' Let me make the position absolutely clear.'
A/ make B/ position C/ absolutely D/ let
- 12. She always enjoys ----- to country side music
A/ listening B/ to listen C/ listen D/ listened
-13. This jar consists ----- a lot of water.
A/ on B/ in C/ of D/ with

III. VOCABULARY

A/ Completion: choose the word or phrase that best completes each sentence and write only the letter of your choice.

- 14. The government provides temporary ---- for up to three thousand refugees sleeping rough in so male regional state.
A/ recommendation B/ accommodation C/ vacancy D/ willingness
- 15. I wish the speaker would ---- himself to the subject matter.
A/ accustomed B/ confine C/ furnish D/ introduce
- 16. Bahir Dar is the most ----- place I have ever been to.
A/ fascinated B/ fascinate C/ fascinating D/ fascinatingly
- 17. The ----- problems of the internet access in our school, hinders the school community from acquiring recent knowledge and information.
A. perennial B/ stationary C/ renewable D/ revive
- 18. Nowadays, mass communications ----- the knowledge. and skills of technology

easily. Thanks for science. A/ satisfy B/ disseminate C/ depart D/ dismiss

B/ Substitution: Choose the word or phrase from the given alternatives which is the same or nearly the same in meaning as the underlined word /phrase in each sentence.

--- 19. The subordinates threw a shower of stones at the manager of the organization due to the fact that he couldn't give them an immediate response for their complaint.
A/ huge mass B/ number C/ cubic meter D/ great deal

--- 20. She forgave me even though I did a lot of immoral acts up on her. As a result, I have been taken aback by her kind nature.
A/ surprised B/ cheated C/ attacked D/ disappointed

---- 21. As I read on the 'Economy column' of the news paper entitled 'The Times', governments always free those fresh investors who would like to engage themselves in educational sectors from tax levy for a grace period of 5 -] 0 years.
A/ embezzlement B/ reduction C/ pay D/ deficit

--- 22. Hard work brings success in one's life, but laziness leads to impoverishment
A/ Poverty B/ progress C/ independency D/ Corruption

--- 23. The education fee is so crippling from day today that no one can afford to upgrade from one level in to another. A/ challenging B/ reasonable C/ improving D/ fluctuating

IV. Communication

Choose the -lternative that is most appropriate to complete the dialogu-

--- 24. Girma: Would you mind opening the window, please?

Tsehay : (accept the request)

A/ Yes, I would B/ Yes, I would n't C/ not at all D/ yes, of course

--- 25. A: Thank you very much for your help.

B:

A/ I want to help you B/ Don't mention it. C/ Please do. D/ Yes, certainly.

--- 26. **Degu:** My sister won two million birr lottery.

Tiru:

A/ Is she a doctor? B/ lottery is very good. C/ What? That is a big amount, D/ Did she buy it herself?

--- 27. **Stranger:** Excuse me, How can I get to the hospital?

You:

A/ What time do you want to get there?

B. Go straight and turn right then you will get it in front of you.

C/ The hospital is open to day. D/ Do you want me to go to the hospital?

--- 28. Hana :

Meron : Yes, I am. Debretabor is a nice place for living.

A/ How far is Debretabor from Bahir Dar ?

B/ Will you plan to visit Debretabor?

C/ Are you still living in Debretabor?

D/ What are you going to do in Debretabor?

V. Reading comprehension

DIRECTION: Read carefully the passage given below and answer the questions based on the passage.

Is war an unmixed Evil?

Almost everyone will agree readily that peace is blessing and that war is a curse. Every citizen prays and hopes for peace. Every country tries to ensure peaceful times for its citizens. Yet wars do take place. In the 20th c alone, the world has seen two great wars and several other comparatively minor ones. What have been the effects of such wars on humanity?

First of all, wars result in great human suffering. Millions of soldiers and civilians were killed or wounded in World War II. Millions others lost their homes and properties. Many cities were bombed from air for weeks and months. Citizens of such areas lived in constant fear of death and disaster. Millions became refugees. Thousands of children became orphans. This war destruction affected all nations directly and indirectly.

War is therefore, a curse. But we must consider it is a mixed evil or unmixed evil. An unmixed evil means that it is an evil pure and simple and that it has nothing to be said in its favor. A mixed evil has bad points because it is an evil but it has some good points too. If we look at wars honestly and carefully, we find that wars do very often give birth to good results. We must not forget these.

The citizens of every nation engaged in a war develop a strong sense of unity and patriotism. In modern times, wars are not merely fought by soldiers. Each citizen is involved in it in one way or the other. The spirit of cooperation with one's fellow citizens becomes very strong during war time. Disputes and Jealousies are at least temporarily forgotten. Everyone considers it his duty to help his country. All of us remember how united our country was in 1971 when we fought a war against Pakistan over the

matter of Bangladesh.

If we compare the situation in our country in December 1971 with the one in early 1975, we can easily see the difference early in 1975 our country was boiling of with discontent, which was exhibited through. Different forms of agitations. Wars, therefore, make the citizens of a country forget their differences. All of them are united in a common cause.

Another result of wars is that science and industry make rapid progress. New inventions and discoveries are very often the results of efforts to solve problems faced by a country and its armed forces in war, for example, the artificial fertilizer industry owes its birth to the work of German scientist named Haber during world war 1. He found a method of fixing the nitrogen in the air into chemical fertilizers. This was done in order to avoid imports of food into Germany during war time by increasing food production. Similarly, when we admire the speed and comfort of air travel today, most of the improvements in the speed, size and safety of Aeroplanes were brought about in war time.

All those don't mean that wars are to be praised and welcomed. War is undoubtedly evil. The suffering it causes is beyond words. But we must take a balanced view and recognize that it is a mixed evil.

---- 29. Why war is a curse?

- A/ because everyone knows peace is a blessing. B/ as war has not any effect on humanity.
C/ since war causes great human suffering. D/ because people pray for war.

---- 30. During war times,

- A/ people hardly develop a strong sense of unity. B/ citizens give birth of children.
C/ people avoid cooperation. D/ fellow citizens avoid general or controversy to help their country.

---- 31. Disputes and Jealousies are at least temporarily forgotten.

- A/ during peaceful times. B/ when the war is over
C/ during war time. D/ because the caused war between countries.

---- 32. Which country fought a war against Pakistan?

- A/ India B/ Bangladesh C/ Germany D/ Iraq

---- 33. All except one are results of war.

- A/ voiding exporting of food B/ artificial fertilizer industry
C/ Speed and safety of aero planes D/ increasing food production in Germany

---- 34. What is the need of increasing industrial production during war times?

- A/ to strengthen the economy of the country when war is over. B/ to win the war
C/ to show the development of the country D/ to finish the war with in short time,

---- 35. That peace is a blessing and war is a curse, -curse -means :-

- A/ super excellence B/ hurtful C/ good D/ virtue

---- 36. Disputes and jealousies are at least temporarily forgotten (para 5 line 4-5) Dispute means

- A/ agreement B/ harmony C/ controversy D/ reconciliation

---- 37. Early in 1975 our country was boiling with discontent---(para 6 line 2-3) discontent means:

- A/ satisfaction B/ peace of mind C/ compliance D/ dissatisfaction

---- 38. ----- to be said in its favour para 3, line 3) It refers to ..

- A/ war B/ mixed evil C/ unmixed evil D/ evil

---- 39. He found a method of -----/para 7, line 4) He refers to ---

- A/ German B/ Harbor C/ world war I D/ Indian

---- 40. The suffering it causes /para, 8 line 2 / It refers to -----

- A/ war B/ evil C/ suffering D/ mixed evil

=====

DEBRE MARKOS HIGHER EDUCATION PREPARATORY SECONDARY SCHOOL 2nd SEMESTER
ENGLISH MID EXAM For Grade 12th, 2003 EC Time allowed : 30' I. Grammar and usage

Choose the right answer and write only the letter of your choice

---- 1. She works the whole day ---- the darkness comes.

- A/ when B/ till C/ as soon as D/ while

---- 2. ---- hard they study, I am afraid they won't cope with academic difficulties.

- A/ What ever B/ No matter how C/ Despite D/ Though

---- 3. Take another tyre ---- there is a puncture.

- A/ in case B/ so that C/ lest D/ so

---- 4. Which sentence is wrongly structured?

- A/ The word class to which 'tidy' belongs is an adjective. B/ The word class which 'tidy' belongs is an adjective.
C/ The word class to that 'tidy' belongs is an adjective. D/ The word class that 'tidy' belongs to is an adjective.

---- 5. Ato Teshale, ----- the villagers appointed to chair the meeting, is my neighbor.

- A/ whom B/ that C/ whose D/ -----

---- 6. Which one of the following sentences contains a noun clause?

- A/ I don't like people who talk a lot. B/ I will study the discipline that interests me.
C/ She doesn't believe whatever they say. D/ The sport I like most is athletics.

---7. Schools must be equipped with different facilities ---put quality education in to practice.
A/ to B/ in order that C/ in order of D/ so as

II. Communication

Choose the response that is most appropriate to complete the dialogue

-- 8. X: Would you like to take some more bread?

Y: -----

AI yes, thanks. I have had enough. BI No, I take bread.

CI No, thanks. I have had enough. DI No thanks. Bread is not good to eat.

---9. Which one is correct?

AI I'd like you with Ato Abrham. B. I'd like to invite you tea CI I'd love to coming with you.

D. my friend has invited me to his birth day party.

--- 10 X: Do you mind if I join you?

Y: ----- We wait to be with you

AI yes, you can't

B/ yes, of course not

CI No, go ahead

DI yes, of course

III. Completion

Choose the word that best completes the following sentences

---11. The Ethiopian government ----- the growth and transformation plan to bring about a swift economic development in the country.

AI invented

BI designed

C/ composed

DI enhanced

--12. They were ----- with their work because they always complain to their boss

AI satisfied

BI pleased

CI discontented

DI disinterrupted

--13. Some countries disagreed the ----- of the united states in the internal affairs of other nations.

AI donation

B/ intervention

CI connection

DI promotion

--14. We are now striving hard to establish a ----- parliamentary democracy.

AI discriminatory

B/ transparent

CI autocratic

D/ centralized

--15. The ----- between the two neighbors is getting severe; for this reason, one is blaming the other.

AI relationship

BI agreement

C/ rift

D/ harmony

Directions: choose the word or phrase that mea ret the meaning of the original sentence if it is substituted for the under lined word or phrase.

--16. The militiamen were dispatched to the border to crush the infiltrators.

AI Sent

BI destroyed

CI armed

D! disarmed

--17. If their marriage breaks up, their children will feel very pity.

AI becomes known

B/ consolidates

CI ends in divorce

D/ becomes secret

--18. If workless are not well-paid, they are usually discontented:

A/ satisfied

BI ambitious

CI happy

DI dissatisfied

--19. Nowadays, the dissemination of information is very fast due to technological advances.

AI elimination

BI spread

CI discrimination

D/ promotion

- 20. The competition for weapons of mass destruction will speed up the misery and riun of the whole world.

AI aggravate

BI progress

CI reduce

DI stop

=====

Debre Markos Prepapratory Second Semester English final Exam for Grade 12

Time Allowed 1:30'

I. Word order (1-3)

Choose the alternative that consists of the right order of words to make a meaningful sentence.

---1" Students always remind a their teacher rights should and obligations of.

AI Of their rights and obligations, a teacher should always remind students.

B/ A teacher should always remind students of their rights and obligations.

C/ A teacher should always remind their rights and obligations of students.

D/ Students should always remind a teacher of their rights and obligations.

--- 2. lies road the school that Addis Ababa our from takes by Bahir Dar to.

A/ The road takes from Addis Ababa to Bahir Dar that our school lies by.

BI Addis Ababa lies by the road to BahirDar that takes from our school-

C/Our school lies by the road that takes from Addis Ababato Bahir Dar.

D/ The road from Addis Ababa to BahirDar takes that lies by our school.

---3. Visiting we to go historical couple a places decided for day

AI We decided to go visiting historical places for a couple of days.

BI We decided to go for visiting historical places a couple of days.

C/We decided a couple of days to go for visiting historical places.

D/ We decided historical places for visiting a couple of days.

II Paragraph coherence /4-8/

Choose the right order of the sentences that makes a sensible paragraph

- 4. A/ The predicate usually contains one or more complements.
B/ The two main parts of a sentence are the subject and the predicate.
C/ The complement may function as a direct object, an indirect object or a linking verb complement
D/ The head word in the subject is a noun or noun substitute
E/ The head word in the predicate is the verb.
A/ b.d.e.a.c B/ c.b.d.e.a C/ a.c,b,e,d D/ c.a.o.d,e
- 5. a. If the mouse smells the bread, it goes up to it to eat the bread
b. As you set the spring, place the bread on the trap
c. If you want to trap a mouse, first cut off a piece of bread.
d. Next, make the bread ready
e. When it moves the bread; it releases the spring
f. Finally, the released spring makes the barflip over and trap the mouse.
A/ c.b.d.a.e.f B/ c,d,a,b,e,f C/ c.d.b.a.e.f D/ a.c.d.b.e.f, E/ a,b,c,d,e,f
- 6 . a. Many children die of the disease.
b/ many diseases are caused by insects.
C/ Malaria causes fever and weakness
D/ For example, malaria is caused by a certain type of mosquito
A/ b,d,a,c B/ b.d.c.a. C/ c, a, b, d, D/ b, c, d, a,
- 7. a. Ok, here is 10 Birr
b, 25 cents c. No, sorry I only have notes, I don't have any change
d. Do you have any smaller? e. Excuse me, how much does this sweet cost?
A/ d.c.a.e.b B/ e.a.b.d,c C/ e.b.a.d,c D/ e,b,d,a,c E/ e.a.d.b,c
- 8. a. Some dams are quite small. b. This creates a manmade lake-
c. They are made from wood and stones- d. A dam is a wall built across a river-
e. Others are made from concrete and steel and can be very big
A/ a.c.e.d.b, B/ d,a,c,b,e C/ a,e,c,d, b, D/ d, b, a, c, e

III. Passage /9-22/

Read the following passage carefully and then answer the questions according to the information

The American, though he dresses like an Englishman or eats with a steel knife as do Englishman, is not like an Englishman in his mind, aspirations or in his tastes. In his mind he is more universally intelligent, more ambitious of general knowledge, less indulgent of stupidity ignorance in other, harder, sharper, brighter than is an Englishman, but he is less enduring malleable and I think less capable of impression.

The mind of Englishman has more imagination, but he observes things material rather than things social or picturesque. He is a constant and ready speculator but all speculations, even those ' came of philosophy, are with him more or less material. In his aspirations the American is constant than an Englishman or say he is more constant in aspiring. Every citizen of United intends to do something. Everyone thinks himself capable of some effort. But in his aspiration is more limited than an Englishman. The ambitious American never soars so high as the Englishman. The taste of American is becoming French in its comfort, eating, dress, manner an become French in its art. There are those who will say that English taste is taking the same direction don't agree with them. I strongly hope that it is not so; and therefore, I say that an Englishman and an American differ in their tastes.

- 9. According to the passage, which one is true?
A/ The Englishman is more ambitious for general knowledge.
B/ The American and the English are identical in their taste.
C/ The American is more constant in aspiring.
D/ The most essential difference *bin* the American and the Englishman is politics-
- 10. One of the following best reflects the main idea of paragraph 1 .
A/ Difference and resemblance *bin* an American and an Englishman.
B/ Similarities *b/n* an American and an Englishman.
C/ Unlikeliness *b/n* an American and an Englishman.
D/ Indifference *b/n* an American and an Englishman.
- 11 The writer believes that,
A/ The American becomes French forever.
B/ The Englishman has less imaginative idea.
C/ The Englishman and the American have the same opinion.
D/ The American has less impression.
- 12. Which one of the following is not true about paragraph 2.
A/ The citizen of US thinks he is capable of doing some thing.
B/ The Englishman notices things social.

- CI* The American is restricted in his aspirations.
DI The Ambition of the American is not as high as the Englishman.
- 13. How many times is 'Englishman' mentioned in the story?
A 10 *B* 7 *C* 18 *D* 9
- 14. What does the word 'speculator' (line 7) refer to?
A Englishman *B* the mind *C* constant *D* material
- 15. The word 'its' (line 11) refers to
A French *B* manner of American *C* taste of American *D* dress
- 16. What does 'those'(in paragraph 2 of line 2)refer to ?
A/things *B*/ speculations *C*/all *D*/observes
- 17, The word 'I ' (line -) refers to
A an American *B* an Englishman *C* the reader *D* the writer
- 18. Which word has a similar meaning as 'mind' (line 2)
A intelligent *B* interest *C* understanding *D*/ disability
- 19. The word 'malleable' (line -)has a similar meaning to
A influenced *B* suitable *C* emotional *D* thoughtless
- 20. Which one of the following words can replace the word 'taste' (line 12)?
A trying *B* preference *C* eating *D* uninterested
- 21. The word 'capable of' (line 10) means the same as
A power *B* ability *C* fit *D* incompetent
- 22. Which word has a similar meaning as 'aspirations'(line 10)
A/ ambit *B*/ view *C*/ motive *D*/ desire

IV. Vocabulary

A/Completion (23-27)

Choose the word or phrase that best completes the sentence.

- 23. Abay River, which is ----- from Amhara region, is going to be used for hydroelectric power in the coming few years.
A/ confined *B*/ originated *C*/ dominated *D*/ grown
- 24. The effort and skill of the farm worker can be ----- by improving the quality of the land on which he/she works.
A/ delayed *B*/ avoided *C*/ supplemented *D*/ appreciated
- 25. That farm land is not exposed to ---- since it is protected by planted trees.
A/rain *B*/ erosion *C*/ pest *D*/minerals
- 26. She is a fairly ---- person so she doesn't like talking to other people ery much.
A/ quite *B*/ quiet *C*/ tall *D*/ intelligent
- 27. All citizens are ----- to play their role in building the Ethiopian renaissance dam on river Abay.
A/ expected *B*/ responsible *C*/ interested *D*/all

B/ Substitution(28-32)

Choose the word /phrase that substitutes the underlined word or phrase without changing the meaning of the given sentence.

- 28. How many people turned up at the meeting?
A/ persuaded *B*/ elected *C*/ refused *D*/ attended
- 29. It is a very demanding work. It needs cooperative work to achieve the goal.
A/challenging *B*/ interesting *C*/ persuading *D*/motivating
- 30. Few people who use coarse language in their interaction make disagreement with other people. *A*/ acceptable *B*/ rough *C*/ meaningless *D*/ smooth
- 31. The council setup a strong committee to look into unemployment.
A/ formed *B*/ stopped *C*/ implemented *D*/ applied
- 32. The production manager of the factory swiftly took measures to stay in the international market competition. *A*/ strongly *B*/ rapidly *C*/ smoothly *D*/ slowly

V. Grammar (33-47)

Choose the alternative that best completes the sentences.

- 33. My brother, ----- is a farmer, lives in machakil
A/ which *B*/ that *C*/ whom *D*/ who
- 34. Hadn't he told me the truth, I ----- quarreled with him.
A/ will be *B*/ would be *C*/ will have *D*/ would have
- 35. Some people believe that poverty-----from lack of adequate resource from a global level
A result *B* results *C* resulting *D* is result
- 36. Don't worry. There isn't --- who knows the fact in the ground.
A no one *B* someone *C* anyone *D* any thing
- 37. When he was a child, he ---- sleep in his mother's lap.
A can *B* will *C* could *D* would
- 38. Which one is correct? *A* Neither students is clever *B* Either of the student comes.
C Each guests like Injera *D* Neither of the students is pleased
- 39. Haven't you done your homework?

- AI* No, we have *BI* yes, we haven't *CI* No, we haven't *DI* yes, we don't
 --- 40. You have to come to school on time ----- be punished.
AI so as to *BI* in order not to *CI* incase *DI* to
 ---- 41. They ----- anything since Good Friday
AI didn't eat *BI* ate *CI* haven't eaten *DI* have eaten
 --- 42. By this time tomorrow, students ----- for Debre markos
AI will leave *BI* will be leaving *CI* have left *DI* will have left
 --- 43. The more you work, the ----- money you earn.
AI much *BI* more *CI* most *DI* little than
 --- 44. It is a nice day, -----? *AI* is it *BI* isn't it *CI* is that *DI* does it
 --- 45. You will be sick ----- clean water.
AI unless you don't drink *BI* if you don't drink *CI* if you drink *DI* when you drink
 ---- 46. He went to hotel to eat his lunch because there was ---- at his home that he had to eat.
AI a few *BI* few *CI* a little *DI* little
 ---- 47. ---- his homework, he went to the cinema hall. *AI* After finishing *BI* Finish *CI* Having finished *D* To finish

VI. Communication

For the items 48-52 read each v= or dialogue carefully then, choose the alternative that best completes each dialogue or situation.

- 48. **Stranger:** -----
Policeman: Yes, there is. Go to the next street on the right.
AI Excuse me, where is the bus stop? *BI* Tell me if there is a bus around here.
CI Excuse me, is there a bus stop here? *DI* Excuse me, how do I get to the bus stop?
 ---49. **Personnel Manger:** ----- ?
Applicant: I want to apply for the job you announced.
AI Why are you here *BI* What do you want *CI* Do you want me *DI* Can I help you
 ---- 50. Gebrie : Hello, - .. -----
 Askal's mother: I'm sorry, she's out at the moment
 Gebrie: when do you expect her back?
AI Have you seen Askal, please? *BI* Could I speak to Askal, please? *CI* Can you get me Askal, please? *DI* where is Askal, please?
 _ 51. Teacher: You are breaking the law, Melaku
 Melaku: I don't understand what you mean, sir
 Teacher: ----- ; it's against the regulation of the school.
 Melaku: I'm sorry. There won't be any repetition of this.
A/ You needn't wear a hat in class *B*/ You may wear a hat in a class
C/ You should wear a hat in class *D*/ You mustn't wear a hat in class
 ---52. **Patient:** what de you advise me to keep my physical fitness?
Doctor: -----
A/ You had to exercise regularly. *BI* You mustn't exercise regularly.
C/ You have exercise regularly *DI* You should exercise regularly

VII. Writing (53-60)

The following questions are related to different aspects of writing.

- 53. Which of the following statements requires a semicolon?
A/ I don't understand him he is a difficult person. *B*/ We bought walking shoes lunch boxes and tent for our trip.
C/ The proprietor briefed the workers about their pension plan. *D*/ It has happened once and it can happen again.
 --- 54. Which of the following is correctly punctuated? *A*/ Hailu said; « Tell us about the game.» *B*/ Hailu said, « Tell us about the game.»
C/ Hailu said, «tell us about the game.» *D*/ Hailu said « Tell us about the game.»
 --- 55. Which of the following would you use as an ending to a letter you send to an intimate (close) friend?
A/ Yours truly *B*/ Love *C*/ Yours faithfully *D*/ yours sincerely
 --- 56. Which of the words is spelt incorrectly?
A/ receipt *B*/ committee *C*/ summary *D*/ authority
 ---- 57. Which of the words is spelt correctly ?
A/ existanse *B*/ imigration *C*/ connection *D*/ sufficient
 ---- 58. «Starting a fire in wood burning store is not that difficult. First, get about some pieces of kindling any wood scraps will do - and some news paper. Then upon the stove, »
 This is taken from a piece of writing that is most likely ----- .
A/ descriptive *B*/ narrative *C*/ argumentative *D*/ expository
 ---- 59. When I arrived at the FM International Hotel, Helen was not there, and everyone asked where she was I did not want to hurt their feelings, So I finally announced that she was sick. After dinner, We decided to leave»
 This is taken from a piece of writing that is mostly -----

AI descriptive BI narrative CI argumentative DI expository
 --- 60. « The entrance gate of our school was constructed magnificently. It's three attractive doors well designed and welcome their guests attractively. The two pillars give splendid scene and reliable support to it.» This piece of writing is mostly -----

AI descriptive BI narrative CI argumentative DI expository
 =====//=====//=====

C) Damot Preparatory School

Damot Preparatory School 1st Semester English Mid Exam for Grade 11

Time allowed: 30'

Read the following questions carefully and Choose the best answer from the given alternatives

- 1. They will not be able to find the bank if you don't come with them,-----?
 A. Won't they B. Will they C. do you D. Doesn't you
- 2. Nelson Mandela who later became president of south Africa spent many years in prison ,-----?
 A. does he B. doesn't he C. did he D. didn't he
- 3. There are many people who attend the meeting today-----?
 A. Aren't there B. are they C. are there D. aren't they
- 4. Nobody participated to build the house of the disabilities ----? A. didn't they B. did he C. did they D. didn't he
- 5. Don't make that mistake again, -----?
 A. do you B. don't you C. can you D. Will you
- 6. Kebede begins his journey early and ----the afternoon.
 A. arrive at B. arrive in C. reach D. arrive
- 7. The Doctors isolated patients from healthy people. The meaning of the underlined word is .-
 A. treated B. dissociate C. depart D. separated
- -----8. We set off for London just after ten. The meaning of the underlined word is: -
 A. make B. leave C. begin D. arrange
- 9. We can develop our command of speaking skill by debating. The meaning of command speaking is....
 A. ability B. knowledge C. order of D. inability
- 10. Which one of the following is emphasis imperative?
 A. Do remember what I told you yesterday. B. Always study very hard, C. Never drink alcohol. D. all
- 11. STUDENT -A- -----
 STUDENT -B- I was firstly taken to KG school in 1999
 A. How did you go to school? B. In which grade are you attending?
 C. When did you start school? D. When were you attending the class?
- 12. The bus usually ----Finote selam at 9:00' A. reaches B. arrived in C. arrives D. arrived at
- 13. SELOMON : Zelalem, ----- .He is my best Friend
 ZELALEM: How do you do?
 F ASIL: How do you do?
 A. I would like to introduce you to you C. I would like to introduce you to Fasil
 B. I would like to introduce you to Zelalem D. I would like you to introduce me.
- 14. KEDIR: Shall I help you in carrying the bag?
 HALIMA: -----
 A. yes, of course, here you are . B sorry, I'm afraid I can't.
 B. Not at all, here you are . D No, thank you, it is very simple.

INSTRUCTION. II. Match the following words with their nearest meanings

- | | |
|----------------------|--------------------------|
| "A" | "B" |
| -----15. Preceded | A. not committed inquiry |
| -----16. Succeeded | B. rare |
| -----17. Scarce | C. came before |
| -----18. Unkempt | D. Untidy |
| -----19. Innocent | E. came after |
| -----20. Indomitable | F. someone a |
| | G. Tidy |
| | H. attractive |

-----//-----//-----

I. Read the passage below and answer the question based in the information form the passage.

A team of Italian scientist recently published new discoveries on monkey's brain that might have shown how human learned to use language. Even though language is very complicated, its development may have depend on single nerve cell in the brain.

The research team lead by Gia como Rizzolitti has been looking at cells in the brain called "mirror neurons." These cells are different from others cells in the way they respond to what is happening around them. Atypical "mirror neuron" will become active in the brain when a monkey performs a specific action such as breaking and opening a peanut. There is nothing strange about that what is interesting is that the same brain cells *Imirror* neuron! in the same monkey will also become active it with another monkey breaks or opens the peanut.

1. 'its' paragraph 1 line .:refers to
A. The monkey B. brain C language D. complicated
2. "These" paragraph 2 line (2.-) refers to: A. The monkey B. researcher C. brain D. micro neurons
3. 'Them' paragraph 2, line (3) refers. A. all cells B. micron neurons C. monkey D. human brains
4. 'Performs' paragraph 2 line (3) means A. does something B. spary C. deform D. delay
- 5.. "Complicated" paragraph one, line (3) has similar meaning with.
A. difficult B. simple C. unidirectional D. favorable
6. "strange" paragraph 2, line (:1) means A. un believable B. new C.very hard D. old
7. Where were the researcher from? A. Japan B. Italian C. American D. Ethiopian
8. When does the cell type in brain of the monkey become active?
A. during movements C. during passive action B. during specific action performance D. during deep though
9. How brain cells are different from others cells?
A. sent message B. perform action C. respond what is happening D. build bodies
10. The main target of the research is that to describe:-
A. How monkeys learned to use a language C. How human learned to use a language
B. How humans learned to use a language D. How brains learned to use a language

II. Choose the correct answer for the following question.

11. X: Good bye and all the best.
Y: -----
A. miss you B. Thank you C. see you later D. It is my pleasure
12. Always ----- shopping on Saturday afternoons.
A . go to B. go C. carry D. going to
13. The famous leader of African, who struggled for the freedom of the continent ---- last week.
A. was criticized B. has criticized C. criticized D. was criticizing
14. I want to pass my break time ----- different fiction written by Ethiopian.
A. to read B. is read C. reading D. read
15. X: I am thirsty
Y: I have just drunk Pepsi. I ----- thirsty.
A. may not be B. can't be C. can be D. may be
16. If my sister -----, I ----- disturb her.
A. read/would be B. is reading/wouldn't C. is reading/ will not D. is not reading/would
17. X: Where is my mother?
Y: She -----our dinner.
A. has been preparing B. is preparing C. was preparing D. prepared
18. The millennium dam ----- on Abay river for the next five years.
A. was built B. was being built C. is going to be built D. has been built
19. Girma: I can't pass English exam. -----
Abebe: If I were you I would study hard.
A why don't you study hard? B. You had better study hard
C. If you take my advice, you should study hard D. What do you advise me to do?
- 20 .Almaz: where is my text book?
Alem: I don't know. It ----- on the shelf.
A. might be B. would C. must be D. will be
21. X: -----
Y: oh, I liked it very much at this time. Because it is getting progress.

- A. How is Dembecha? C. What do you think about Dembecha?
 B. How did you like Dembecha? D. How do you like Dembecha?
22. Teacher: Take out your exercise books and do exercise 5 page 10
 Student: -----
 Teacher: I said take out your exercise book and do exercise 5 page 10
 A. Excuse me, how are you? B. Excuse me, where is your exercise book?
 C. Excuse me teacher, what did you say? D. Excuse me teacher, how have you been?
23. X: -----
 Y: Go straight and turn left. You will find there.
 A. Excuse me, I wonder if you could tell me what your name is?
 B. Excuse me, I wonder if you could tell me where the director office is?
 C. Excuse me, I wonder if you tell me what the time is?
 D. Excuse me, How are you.
24. I ----- go to bed but I haven't got enough energy these days.
 A. am used to B. was used to C. use to D. used to
25. Some students ----- often do their homework. As a result, they didn't score good mark.
 A. used to B. wouldn't C. will D. was used to
26. How that is the rainy season, the climate of Debremakos ----- cold.
 A. will get B. is getting C. would D. are being get.
27. They always avoid ----- before driving. A. to drink B. drinking C. drink D. drunk
28. If I ----- your ring, I ----- I back to you.
 A. finding/will give B. find/would give
 C. had found/would have given D. finds/will give.
29. X: Have a good exam for everybody.
 Y: -----
 A. ~The same to you B. Thank you C. see you D. good bye
30. The house ----- painted when I arrived. A. is B. was being C. is being

Damot Preparatory School English 2nd semester: Mid exam for grade II 2003 E.c

Some types of trees in Ethiopia

The products of the Ethiopia forest are many and varied. Considered separately some are more valuable than others. They are source of wealth for the country.

Timber is more important than any other product. From the conifers to the hard-woods, from the large trees of the rain forests to the thorny trees of much drier areas, there is a range of dimensions and qualities suitable for the widest variety of uses. Some kind of wood are used for fine furniture and decoration some are used for ordinary furniture, some are suitable for making doors and windows, parquet and stairs. some kinds of woods are light but strong and these are used for bots and Packing cases. Some others are used for special products like matches and pencils. some are suitable for making paper. Some are suitable for charcoal. There are other secondary products too, such as medicines, spices, rubber, incense and dyes Here are several botanical descriptions of important trees. These are: Hagenia Abyssinia (kosso), podocarpus (zigba), and Juniperus procera (Tid).

I. Answer the following comprehension questions based on the above reading passage.

- 1. The products of the Ethiopia forests are:
 A. A source of wealth for the country B. Not so valuable
 C. Valueless D. none
- 2. Among the following alternatives, which one is more important product?
 A. paper B. Timber C. The thorny trees of the near-desert area D. conifers
- 3. Boxes and packing cases are made from:
 A. heavy woods B. matches and pencils C. light and strong kinds of wood D. A&C
- 4. In the last paragraph line one, the pronoun 'these' refers to.
 A. Botanical description B. Un-important trees
 C. Important trees D. A&C

II. Based on the passage above match the following words with their contextual meaning

"A" "B"

- 5. Packing cases A. large, light wooden box which used for taking
 ----6. Botanical things one place to another place
 ----7. Dimension B. Direction
 C. size or length
 D. Biological (scientific)
 E. Geographical

III. Choose the best answer for the following questions

- 8. The manager-seven reports since September 2003 E.C A. wrote B. writes C. has written D. was writing

- 9. The monitors organized 1 to 5 study groups after the homeroom teachers-them to group students. A. have told B. told C. tell D. had told
- 10. All the students----the assignment by tomorrow.
A. will have submitted B. would have submitted C. are going to be submitted D. All
- 11. Student A:-----
Student B: why not?
A. I wonder if I could take your rubber. B. How are you? It is nice to meet you D. Thank you very much.
- 12. Some people merely acquire their mother tongue from the environment. The under lined word is:
A. Eventually B. gradually C. simply D. Totally
- 13. If we use industrialism for industry ----is used for the word moden.
A. Modrernist B. Modernity C. modernialism D. Modernism
- 14. They----in the night club all yesterday night A. had danced B. danced C. were dancing D. A&C
- 15. Daniel----drink alcohol but he drinks soft drink now. A. is used to B. would C. used to D. all except "A"
- 16. Assume you are a waitress of one hotel ,there is a customer who neads you. what do you say to the customer?
A. may I have a menu, please? C. May I take your order? What I can bring you? D. All are possible except A
- 17. Student A:-----Student B: sorry, I didn't catch that
A.I said "did you know yourself?" B. I said if you knew yourself
C. Did you know yourself? D. Oh, yes, it was very good
- 18. Aristotle was seeing the state as being the fulfillment of human kind was seeing means:
A.Looking at B. writing C.regarding D. recording
- 19. Surely no man-----work so hard to attain such precise information unless he ----- Some definite end in view.
A.Would/had B. as/will C. Had/would D. Will/had
- 20. A fellow who is working up at the chemical laboratory at the hospital is my friend. the function of' at the chemical laboratory 'is A. adj. modifier B. adv. modifier C. as a conjunction D. A&B
- //=====

Damot Preparatory School English Second Semester English Final Examination for Grade 11 ,2003

I. choose the best answer from the given alternative.

Number of 'Items 40'

Section-One: Reading comprehension

Directions: The items 1-10 are done based on the information given in the following passage. Read the passage carefully and then CHOOSE THE BEST From the items below it.

Development policy cooperation In Germany.

(1) Development policy is an independent pillar of Germany foreign relations and items of the Objectives part of the German government's global policy aimed at peace, cooperation based on Partner ship and the fight against poverty. If we are to offer upcoming generations a future world wide, we must foster sustain-able development in all nations. The core problems of many developing nations have reached a level that affects the future prospects of the world as a whole.

(2) In this sense, development policy is instrumental in securing a joint future for nations. Through its development policy the German gove't seeks to help reduce poverty, secure peace and contribute to a faire form of globalization. In the millennium Deflation issued in September 2000 Declaration the united Nations stated its goal of halving the number of people living in absolute Poverty by2015.

(3) The German government cooperates on development policy in the following areas.

(4) a: Improvement of political structures: The preconditions for successful and sustainable development is a nation's willingness to dopt a good, responsible form of governance. Consequently, this form of foundations for contractual agreements between donor and receiving nations. We can conclude by saving that respect for human rights, democracy, rule of law, the involvement of civilian society, but also the equality of men and women are part of the development policy process.

(5) b: IMPROVEMENT OF ECONOMIC STRUCTURES: Institutional stability and economic growth are basic prerequisites for nation's economic progress. This also includes restructuring measures at a national level aimed at enabling primarily small arid mid-sized companies to prosper financially. Yet it is essential at the international level also to regulate world trade by creating the requisite international finance and trade framework, if developing nations are not to become the losers in globalization.

(6) c: IMPROVEMENT OF SOCIAL STRUCTURES: only by altering the social structures of a society is it

Possible to ensure that the disadvantaged groups also benefit from economic growth. For this reason, basic welfare provisions are a primer objective of development policy. By this we mean above all adequate medical care, educational and training opportunities together with social security systems.

(7) d: IMPROVEMENT OF ECOLOGICAL STRUCTURES: it is in everyone's interests to secure basic conditions that will ensure the future survival of all people. Environmental disasters such as floods and droughts repeatedly show that man's influence on his environment can cause horrendous problems. It follows that preserving the natural env't is always an integral part of development policy projects. maintaini~ a 'global ecological balance is also the prime aim of international conventions and agreements." ;

(8) In 2002, Germany donated a total of 5.68 billion Euro to developing nations as official development assistance or **ODA** for short **ODA** covers all financial contributions from state bodies including the federal states and communities such as are made available to the developing countries and multilateral institutions. **ODA** funds are always granted as subsidies or have favorable repayment terms distinguishing them from private or public assistance when repayment is governed by market conditions.

(9) Efforts by the private sector, intended ultimately to result in investments are becoming increasingly important. under the terms of public private partnerships (PPP), public development cooperation and private firms collaborate for instance in training specialists or initiating measures to enhance infrastructure. In 2003, they were already over 800 partner ships with companies which support projects in more than 60 nations. The goal is to forge joint ventures other forms of cooperation with companies in the host nation.

(10) Many private organizations are and engaged in the field of development policy, From mosques, churches and via political foundation through to NGOs. Alongside the Organizations which are highly experienced in working abroad, they are younger, smaller associations which rely strongly on advice and support in order to make an effective contribution to sustainable development in the world nations. In this regard, Germany's diplomatic missions see themselves as points of contact providing consular support to those Germans posted to the host nation, but also offering advice in finding suitable partners and projects.

-----1. The UN stated that "halving the number of people living in absolute poverty by 2015," what is the meaning of Poverty .. in para(2) line-9?

- A. The state of being extreme poor B. The state of being complete death
B. The state of being total independent D. The state of being extreme pure

-----2. How much were there a total amount of Germany's donation provided for developing countries during 2002?

- A. 5.68 billion euros B. 5.68 billion euros C. 5.68 million your euros D. 5.68 million euros

-----3. What is the meaning of the word **global** as it is used in the (7th) paragraph line 5 of subtopic?

- A. Environmental B. National C. International D. local

-----4. The writer uses a short terms of 'ODA as an acronyms. What is a short terms of acronyms for 'ODA revealed in para (8)?

- A. official development assistance C. Official development assassinate
B. Official development association D. Official development assistance

-----5. Which one of the following is **Not** The core purposes of Germany's gov;t towards global policy development. ?

- A. Fighting against cooperation B. Fighting against poverty
C. Germany Fighting at keeping peace & secret D. B and C are possible answerers

-----6. What is the antonym meaning of the word independently? .. is an **independent** pillar ... " in paragraph(1) is

- :-: A. Individual B. Department C. private D. Dependent

-----7. Which one of the following alternatives are BEST EXAMPLE in related with English proverb to illustrate the above passage.

- A. Many hand make light work B. working collaboration is important
C. The more you have the more you lost D. A and C are possible answers.

-----8. What was the UN goals issued across the nations during the millennium Declaration?

- A. Planned to offer equably justice to the world people by 2015
B. Planned to reduce in half the amount of world people living from complete poverty by 2015
C. Celebrated the millennium Declaration aimed at reducing poverty by
D. Designed to reduce the number of world people living from absolute poverty by 2015.

-----9. What comes to in your mind when you are thinking the BEST expressions of the core message of the above passage? A. making an awareness and Foster an effective sustainable development across the nations.

- B. To create an international agreement to wards of individual poverty
C. To provide a clear instruction in order to take world measurement
D. To vote and participate independently in the basic rule of democrats

-----10. Which One of the following is **True** concerning to Germany gov't cooperation's on development policy area?

- A. Improvement of policy strategy B. Improvement of people's freedom
C. Improvement of reducing poverty in all nations. D. Improvement of social structures

SECTION-TWO: Communication Approach

Directions: The items 11- 20, are prepared in the form of dialogue. Read each dialogue carefully, and then choose the alternative that BEST Completes each dialogue.

-----11. **Chemmere:** what were you doing at 7:30 last night?

kennesse: -----

- A. I was reading English textbook about poverty B. I was reads the English poverty text.
C. I read English text about poverty line D. I were reading the English new lesson

-----12. Class "A" students: we have English exam in the afternoon?

Class "B" student: -----

- A. O.K We love English B. Best of luck
C. We have also in the afternoon D. who is your teacher?

-----13. **Atalel:** My little brother Complains of Stomach pain?

Taddele: -----

- A. But they are no doctors these dates, you know. C.. How about your sister?
B. Nothing to worry, it is because he is a little boy. D. I suggest you take him to a doctor.

-----14. **Abat hun:** Excuse me, could you tell me the way to Bahir Dar?

Abera: -----

- A. Well, I could Go along this road as far as that traffic, and do it yourself.
B. That is none of my business, is it?
C. Yes Bulfirst, I need some money.
D. Sure, Go straight head for about five blocks and walk until you get to the traffic circle and papyrus Hotel, Then turn to the left side.

-----15. Which piece of advice is appropriate to a friend who tells you that she is ill and who thinks she's got flue?

- A. you should take vitamin 'C' tablets. B. you may take vitamin 'B' tablets?
C. you should think immediately. D. you could take vitamin 'A' tablet's.

-----16. **ALAZAR:** what is your favorite music?

Birtukan: -----

- A. I'm very keen of Western Country music. B. I'm not keen of Aster Aweke's titled music.

C. Yes, you've got my favorite Ethiopian best music. D. I'm in making of options from 'Shakira' music.

-----17. I'm having a lot of health problems connected to my AIDS. How can you speak orally you are seeking advice based on the above problem? A. How do you leave me? C. what do you recommend that I do?

B. That is better to discuss on problem. D. should I leave this world or I die

-----18. **Workneh :** pardon me,

Tigist: It's down town, let me see, yes, take a number 71 bus from this comer toward town and get of at Swith Road. You can't miss it.

A. I wonder if you could tell me where the country health department is.

B. How far is the health department from this place?

C. Getting how about the country health department.

D. I wonder if you couldn't tell me where the country health department is?

19. **Abera;** "AIDS is a killer disease that mostly affects young people." which one is the best pattern of the following expressions if Abathun agrees with Abera's motion on the above?

Abathun: -----

A. I couldn't agree more. B. Well, wouldn't say that exactly.

C. Surprisingly, you can't be serious. D. In fact, I couldn't agree less

20. **Anwar;** Excuse me, could you tell me if this is the way to Fnote Selam Stadium? [But the respondent i.e. Rehima is out of the town, if so, how could she respond to the above oral drill?]

Rehima; -----

A Sure, but you haven't other directions. B. Ok, thank you very much! C. Are you sure that you're from somewhere?

D. Sorry, I haven't the faintest idea. I'm new here myself.

SECTION THREE: VOCABULARY

ONE: Match the following vocabularies with their meanings.

- | | |
|-------------------|---------------------------|
| 21. Dissociated | A each year |
| 22. Dialect | B. professional advice |
| 23. Counseling | C. local language |
| 24. Short comings | D. scattered |
| 25. per-annum | E. unprofessional advice |
| 26. Remedy | F. defects |
| | G. international language |

Two: Answer the following questions by using contextual clue.

27. On the Ethiopian flag the color green stands for the fertility the country. The meaning of the underlined phrase is:

A includes B. declines C. represents D. B & C

28. There are a number of possible remedies to this problem. Remedies means:

A factors B. hindrances C. solutions D. A & C are correct

29. Over the last forty years, Ethiopia had not sustained long periods of high economic growth. The underlined word means:
A. live B. developed C. improved D. maintained
30. The meeting was called off because the main speaker was sick. Called off means:
A. continued B. went on C. cancelled D. all are possible
- SECTION FOUR: **GRAMMAR**
31. The student ----- own one of their own dormitories three years ago. A. is used to B. Used C. was used to D. should
32. The rat ----- be in the cupboard. I can hear scrapping noises. A. will B. must C. can D. should
33. That man watching the TV is my father. The participle of this sentence modifies -----
A. the man B. the TV C. my father D. A & C
34. THE PASSIVE form of "In extremely bad way I've reported rare circumstances & deaths." is:
A. in extremely bad way rare circumstances & deaths have been being reported by me.
B. Rare circumstances and deaths are reported in extremely bad way.
C. Rare circumstances & deaths have been reported in extremely bad way.
D. In extremely bad way, rare circumstances and deaths had been reported by me.
35. Where is the correct position of 'seldom' in this sentence?
A. you B. come home C. after midnight
36. Confidence Will take the place of persistence. The function of the preposition 'of persistence' is:
A. adv. Of place B. adv. Of time C. adv. Of manner D. adjective alone
37. St. A: where are you going?
St. B: I'm going to the stadium.
St. A: what is there?
St. B: There is a football match between st. George & Coffee.
St. A: Good idea! I ----- to there with you.
A. Would have gone B. Should have gone C. will go D. should go
38. While Eyobe was having dinner, his sister ----- 'Gemena First 'on ETV.
A. used to watch B. was watching C. had watched D. watched
39. Do not keep on-----me!
A) used to watch B) interrupted C) interrupting D) to interrupt
40. If we ----- about you problem, we would have helped you.
A) have known B) had known C) has known D) are known

=====//=====//=====

Damot Preparatory School 1st Semester Englis Mid for Grade 12

' Read the following passage and do the questions next to in Helping in the home

Every few active toddlers will be content to play on their own for any length of time when there is the whole, fascinating range of domestic activities to attract their attention, 'and much of the friction that arises in the pre-school years between mothers and small children does arise because we try to shut them out nom our activities too. we may consider them too young to be any-thing more than a hindrance to us, and too inept to be allowed to take part, even in a small way, in any of the domestic chores we are concerned with ourselves.

2. This is a great mistake, because children, as young as three years, can learn great deal nom being allowed to help in the home. What is even more important is the fact that they derive such tremendous satisfaction nom being allowed to co-operate, particularly if they gain the impression that what they are doing is helping you

From child care and management by Patricia edge, published by Faber/

----1. Which one is false about the passage?

- A. Small children are not allowed to help their mother in the home.
B. Mothers think that small children can do activities in the home.
C. Children can learn a lot when they help their mother in the home.
D. There is disagreement between mothers and small children in the home.

-----2. Which mistake does the word ~ refere?

- A. Learning a lot from what they help in the home B. Deriving tremendous satisfaction in the home
C. Gaining impression from what they are doing in the home D. Not allowing to take part in any of domestic chores

---3. 'Content' (paragraph 1, line1) means ----- A. all over B. happy C. included D. able

---4. 'Friction' (paragraph 1, line 3) means ----- A. rubbing . B'. disagreement C. happiness D. Connection

---5. domestic (paragraph 1, line 2) means ---- A. interesting B. not wild C household D. firing

II. Choose the best answer

-----6. I have been working very hard all day and now I'm ----- A. exhaust B. exhausting C. exhausted D. exhaustively

-----7. He never helps other people. He only thinks about ----- A. yourself B. his self C. himself D. herself

-----8. It's 12:15 I haven't had lunch ----- A. still B. just C. recently D. yet

-----9. Phone me after 80' clock, we -----dinner by then A. will have B. have had C. will have finished D. would have

-----10. It is the longest story that ----- A. I had ever read B. I have read ever C. have ever read D. ever I have read

- 11. I like my teachers praising me. The passive is -----
 A. I am being praised by my teachers B. like being praised by my teachers
 C. I was being praised by my teachers D. my teachers are being raised by me.

III. Vocabulary

- 12. The evidence..... my theory. A. bear down B. bear out C. bear up D. bear with
 ---/-13. The law states that anyone who had a criminal record is ----eligible for election A. il- B. im- C. dis- D.in- -----14. my advice to you is that you should be-----to be successful
 A. industrious B. industrial C. industry D. industrialized -
 -----15. Dictionary has **invaluable** uses. A. useless B. worthless C. priceless D. valueless
 -----16. The film was ---,I didn't expect it to be that bad A. discouraging B. interesting C. exciting D. disappointing

IV. Writing

Choose appropriate answer for the questions from the give alternative

- 17. Which of the following is a well thought out purpose statement for a job application letter?
 A. I apply for the post of journalist position as advertised on November 6, 2003 Damot notice board.
 B. I was to apply for the position, journalist as advertised Damot notice board November 6,2003
 C. I like journalist position advertised in the Damot notice board of the November 6, 2003.
 D. I would like to apply for the position of journalist as advertised on November 6, 2003 Damot notice board.

Damot Preparatory School First Semester Final Exam for Grade 12, 2003

If the statement is correct say 'True' and if it is incorrect say 'False'

1. Suffixes are words that are added at the word initial out prefixes are added at the end of the word.
2. Note-making is jotting down important notes from spoken source but note- taking is from written source
3. The word I bni I and Ib:lj I has the same number of sound.
4. Homonyms are words which have the same meaning but antonyms have opposite meaning.
5. To develop listening skill the oest way is practtciAg speaking. Making mistakes are more in controlled compqm-fon than in guide composition.
6. If a composition makes or creates an image in il; mind, it is said to be narrative
8. While we are taking the exam, we may face some unfamiIiar words at this time the best way to solve the problem is using dictionary.
9. In formal letter writing we can use short form.
10. If words have the same pronunciation, we can conclude that they have the same meaning.

II. Fill the blank space with the appropriate-word from the list of words given below and write only the letter which contains the word

- A. religion B. symbol C. taken D. diverse E. discovered

Let Lucy, at Addis Ababa's National Museum, give you some idea of the richness of this (11) __ . culture.' Lucy is tiny pile of bones, a partial skeleton. This 35 miIlion-year- old hominid was (12) __ in Ethiopia's Danakil region in 1974. Her name was (13) from the beetle[song, playing at the time she was an earthed: Lucy in the sky with Diamonds. The Lucy display is something of a shrine for students of human evolution, but she can also be viewed by the general; visitor as the original Ethiopian. She is a (14)___of the country's extraordinarily rich vein tribal culture, (15) __ and festivals. .,

III. Multiple choice

Questions 16-31 are based on the passage. Read it carefully and answers the questions that follow

A long day's drive along a broken but exhilarating road through the jagged peaks of simien mountains brought Gonder. An imperial capital between the 17th and 19th centuries, Gonder was renowned for its 44 churches . Unfortunately many have disappeared but the town is still top-rated for Timkat, the three -day religious festival is the peak of the Ethiopian Orthodox calendar. Thc' church of Debre Birhan Selassie was built in the 1960 and famous for its exquisite frescoes- notably the ceiling composed of hundreds of angelic faces. The priest there, Tekla haimanot, who has been in the parish for ten years . Talked us through Timkat. Timkat commemorates Christ's baptism in the Jordan, by John the Baptist,» he explained. «It's also a street celebration, "he smiled," as well as a chance to find future wives and husbands .He showed us the curtained-off inner sanctuary where the tabots , sacred relics of the Ark of the covenant, were traditionally kept.» "On Tir Eve, the tabots are removed from their sanctuariesin all the clurches and carried in sacred procession to a plao night prayers. At Timkat sun rise, believers gather to be baptized again." We then found ourselves in an animated afternoon crush composed of old men carrying horse -hair fly switches ,ululating women, young boys and smiling girls. Brass horns and drums sounded, and above.us bobbed a sea of umbrellas, some carrying gold braid cross purple velvet panels. The procession made its way to the ceremonial pool of Emperor Fasiladas, fringed by giant trees, where the holy tabots and the attendant priests began a vigil that would go on until dawn. We returned early hours of the morning when ghostly, white clothed crowds gathered on each side of the steep sided pool. As the light increased, church choirs formed, swayed and began to chant and clap, beating their hide drums and shaking sistras (steel rattles).. "

Then the robed patriarch arrived at the pool to address his people. When he had finished, he came out from cloud of incense and shakily went down-some steps to the water's edge. He lit a cross - shaped frame of candles, which pushed out across the water.

For a moment, the cross was perfectly reflected before the still pool was broken first wave of celebrants' hitting the water. Those who could not reach the pool stretched out. Feeling the spray baptism on their faces.
(Adapted from an article in the travel magazine "Wanderlust", June 2002)

16. "We" paragraph 2 refers A. the readers B. people C. the travelers D. procession
 17. What does the robed patriarch the first line of last paragraph means?
A. The patriarch who was stolen B. The patriarch who stole something .-
C. The patriarch with along loose outer piece clothing. D. The patriarch from abroad. '"
 18. The word "exhilarating" paragraph 1 contextually means
A. up and down B. joyful C. uncomfortable D. stony .
 19. Timkat commemorates Christ's baptism ~-(paragraph 2) commemorate means
A. celebrates B. reminds C. needs D. religion' '
 20. The church of Debre Birhan Silassie was
A. famous for its ceiling composed of hundreds of angelic faces B. famous for its 44 churches
C. built in the 1690's D. A and C
 21. "----old men carrying horse- hair fly switches, ululating women, young boy and smiling girls .
paragraph 2 the word switches means
A. puts on the light B. thin stick that bends easily C. puts off the light D. get ride of
 22. The attendant priests began a vigil that would go on until
A. dusk B. sun set ' C. sunrise D. night
 23. We then found ourselves in an animated afternoon crush ----(paragraph 2) animated means '
A. living things B. a bad situation C. full of interest ' D. uncomfortable--
 24. Who addressed the people at the pool where Timkat ceremony takes place ?;
A. The robed patriarch B. The procession C. Father Tekala haimanot D. John the baptist
 25. Gonder was renowned for its 44 churches . The word renowned means'
A. established B. famous C. reformed .D. found
 26. "He" paragraph 2 refers to . A. Christ B. John C. Father Tekala haimanot D. The procession,
 27. Their paragraph 2 refers to A. the travelers E. the procession" C. the tabots ,D. church choirs
 28. "Us" in this text refers to A. the readers B. the travelers C. the believers D. the attendant priests . "Which"
paragraph 3 or the last paragraph refers to
A. candles B. the water . C. a cloud of incense D. the pool
 29. Which paragraph explains that Gonder was wellknown for its-extremely beautiful pictures?
A. paragraph 1 B. paragraph 2 C. paragraph 3 D. not mentioned in this text
 31. What happened when the light increased ?
A. church choirs formed and began to chant B. church choirs swayed and began to chant and clap. C. church choirs formed, beating their hide drums" and shaking their sistras D. ' all of the above
- Grammar**
32. We can _____ our clothes by washing with soap. A. beautify B. beautiful C. beauty D. beautiful
 33. They bought a bottle of wine and went to Yared' s house to say him ___ for he has got' excellent achievement
A. congratulation B. congratulate C. congratulated D. Congratulating
 34. Don't ___ the door when you go out. A. bang B. blush C. bout D. boost
 35. It is your excellent behavior and excellent action which ~ou by the people.
A. stalk B. salute C. ignore D. ashamed'
 36. Today's weather condition is getting
A. colder and colder B. cold and colder C. warmer and cold D. colder and warm
 37. She was forced to fire early from teaching because of ill health. "to fire" means
A. to retire B. to reform C. to keep on D. retain '
 38. According to _____, breaking mirror brings bad luck.
A. procession B. optimists C. scientists D. superstitions',
 39. Nowadays most people seem unsatisfied with what they have but some of them seem
A. unsatisfied B. unhappy C. content D. sad
 40. If he is kind, then by so is his wife. A. infer B: inference .C. infers . D. inferred

Damot Preparatory School Secnd Semester Final Exam for Grade 12, 2003
1:40'

Time allowed:

Section I: Word order : the following words are not in the proper order. When put in the proper order, they make correct English sentences. From the given alternatives, choose the one that is correct.

1. Has he work his, hasn't he finished?
A. Has he finished his work, hasn't he? C. Hasn't he finished his work, has he?
B. He hasn't finished his work ,has he ? D. He finished hasn't his work, hashe

2. Unless said I what tell don't Almaz asks she you.
 A. Don't tell Unless Almaz what I said she asks you B. She asks you Almaz what J said don't tell unless.
 C. Don't tell Almaz what J said unless she asks you. D. Unless you asks she Almaz what I said don't tell.
3. Intellegent more than in the girl other school Rehal is any
 A Rehal is more than intelligent any other girl in the school. B Rehal is girl in the school more Intelligent than any other.
 C. Rehal is than intelligent more other girl in the school any. D. Rehal is more intelligent than any other girl in the school.
4. doesn't any return of the money ifhe I won't surprised be.
 A.I won't be surprised if he doesn't return any of the money.B.I don't be surprised if he won't return
 C.Any of the money won't be return I surprised if he doesn't. If he doesn't won't return any of the money, I surprised be.
5. Addis Ababa next week going to I am.
 B.Next week, I am going to Addis Ababa. B. Addis Ababa I am going to next week.
 C.I'm going to next week Addis Ababa. D. Next week. Addis Ababa I am going to.

Read the passage and answer the questions that follow

Safety belts provide protection for the passengers of a vehicle by preventing them from crashing around inside if the vehicle is involved in a collision. They operate on the principle, similar to that used in the packaging of fragile items. you become a part of the vehicle packaging, and you are kept from being tossed about inside if the vehicle is suddenly decelerated. Man injury -causing collisions at low speeds, for example at city intersection, could have been injury -free if the occupants had fastened their safety belts. There is double advantage to the driver in that it not only protects him from harm, but prevents him from being yanked away from the wheel, thereby permitting him to maintain control of the car.

6. The principle on which seat belts works that
 A a car and its driver and passengers are fragile
 B.a person fastened to the car will not be thrown around when the car slows down suddenly.
 C. the driver and the passenger of a car that is suddenly decelerated will be thrown forward
 D. the driver and passengers of an automobile should be packaging the way fragile items are packaged.
7. We can assume from the above paragraph that safety belts should be worn at all times because you can never tell when:
 A. a car will be forced to turn off onto anoth,r road
 B.it will be necessary to shift into low gear to goup a hill
 C.you will have to speed up to pass another car
 D. a car may have to come to a sudden stop.
8. Besides preventing injury, an ADDITIONAL benefit from the use of safety belts is that
 A. collisions are fewer B. damage to the car is kept down c. the car can be kept under control
 D. the number of accidents at city intersections is reduced.
9. Which is one of the causes for many injuries happen?
 A.> drivers high speed B. low speed C. can't used safety belt D. used safety belts
10. -----yanked----- in line 10 means
 A/ safe B/ suddenly pull C. accident D. wanted
11. What is e main idea of the paragraph?
 A. The number of accidents of a city intersection is reduced.
 B. safety belts have a great role by preventing passengers from inside crashing and collision.
 C.Traffic accidents D. passengers do not obey to traffic rule.
12. The word--- maintain ---line 11 means:
 A. hold B. preserve C. destroy D. discontinue

**Passage III
 Reading comprehension**

Hand cycling was developed in the 1980s by people working to create alternate type of human power vehicle. So it was almost by accident that a new world of cycling was opened to people with disabilities. The disabilities community picked up on it right away said Ian Lawless, Colorado regional director and cycling director for adaptive adventures. Even people with me working are can hand cycling with some modification made to the equipment said Lawless. Just about anyone can do it .It's an accessible sport. It's not just for racing; it's also for recreational riding. It's a barrier breaker that allows a disabled rider to participate in cycling with friends and families who may be riding conventional bicycles."

In the 25 years since its development, hand cycling has continued to grow in popularity. It's been part of the IPC (international Paralympics committee) cycling program since 1998, and 2004 Paralympics include hand cycling racing for the first time. Today thousands of people, able-bodied and those with disabilities, have turned to hand cycling as a means to improve their cardiovascular health, increase upper body strength ,compete and ride with friends and families...

An upright hand cycling is an entry-level bike for those who are new to the sport, who just want exercise or recreation, or who don't want to ride very long distance or go very fast. Because of their higher center of gravity, upright hand cycles aren't suitable for speeds higher than 15 mph. The internal gear systems, borrowed from the cycling industry, usually come in a choice of three or seven speeds, which naturally limits the speeds to less than 15 mph. They are easy to transfer in and out of from a wheelchair and have a natural, fork-type steering system.

Recumbent hand cycles come in a few different variations. There are two steering options: fork-steer and lean-to-steer and two seating options: one where the rider reclines and the other, a trunk-power version, where the rider leans forward. They usually come with 27 gear drive trains although they can be purchased with three or seven gear drive trains.

The trunk-power hand cycle doesn't have much of a seatback. The cranks are low to the ground and far away from the rider. With this arrangement, riders are able to put the weight of their trunks behind each stroke, allowing them to go faster for longer. The limitation of this type of hand cycle, Lawless said, is it may not be suitable for all athletes.

With the other seating option the rider sits in a seat with a reclined back. The cranks are higher and closer, allowing the rider to use the seatback for leverage to rotate the cranks ----

The lean-to-steer version has a two-piece frame where the top frame swivels over the bottom frame. The front wheel turns a long with the seat. The rider initiates the turn by leaning his whole body. There is a bit of learning curve with this type, but many riders prefer this type because they have feel similar to monoskiing. They are used primarily, but not exclusively by people with lower level disabilities. Lawless said there is no advantage of one type of steering over the other, it's primarily a matter of the athlete's preference ---

13. Which one is true about the trunk power hand cycle?
 - A. it does have much of a seat back
 - B. it does not have much of a seat back
 - C. the rider initiates the turn by leaning h whole body.
 - D. the advantage of this type of hand cycling
14. When did Paralympics include hand cycling racing for the first time?
 - A. before 25 years
 - B. in 1998
 - C. in 2004
 - D. in 1898
15. house of their high -----"para.4line 4 refers to
 - A. disables people
 - B. cycling industry
 - C. hand cycling
 - D. able boded
16. Which one is not true about the hand cycling?
 - A. help to improve cardiovascular health
 - B. It used for recreation
 - C. Increase upper body strength
 - D. help to ride very long distance
17. Many riders prefer lean-to-steer version because of
 - A. they haven't feel similar to mono skiing
 - B. they have feel different to mono skiing.
 - C. they haven't feel similar to mono skiing.
 - D. the front wheel turns a long with the seat.
18. Who is developing hand cycling during 1980s?
 - A. Disabled people only
 - B. industrious people
 - C. NOO
 - D. people working to create alternate types of human powered vehicles
19. The passage includes the quotation about the hand cycling being a "barrier breaker" (line 8) in order to stress its
 - A. durability
 - B. affordability
 - C. portability
 - D. accessibility
20. The inclusion of hand cycling in the 2004 Paralympics demonstrate its
 - A. profitability
 - B. popularity
 - C. dependability
 - D. intensity
21. According to the passage, many people have turned to hand cycling in order to
 - A. improve their health
 - B. lower transportation costs
 - C. reduces stress
 - D. minimize pollution
22. As used in the passage, the phrase "learning curve"(line 38) refers to the
 - A. difficulty of learning a skill
 - B. responsibility of individual riders
 - C. braking mechanism
 - D. safety feature
23. According to the passage, the type of hand cycle one should purchase might depend upon
 - A. unit costs
 - B. structural defects
 - C. individual weight
 - D. physical needs
24. In discussing the advantage and disadvantage of various hand cycling design the author which strategy?
 - A. personal anecdote
 - B. cause and effect
 - C. comparison and contrast
 - D. chronological order

Substitution: choose one word or phrase that best keeps the meaning of the given sentence if substituted for the underlined word" or phrase

25. This movie is not a genuine documentary
 - A. novel
 - B. real
 - C. fallacy
 - D. disputable
26. Astronomers are constantly trying to search the fathomless depth of space.
 - A. comprehensible
 - B. incomprehensible
 - C. shallow
 - D. measurable
27. I need a long legant dress to wear to my graduation ceremony .
 - A. unfashionable
 - B. arrogant
 - C. attractive
 - D. unpleasant
28. The thief rejected the denouncements even though he was caught stealing on camera
 - A. dictment
 - B. concord
 - C. harmony
 - D. accusations
29. At least wear a decent shirt because you are going to be photographed from the waist up.
 - A. pretty good
 - B. ugly
 - C. not good
 - D. unfair to middling
30. Belachew concealed his love notes under his pillow.
 - A. exposed
 - B. hid
 - C. available
 - D. open
31. I was grief-stricken when my dog run over by a car.
 - A. consolable
 - B. joyful
 - C. upset
 - D. cheerful

32. Birds always look ravishing on their wedding days. A. unsightly B. very beautiful C. uninviting D. repellent
 33. The vigorous builders had the house finish in one week. A. weak B. lethargic C. strong D. sluggish
 34. She stood visibly in front of the window, so I knew she was home.
 A. easily unseen B. easily moveable C. easily seen D. easily unmovable

Section 'Vocabulary' : Choose the best answer

35. Gaddafi speaks on Libyan state TV to foreign interventionL
 A. announce B. denounce C. support D. encourage
 36. My mind isby many problems. A. occupied B. questioned C. blocked D. worried
 37. His speech impressed the audience A. unattractive B. disorganized C. inaudible D. fluent and appealing
 38. When the teacher forwarded the question, all the studentstheir hands. A. put down B. put up C. put on D. put off
 39. A good dictionary isfor learning a foreign language. A. indispensable B. condemned C. in favorable D. inauspicious
 40. I am starting a new job next week. I am quite _____ about it. A. excited B. confused C. confusing D. exciting

Grammar Section

41. You should have all the information requiredcomplete the form,
 A. in order to B. as a result C. so as D. so that
 42. He used to own a house, _____
 A. usedn't to he? B. didn't didn't he? C. did he ? D. used to
 43. He came while shea book. A. read B. is reading C. was reading D. reads
 44. Come on. Lets doabout it requires action. A. nothing B. anything C. something D all things
 45. Almaz in Japan for two years. She is working there and likes it very much.
 A. is B. was C. has been D. had been
 46. The trip was that everyone felt a sleep A. bored B. boring C. interested D. interesting
 47. Helen arrived much earlier than expected. Shehave driven very fast.
 A. Should B. Would C. Must D. Could
 48. If I knew Kenenisa's address, Ito him. A. will write B. would have written C. would write D. wrote
 49. If you..... ten minutes earlier, you would have got a seat. A. arrives B. arrived C. have arrived D. had arrived
 50. It may not rain at all this afternoon.....the clouds. A. although B. because C. even though D. in spite
 51. If you ten minutes earlier, you would have got a seat. A. arrives B. arrived C. have arrived D. had arrived
 52. When I was young, I climb any tree in the forest. A. can B. could C. will D. would
 53. By the end of next month, hehere for two years. A. will has been B. have lived C. will have been D. should have
 54. Whatever you do, you touch that switch. It is very dangerous A. have to B. must C. mustn't D. do not have to
 55. Yuriggari , was a Russian, was the first person to fly in space. A. that B. who C. which D. whom
 56. By the time I come back, you your homework.
 A. will have finished B. should be finishing C. will finish D. have to be finished
 57. I -----cigar since I left school. A. had smoked B. have smoked C. will smoke D. smoked
 58. The film ----- by the time we get to the cinema. A. will already had started B. will already start
 C. will have already started D. will already had started
 59. They are all used to cigarette a very bad habit. A. smoke B. having smoke C. smoking D. being smoking
 60. Van Der son must have saved all the shoots. Which one is the passive form of this sentence?
 A. All the shoots must have saved by the Van Der Son B. All the shoots had to have saved by Van Der Son
 C. All the shoots must have been saved by Van Der Son D. Van Der Son must have been saved by all the shoots

Communication: complete the following dialogues

61. A: congratulations! You won a prize in the lottery
 B:
 A. It is about ten thousands birr C. Thank you B. I bought it yesterday D. I will buy new model
 62. A: Excuse me,?
 B: Take number 20 bus from here and get down at the terminal. The post office is right in front of you.
 A. How far is the post office C. which bus is going to the post office
 B. Is it the post office D. how can I get to the post office
 63. Your friend: can I speak your sister for a second.
 You :
 A. Sorry, I do not have a sister C. I am talking with my sister
 B. I am afraid she is around D. she is preparing lunch
 64. You: woman should stay at home.
 Your friend:
 A. It is ridicules argument C. They should do house hold tasks
 B. They are weak creativity D. They were easily angry
 65. A: would you like some more coffee
 B:

- A. No, I would not like C. No, I do not want any more
 B. Yes, I would not like D. No, coffee gives me illness
66. Tourist: excuse me, how can I get to Damot Hotel?
 You:.....
 A. Damot Hotel has much more beds. C. I am sorry, I'm a stranger here my self
 B. Damot Hotel has many customers. D. Damot Hotel is too costly.
67. You:
 Your friend: Oh, I am afraid I can't come on Friday. I'm going to Debermarkos.
 A. I would like to invite you to lunch at my home on Friday.
 B. Are you doing anything on Friday? C. What about Saturday.? D. How about going to the stadium?
68. You: My sister has a sever headache
 Your friend:.....
 A. It isn't my business. B. Most of the time girls face headache pain
 C. I think she should see doctor. D. what about your mother?"
69. A: Wow, this is really a nice hair style.
 B:
 A. Thanks .I 'm glad you like it. B. Its costs 20 birr
 C. There is a nice beauty salon around the stadium D. Don't admire my hair style.
70. A: that was a great dinner. You must have spent all day cooking?
 B:
 A. yes, my husband graduated by food preparation at Adama University.
 B. Thanks. But it really only took half an hour C. cooking spaghetti a very easy D. Really, My mother is female

Writing Section

71. Which one is correctly punctuated from the following sentence? ~ ~
 A. Alem said, "Let's take a rest." C. Alem said "let's take a rest."
 B. Alem said, "let's take a rest." D. Alem said, "Lets take a rest."
72. "This was our journey Addis Ababa was like. It was wonderful altogether" This piece....of writing like .
 A. a narrative piece of writing C. an expository piece of writing
 B. a descriptive piece of writing D. an argumentative piece of writing
73. Which one of the following sentence best illustrates an *argumentative* writing?
 A. Yihunie Belay reached *F/selam* last time on the Bazar
 B. The 'road was asphalted in 1998E.C
 C. a computer is an electronic device that can store information.
 D. It is very important that we go together
74. "This coming month, we may have a special market of ladies' silk dress---"this is likely taken from the beginning of a
 A. letter of apology B. letter of sales C. letter of credit D. letter of best friend.
75. "I saw the man hanged, and the experienced changed my view of death penalty". This piece of writing like
 A. narrative B. expository C argumentative D. descriptive
76. "Thank you for your letter of 16 Jury in which you complained about five detective computers you bought from us --- "which part of a formal letter does the sentence go in?
 A. introduction B. salutation C. closing D. heading
77. The following items A_D are parts of a formal letter arranged in wrong order. Which alternative shows the best order?
 a. Addis Abeba b. 28th June ,2005 c. P.O.Box 312 d. kebele05
 A. a, b, d, c B. d, c, a b C. d, c, b, a D. d, b, a, c
78. Which one of the following statement is best illustrate an *expository* writing? .
 A. I hadn't expected to see Senate until the holiday. We had got engaged just before, she went off to college.
 B. parents of girls under eighteen should be informed if their daughters receive birth control aids.
 C. Water boils in one hundred degree centigrade.
 D. homosexual should be allowed to in the armed force.
79. "Hiwot Gemech 's new girl friend' is cattle creatures. Farming her face is a layer of sleek black hair that always looks just combed." This piece of writing is likely to be
 A. narrative B. expository C. argumentative D. descriptive
80. Which one of the following words is **wrongly** spelt?
 A. guarantee B. impoverished C. attention D. invulnerable
- =====//=====//=====//=====

D) Burie Preparatory School

Bure Preparatory school 2003 E.C 1st semester English mid- examination for PP1 students (grade 11). Time allowed 20 minutes

I. Choose the best answer from the given alternatives.

- The chairs are broken. A. Must B. Some of C. Half D. all are answers
- The over lapping part of venn- diagram shows how they are alike. What does 'alike' means?

- A. Similar B. Different C. unlike D. all except B
3. Coach: What are you doing?
Player:-----
A I am wearing my T-shirt. B. I am putting on my T- shirt.
C. He wears his traditional clothes. D. He is putting his clothes.
4. A piece of writing begins with" Hammer kup is a midium sized bird with a long shagg crest. The shape of its helled with a curved beack and crest at the back refers its name ... " What type of writing it is?
A Narrative B. expository C. Descriptive D. Argumentation
5. Last year there was hardly any rain in Afar region, but this year there would be __ rain A .a few B. a little C. little D. Few
6. The climbersthe top of the mountain. A arrive at B. arrive C. reach at D. A & B are correct
7. My baby played foot ball yesterday. Which one is the negative form of this sentence?
A. My baby not played foot ball yesterday. B. My baby don't played foot ball yesterday.
C. My baby didn't play foot ball yesterday. D. My baby doesn't play foot ball yesterday.
8. Had she had enough money? The negative form of the answer is __
A. No, she did not B. No, she hadn't C. No, she hasn't D. No, she had
9. Which sentence is correctly constructed or keep the order of adjectives
A She has an inguistive browen dog. B. She has brow en inguistive dog
C. She has dog browen inguisitive. D. She has brown dog inguisitive
10. Which sentence is correctly spelt and punctuated?
A He said,' My mind is my money.' B. "my mind is my money?" He said.
C. "my mind is my money.", He said. C.he said, "My mind is my money.",
II Put suitable question tag at the end of each sentences.
11. She doesn't love you, ?
12. Don't shout,..... ?
13. Let's stand ?
14. That baby is not intelligent,?
15. She can hardly read,?

=====///=====///=====

Burie Preparatory School 1st Semester Final Exam for Grade 11,2003

Match the types of pronouns under column "A" with their appropriate sentences given under column "B"

- | "A" | "B" |
|-----------------------|--|
| 1. Intensive pronoun | A. she cut herself |
| 2. Reflexive pronoun | B. I myself prepared it |
| 3. Reciprocal pronoun | C. they help each other |
| 4. Objective pronoun | D. Hers is the house with green shutters |
| 5. Possessive pronoun | E. Do you object to their going with us? |
| | G. the boss told me to be punctual |

II. Choose the best answer

6. When they arrived----- Nasreddin's house, Nasreddin asked the thieves to sit, and wait.
A. in B. to C. at D. for
7. Let's play football,-----? A. shall not we B. will we C. wont we D. shall we
8. People of all social classes began to similar style of clothing. A. wear B. put on C. wore D. worn
9. Have you any money, Seble? Yes, I have got some, but not..... A. much B. most C. many D. more
10. The teachers were..... the school. A. discussing B: ta1king: about C. discussed D. talked about
11. Which of the following phrases has the correct order of adjectives?
:
:
A. white little cat B. a paper large bag. -C.a large paper bag - D, a large bag paper
12. A. bag, Egyptian, red carpet' B. a red, big, Egyptian carpet
C. Egyptian, big, red carpet D. a big red , Egyptian carpet
13. A., a new English book B. an English book
C. a new book English D. a book new English
14. Which-of the following sentences is grammatically correct?
A. I bought a small beautiful yellow toy for my son. B. I bought a yellow small beautiful toy for my son.
C. I bought a yellow beautiful small toy for my son D. I bought a beautiful small yellow toy for my son
15. Rahel is very good at telling funny stories, She can be very----- A. amusing B. amused C. amuse D. amuses
16. I watched the film sitting for two hours I was...by the film and the film was-----.
A. -boring/boring B- boring/boring c. bored/boring D. bored/bored

17. She talks every time without stooping. Her talks have no sense. So, she is... person and I am....with her.
 A. boring/bored B. boring/boring C. bored/boring D. bored/bored
18. She is physically superior..... here elder sister. A. than B. to C. for D. by
19.you go..... you reach. A. faster / sooner B. the faster/ sooner C. the faster/ the sooner D. the fastest/ the soonest
20. The ---- I travel, the more I appreciate my country. A. more B. most C. lesser D. least
21. X: knowledge is better than money.
 Y: ----- (showing in direct disagreement)
 A. I can't agree B. I agree C. I'm not sure I can agree D. I couldn't agree less
22. The baby is crying bitterly. ----- must be very hungry. A. It B. She C. He D. You
23. I was-----who write **you** the letter. A. her B. hers C. her's D. she
24. One of these women will give----- plans. A. her B. their C. his D. theirs
25. No need to worry I'm sure we can get over that problem. A. overcome B. can't solve C. involve D. participate
26. I can't hear that radio. Could you ----- a little? A. turn it down B. turn it up C. keep it down D. keep it up
27. Which one of the following punctuated correctly?
 A. my brother will arrive at 7:30 A.M.,soon B. My brother will arrive at 7:30 a.m. soon
 C. my brother will arrive at 7:30 a.m soon D. my brother will arrive at 7:30 A.M. soon
28. When he -----, we can begin the programme. A. will arrive B. arrives C. will be arriving D. arrived
29. They ----- the Rift Valley lakes for the first time last week. A. saw B. had seen C. has seen D. sees
30. It is now five years since we-----, A. had left B. left C. were leaving D. have left

III. Read the following passage and answer the questions that follow it.

Reading passage

Exactly where and when coffee was first cultivated is not known, but some authorities believe that it was grown initially in Arabia near the Red Sea about 675 AD. Coffee cultivation was rare until the 15th and 16th centuries, when extensive planting of the tree occurred in the Yemen region of Arabia. The consumption of coffee increased in Europe during the 17th century, prompting the Dutch to cultivate it in their colonies. In 1714 the French succeeded in bringing a live cutting of a coffee tree to the island of Martinique in the West Indies. This single plant was the genesis of the great coffee plantations of Latin America.

Because of the economic importance of coffee exports, a number of Latin American countries made arrangements before World War II (1939-1945) to allocate export quotas so that each country would be assured certain share of the united states coffee market. The first coffee quota agreement was arranged in 1940 and was administered by an Inter-America coffee Board. The idea of establishing coffee export quotes on worldwide bases was adopted by the united Nation. During the five-year period when this agreement was in effect 41 exporting countries and 25 importing countries acceded to its terms. The agreement was renegotiated in 1968, 1976, and 1983. Participating nations failed to sing a new pact in 1989, however, and world coffee prices plunged.

31. The passage mainly deals with
 A. Types of coffee tree B. The history of coffee cultivation
 C. Coffee market in the United States D. The cause of World War II
32. According to some authorities, coffee tree was first grown in:
 A. Yemen region of Arabia B. Latin America C. Arabia near the Red Sea D. France
33. Where did extensive planning of coffee tree first occurs?
 A. Yemen region of Africa B. Latin America C. Arabia near the red sea D. France
34. In 1714 France succeeded in.... (par.1) succeeded means A. be declared B. be granted C. be dominated D. be forced

III Match the events under column 'A' with the dates in which they occurred in the reading passage

- | 'A' | 'B' |
|--|--|
| 36. The first coffee quota was arranged | A. 1962 |
| 37. The consumption of coffee increased in Europe | B. 1939-1945 |
| 38. Extensive planting of coffee tree occurred in the Yemen region of Arabia | C. 1940 |
| 39. An international coffee agreement was made by the United States | D. 17 th century |
| 40. World war II | E. 16 th and 16 th |
| | F. 1714 |

**Burie Preparatory and Secondary School 2003 E.C Second Semester English Mid-examinati
 for pp11 students.**

Time allowed 40'

I. Read the following short text and give the answer for those questions

My favourite teacher on the other hand was a Mr. Ayal. He made every student feel like the most important person in the school. He thought me a High secondary school and although he was firm, he never got angry. His manner was calm and he was always

very

positive about what we did. He expected you to do things well and so you didn't want disappoint him He really got the best writing and drawing out of every one of us. I wonder what he's doing now?

1. What does the word firm mean?(Line 3) A) to tolerance B. weak C. ill D. of
2. Which alternative has the contextual meaning of the word calm? (Line 3) A. talkative B. quiet C. hungry D. ugly
3. The word disappoint mean.... (Line) A. make sb sad B. make sb happy C. make sb surprised D. make sb feel lonely
- II. Choose the best answer for each questions and put the answer on the space provided.~
4. A: Excuse me, could you tell me-----?
B: I think it's about 150 Km
A: Ok Thank you very much.
B: you are well come
A. how far is Debre Markuse from here B. how can I get Debra markose C. the best way to get D/m arkos D. _____
5. I usually have dinner 8 O'clock in the evening
A. at B. on C. in D. of
6. She is thinking about the problem. The underlined word is _____
A. Knowing B. recognizing C. considering D. understanding
7. The No of students increase next your. A. are going to B. is going to C. will be D. A&B
8. The teachers are very fast now. A. is speaking B. speaks C. Spoke D. all are correct
9. He visits me yearly. The underlined word is A. Adjectival modify B. adverbial modify C. A&B are answer D. _____
10. You're being very unkind to your sister. the underline word is A. family B. friendly C. unfriendly D. all are correct
11. Which one is correctly spell to form adverb?
A. probable B. probably C. probably D. Improbable
12. Which kind of suffix is used to form noun?
A/..... ible B/ ... ize C/..... tion D/.... ly
13. Hepracticing physical exercise when he worked in a sport club. A/ was used to B/ was used C/ used to D. _____
14. Nowadays, many tourists are seeing historical rights in different parts of our country, the underlined word is
A/visit B/ meet C/ interview D/ _____
15. Elsa: Eyob, do you have any vacation plans?
Eyob: we.....' The walls are really ugly clour
A/ I'm going to point my apartment. B/ I can paint my apartment.
C/ I've painted my apartment. D/ I painted my apartment.
16. Which one of the following is correct in using the right preposition in the sentences.
A/ my family live in Ethiopia B/ my family live at Ethiopia
C/ my family live with Ethiopia D/ my family live from at Ethiopia
17. The trees....planted. A/ should B/ should be C/ ought to D/ all

Complete the conditional sentences (type I, II or III) by putting the verbs in to the correct form

18. If she (.....) (Come) earlier, she would have met me
19. I would take Ambo water if _____ (be) thirsty.
20. If you approach them, they _____ (lend) you the money

=====

Burie Preparatory and secondary school 2003 E.C second semester English final examination for grade 11

Time allowed: 50'

I. Read the following passage carefully & answer the question (1-10) Each question is followed by four alternatives. choose the correct answer.

CORRUPTION

Corruption, the "politics of the belly," to borrow all expression of cameroon origin, is widespread practice to be found in every country on earth. It has always been with us, everywhere, and still is. It may go by a variety of names: bribery, back handers, swindling, embezzlement or even drug trafficking. It can be active or passive. It can be simply electoral. A little deal done on a street corner, a juicy contract awarded against a promised commission, a colossal fortune channeled through a dummy company in to Caribbean tax haven -intentionally, it takes many forms governments presumed to be corrupt from within, politically strong men adroitly mixing personal enrichment with public administration, or routine petty embezzlement that has almost been raised to the status a local custom. But whatever from it takes, and quite apart from its immorality, corrup1 has fatal effects on a country - and especially on a developing country.

1. Which one of the following is not an example of corruption? A/ swindling B/ colossal C/ embezzlement D. tax evasion
2. The underlined pronoun "It" refers to A/ government B/ politics C/ commission D/ corruption
3. The underlined word adroitly means (A/ skill fully B/ aggressively C/ abruptly D/ secretly
4. The underlined phrase.... raised to the status of local custom ... is used to imply that
'A/ corruption is getting higher status C/ local attitudes must have high status
B/ corruption cultures favor corruption D/ corruption has become very common
5. The underlined clause Altitudinal done on a street corner, is said to indicate that:

- A/ corruption happens in the street B/ street deals are usually very little
 C/ corruption happens everywhere D/ Deats done on a street corner do not hole
6. The underlined word, "fatal" means A/ far reaching B/ dangerous C/ desirable D/ unforeseen
7. The writer be lives corruption hurts developing countries in particular because:
 A/ their politicians waste public money B/ there is more corruption in developing countries
 C/ election require a lot of money to hold D/ they cannot afford to waste their resources thought corruption
8. The underlined expression "politics of the belly" implies that corruption.
 A/ is about eating a lot C/ is a selfish practice
 B/ make people tall D/ and politics are similar
9. we can infer from the passage that:
 A/ there is no corruption in a developing country B/ most corruption happen in government
 C/ the amount of corruption decreases as people get education D/ there is very little we can do about corruption

II. Choose the best answer

10. The underlined word 'juicy' means A/ highly attractive B/ highly competitive C/ ordinary D/ full of juice
11. I am accustomed a big bark fast. A/ having B/ have C/ to have D/ to having
12. It started to rain while we --- ten is A/ played C/ were playing are playing D/ ____
13. He promised to pick me up ---- the corner of the road on his way to town A/ on B/ at C/ over D/ off
14. He used to drink coffee. It means A/ He drink B/ He is drinking C/ He has to drink D/ He would drink
15. If I had been you , I would have contributed to Abay Dam. It means
 A/ am not you so I could not B/ I wasn't you so I can not
 C/ I were you so I can D/ I wasn't you so cant
16. He seldom comes here. The underlined word modifies A/ adverb B/ verb C/ noun D/ pronoun
17. Do all Ethiopian children start at the same age level. A/ to learn B/ to learning C/ learned D/ learning
18. Which are is correctly punctuated?
 A/ Having cooked wat, she served lunch. B/ having cooked wat She served lunch.
 C/ Having, cooked wat, She served lunch. D/ Having cooked wat She served lunch.
19. Identify the correct instruction how to prepare tea orderly.
 1. Sugar is added in to a cup 2. The tea is added into the balling water
 3. The water is poured in to the cup 4. The kittle is put on a stove 5. Water boils for about fifteen minutes
 A/ 4,5,2,1,3 B/ 4,2,3,1,5 C/ 1,2,3,4,5 D/ 5,4,1,2,3
20. If she the class send her to me. A/ disturb B/ disturbs C/ disturbed D/ had disturb
21. He has got a nice swimming pool. The participle word of this.... A/ participle B/ nice C/ swimming D/ has got nice swimming
22. Multiplying is easier than dividing . The underlined word is..... A/ participle B/ participle phrase C/ gerund D/ infinitive
23. Which kind of suffix to form adjective? A/ -ment B/ ---ize C/ ---ful D/ --A & B
24. Which is the best sentence construction?
 A/ He is loved his mother very much C/ He loved his mother very much
 B/ He is loved his mother very much D/ He will have been loved his mother
25. The man cut the tree a saw. A/ by B/ for C/ with D/ on
26. Listen, can you hear the bird which ...over they? A/ sings B/ sang C/ was singing D/ is singing
27. A :Do you think I will pass he exam?
 B:.....
 A/ yes, I will pass the exam C/ The one which I took at the university
 B/ which examination are you talking about? D/ yes we will
28. A: I'm sorry, I forgot to bring your bag.
 B:
 A/ I know you're forgot C. Go on sorry
 B/ That is all right. I don't need it now D. thank you for that
29. A what shall I do?
 A/ you should work hard C/ he has a lot of family problems
 B/ I am poor in speaking skill D/ how do you study?
30. Alemu -Hello mr a Yele. I believe it's birth day day happy birth day
 Ayele -Thank you and congratulations to you on your promotion
 Alemu -----I'm very excited about it
 A/ Hi B/ Thank you C/ sorry D/ excuse
31. Gima Hi Abay how's it going?
 A boy :
 Gima: have you received for the history test yet?
 A boy: Yes, off course
 A/ Thank Thanks C/ good luck D/ yes I'm fine
32. (1) he had (2) to take(3) the medicine (4) which number indicates a suitable position "adverb" three times a day" in the sentence
 A/ 1 B/ 2 C/ 3 D/ 4

33. (1) (2) met (3) him (4) which number indicates a suitable position of adverb "In the library "
 A/ 1 B/2 C/3 D/4

III. Turn the following sentences in to passive or active form

34. I told him
 35. We cut the trees
 36. I am doing the exam
 37. The lion have been by her
 38. No one could play basketball.
 39. It had been cleaned by you.
 40. I will tell you

Burie P.S.S.S 2002 E.c First Semeste.- English mid exam for grade 12 120%ffime allowed 30'

Instruction one

Chose the best answer that best completes the full meaning of the sentence given below.

1. Would you mind ----- me in for this period's lesson please?
 A/ Let B/ Letting C/ To let D/ To letting
 2. It looks such an interesting film that I am sure I will ----
 A/ Enjoy itself B/ Serve itself C/ Enjoy myself D/ Enjoy him self
 3. X: I haven't got any money in my pocket.
 Y: Don't worry. I will---- you some. A/ put B/ lend C/ Take D/ Took
 4. That is the dog ----- bit me. A/ That B/ Who C/ which D/ A&C E/ B&A
 5. The director of the School spoke --- - quickly that the student couldn't understand him.
 A/ Very B/ So C/ Such D/ Toe
 6. Of the following Sentences which one can express result correctly.
 A/ The airport is closed therefore 10 planes can land. B/ The airport is closed
 C/ The airport is closed therefore 10 planes can land D/ The airport seems closed
 7. .Of the following which one is the most polite request
 A/ could you give me a hand please? B/ would you mind opening the door?
 C/ Please open the door D/ Excuse me sir, would you give me a hand please? E/ All except
 8. The Soldiers fought bravely the word class O .. ravely' here is
 A/ Noun B/ Verb C/ Adverb D/ Adjective E/ Preposition
 9. -----I speak to you? A/ May B/ Might C/ Could D/ Would
 10. I Saw the Saw which Saws the saw The underlined words are respectively used as
 A /N/V/V/N B/ V/N/V/N C/ N/V/N/V D/ N/V /N/N

Section II. Choose the meaning of the underlined words

12. The director of the school is Overseeing (C) the school's community in an exiting manner so as to get praise .
 .. A/ Directing B/ Looking C/ surprising D/ All E/ A&C
 13. Honey can treat wounds and keep natural intelligence. It can also speed up the growth of tissue. The contextual meaning of "Speed up" is to mean; A/ slow down B/ Discourage C/ Facilitate D/ Infect
 14. The Ethio- Eritrea- tension will probably lead them to war. T e word "probably" is to mean
 A. most likely B. surely C/ Certainly D/ Dough fully
 15. The Process of manufacturing g local bear is short and easy. The contextual meaning of the underlined word is;
 A/ Secret B/ Method C/ Formula D/ Factory
 16. The Ministry of Education formulate a new policy to Overcome the constraints in giving qualified education. 'Over come" means A/ Enhance B/ Develop C/ A void D/ Facilitate

Instruction Three :- Match the following words with their appropriate meaning

- /----- 17. Barren A/ False
 ----- 18. Endowed B/ Repair
 ---- ---- 19. Pseudo C/ Unprofitable, un used, un productive
 ----- 20. Impair D/ Correct
 E/ Enriched, gifted
 F/ Damage

Burie Preparatory School First Semester English Final Exam for Grade 12, 2003

General Directions: In this final Examination paper, 40 questions are included in different instructions so based on the

instructions try to read each question carefully and put your answer on the separate answer sheet provided. Do not be confused by the written distracters! See it deeply!
Read the Following passage carefully and answer the questions based on the information

The future Leaders

Students are the future leaders and rulers of a country. They are the backbones of nation. The nation shall be as its students are today. They must work in student life for the future prosperity and greatness of their respective motherlands.

Students can help in building up the country in several ways. But, they must be very careful in choosing their services in the various development projects. Many social problems need their services. They may work in the villages. Another way open for them is to prepare themselves to discharge heavy responsibilities in the future. This is the most useful way from the personal as well as the national point of view. Against this background, the following are the essential.

Life is short for acquiring knowledge. Student life is mainly meant for studies. A student who devotes his full energy and time to his studies is a good child of his motherland. Our country needs mentally alert and able young men and women. It is the duty of students to prepare them mentally in the best way. The prime duty of students is to carry out their duties with merit.

A nation of undisciplined citizens can never make any progress. Such a nation is always in danger of extinction. This is a serious drawback of our national life Not only students but also mature citizens, responsible leaders and honorable legislators often behave in an undisciplined way. This shows that they lack proper training in early life. Naturally, it becomes the most important duty of students, *to be* self disciplined in every thought and action. No one can become disciplined overnight. We have to practice in every day of our life. Our students will be doing a great service to the nation if they become disciplined. !! is essential in their classrooms as well as in their life outside schools and colleges .

A nation does not live by its big factories, dams or building alone. It can live only by the character of its people. Even though moral characters is students are yet in the processes of it is their sacred duty to build up their character. They must learn from the very beginning the lesson of self helps scheme, self- reliance, and self sacrifice. These are the essential qualities of character which they must acquire. The time has not come when competition must give place to cooperation in every walk of life. Students should learn to cooperate with each other in their classrooms on play grounds and in other activates of college life. For them no duty is of greater importance than the development of character.

In short, the students concern is multidisciplinary. Experienced leaders are there to shape the destiny of the nation. Students will be required to take their place when they retire. They are the future builders of the nation. Their duty in the present is to prepare for the future. They should be well equipped morally, mentally and physically. In this way alone would they be able to discharge and shoulder their duties and responsibilities lip to the expectations of their motherland.

Instruction I:-Depending on the passage answer the following questions. If a statement is true, write 'true' if it is false, write 'false' on the answer sheet(6 points)

1. It is likely that bad students will build a poor nation.
2. Students can render productive services if they discover their true serves.
3. Diligence and devotion to hard work should be the primary objectives of students.
4. Weak and ill-disciplined students are unlikely to bring about drawbacks to the national development.
5. Moral soundness is as important as technological advancement in our developmental aspiration.
6. School should not be worried too much about students' morality; they should rather worry how to equip them with academic skills

Instruction II: the words from the passage are given under column "B" that contains the meanings of the word in "A" and write the letter on the answer sheet (8 points)

'A'	'B'
7.Backbone	A/ give ... to dedicate
8. Discharge	B/ think about investment
9. Devote	C/ to perform properly
10. drawback	D/ chief support
11. sacred	E/ power believed to control events
12. Destiny	F/ discover or recognize
13. Alert	G/ of any obligation regarded as important
14. prime	H/ major, most important
	J/ active, lively, fully awake
	H/ disadvantage: problem

Instruction III:- Choose the best answer from the given choices and write the letter of your choice on the answer sheet.

15. If you do not know the meaning of the word, look it ----- in a dictionary?
A/ out B/ up C/ down/ D/ for
16. Which of the following is correctly spelt ? A/ recieve B/ rdept C/ achieve D/ concieve

17. Which of the following wrongly spelt.? A/ shouting B/ hitting C/ running D dropped
18. Have a lot of 'Nark to do this week. but I ----- help you next week.
A/ can be able to B/could be able to C/ will be able to D/an able to
19. Cheetah ----- I-Wn 80 miles per hour. A/ can B/ could C/will be able to D/ a & c
20. you know the name of the man ----- car was stolen ? A its B/ whose C. that D.whom.
21. You want to borrow your friendsbook. What would you say)
You: would you mind -----?
A/ borrowing me you're your book B/ lending me your book
C/ borrowing you my book D/ lending you my book
22. Woman: what are you doing?
Girl: I----- a magazine
A/ has read B/ was read C/ read D/ am reading
23. "The tea is too hot for me to drink" of the following alternatives the one has parallel meaning with it.
A/The tea is so hot that I can't drink it . B/ The tea is hot and I drink it.
C/ The tea is so hot that I drink it. D/ The tea is so cold that I can't drink it .
24. Is it alright if I close the door,please? What type of expression is it?
A/ opposing permission C/ refusing permission
B/ giving permission D/ asking permission
25. X: would you mind telling me the time?
Y: ----- It IS half past SIX.
A/ No, I do not B/ No, of course C/ Yes, of course D/ yes, of course not

Instruction IV: Choose that keeps the meaning of the underlined words.

26. I am fed up with coffee. I will have some tea. The meaning of the underlined phrase
A/ bored B/ interested C/like D/ drink
27. The grandmother passed away in the previous month. The meaning of the underlined phrase is:
A/ went for trip B/ come across C/ died D/ came
28. Your plan looks good. I hope it will work. It is time to implement it and see if it is as important as you expect it so. What does implement mean?
A/ improve B/ take part C/ change D/ carry it out
29. My father is about 90 now. But he is still robust. Robus means A/ old B/ strong C/ heavy D/ active

Instruction V: Choose the best answer that best keeps the meaning of the underlined word/ phrases for the following.

30. You are sleeping at night and a thief comes to your house and tries to break down your door forcefully. What do you say to neighboring people?
A/ Help! B/ Could you give a hand please? C/ Could you help me please? D/ I want help, can you help me?
31. Assume that you have lost your way in Addis Ababa. You see a police man in front of you. What would you say to him?
A/ can I help you? B/ Do you need any help C/ Help! D/ excuse me, could you help me, please'
32. Your English teacher wants to give out English book from the store room and he is unable to carry the whole book. So what can you say for him as a student ?
A/ Let me help you B/ Do you need a hand please? C/ Can give you a hand, please? D/ all can be possible responses E/B&C

Instruction VI: The words of the following sentences are not in their proper correct *order*. So select the correct form.

33. party/did not /want/ I / really/ go / to /the/ to.
A/ I did not really to want to go the party. B/ I did not really want to go to party.
C/ I did not really to want to go the party. D/ I did not really want to go to the party
34. started /town/ this/ rich/in/library/ man/a/ has/ a.
A/ a man has started rich in this town a library B/ A man has started this town in a rich library
C/ a rich man has started a library in his town. D/ In this town, a rich library has started a man.
35. The /two/ festival/ for/ last/ weeks/will.
A/ The weeks will last for two festival B/ for the two weeks will last festival
C/ The festival last will two weeks for. D/ The festival will last for two weeks.

Instruction VII. Punctuate the following sentences correctly and rewrite them on the separate answer sheet.

36. There was un expected electric cut off consequently the show was delayed.
37. I like him in spite of his carelessness.....
38. Although he was sick, he went to the office.....

Matching

"A"

"B"

39. use sharp, colorful, effective words and A. argumentative writing adjectives to create image in readers

- mind.
40. creative works /imaginary writing
- B. narrative writing
C. descriptive writing
D. Expository writing

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Burie Preparatory School Grade 12 Second Semester English Mid Exam, 2003 (20%)

Direction 1. read the following question item carefully. Then, choose the alternative then answer for each questions.

- Ever since we started to use English in class and outside our English has got ...
A/ good and better B/ better and better C/ good and best D/ best and best
- Derje has made many friends _____ here A/ since he has arrived C/ since he arrived B/ since he had arrived D/ since he arrives
-hot the weather is, he always wears a heavy overcoat.
A/ No matter how B/ Even though C/ How D/ despite the fact that
- When I firsther shean elementary school.
A/ was meeting I taught C/ met I was teaching
B/ meet I was teaching D/ met I taught
- The ladder on ___ I was standing began to slip A/ that B/ which C/ who D/ whom
- The teacher said "I plan to give you a test tomorrow" How will a student report this some times latter
A/ The teacher said that I plan to give you a test tomorrow. B/ The teacher said he plans to give us a test tomorrow.
C/ The teacher said that I planned to give you a test the next day.
D/ The teacher said that he planned to give us a test the next day.

Direction:- 2 for item 7- 11 read each situation or dialogue carefully. Then, choose alternative that best response for each question.

- your friendDo you agree with me that she is a bad woman?
You
A/ of course I do C/ But I've not seen her these days
B/ most women are like her D/ you "know this is not good for the children
- caller: could I speak to Ayele, please?
Recover: Ayele? There is no Ayele here _____
A/ I'm afraid you're called a wrong number
B/ you can call again latter
C/ This is Ato Hsilul's residence.
D/ hold on. I'll you through. put
- Waiter: sorry, did you say tea or coffee?
Customer.....
A/ many people like tea. C/ I would rather have coffee.
B/ They say tea is addictive. D/ yes, these are my favorite drinks.
- John _____
Operator: I'm afraid the lines engaged at the moment. Do you want to hold?
A/ could you fill it up please? B/ could I have the bill, please?
C/ can you tell me the code for Bahir Dar? D/ could I have extension 392, please?
- Kejela: Do you think we can meet the deadline ?
Habu:
A/ How can a line be dead? B/ could I am not sure, but we will try.
C/ I can't think properly. D/ I haven't heard about a meeting.

Direction 3: Choose the best answer from the four alternative answers in related to punctuation marks.

- Which of the following is correctly punctuated?
A/ I am a student; but she is a teacher. B/ she is an attractive woman I cannot, resist her charm.
C/ He is a professional football player . D/ This is a big, new, modern building.
- which one of the following sentences needs a semicolon?
A/ My head was aching my leg hurting. B/ They drove to Bahir Dar but we flew.
C/ Their vehicle was reliable comfortable and speedy. D/ All they needed was one thing an immediate cure.

Direction:- 4 (items 14-15) read the following sentences carefully and choose the best answer for each in related to writing

- "Below are my reasons to claim that the seminar is a better alternative to the lecture method of teaching in higher education." This likely taken from a/an.....piece of writing. A/ narrative B/ descriptive C/ expository D/ argumentative
- "The building is a small house consisting of two floors. The outside front wall is 9 m long and 5 m high. There is a door in the middle of the wall at ground level." This piece of writing is likely to be
A/ narrative B/ descriptive C/ expository D/ argumentative

Direction:- 4 (Item 16-20) read the sentences carefully and then choose the alternative which has the same meaning as the given sentences.

16. I came across an old friend as I was walking in the park.
 A/ I went with my old friend to the park. B/ I met an old friend by chance
 C/ I walked with my old friend in the park D/ I always met my old friend in the park
17. The student could tolerate the loud music from the shop.
 A/ They enjoyed listening to the music. C/ They could not dance to the music
 B/ They could not listen to the music. D/ They were annoyed by the music.
18. Aster seldom visits her parents.
 A/ She often visits her parents. C/ She visits her parents every other day.
 B/ She never visits her parents. D/ She does not frequently visit her parents.
19. He scarcely wrote to us when he was in France.
 A/ He hardly wrote to us when he was in France. B/ He sometimes wrote to us when he was in France.
 C/ He never wrote to us when he was in France. D/ He always wrote to us when he was in France.
20. The game continues in spite of the rain.
 A/ If it was raining, but the game continued. B/ It stopped raining and the game continued.
 C/ It was raining, so, the game continued. D/ It stopped raining but the game discontinued.

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2003E.C Burie preparatory school English Model examination for Grade

Time allowed(60')

Direction 1: read the passage below and answer the questions one to eleven based on the information in the passage

Reading passage

Do I really want to go on to higher education? This is the first question you must ask yourself and it is the most important at this crossroads of your life. Many can advise you but you alone face the consequences of this fundamental decision. Stop. Think about it. Be honest with yourself and be realistic. Do you want higher education because you really feel you will benefit from it - or are you drifting towards it in response to the expectations of your parent and friends? Conversely, are you being put off higher education by other people's Prejudices?

Do not commit yourself to any form of full-time higher education if you are not interested in any one of the number of courses available. Higher education is most uncomfortable and unsatisfying for those who have little interest in the subject chosen to study.

It can be an advantage to have a clear idea about the kind of career you eventually want because you can choose a course most likely to equip you for future. Do not worry if you have no ideas about a future career, but do find out what are the career implications of your choice of course. Broad prospects will be open to you whatever course you follow, provided you do well and have the right personal qualities. Do not type cast yourself or allow any prejudices about courses which led to careers traditionally labeled as "man's work". This is almost always unjustifiable and women are now working in all sorts of former male preserves.

Competition for places will be tougher in future but the total available will still be very large. Seek advice from your career teacher, career office and parents, but it is you who must decide whether or not want to go on to higher education.

- Your attitude towards going on to higher education is most important because
 A/ this is the moment in your life when you have to decide your future
 B/ It is a time when you can get plenty of advice.
 C/ you will be the one affected by any decision you make.
 D/ The wrong attitude is likely to have very serious consequences.
- A decision to continue studying should depend on
 A/ the advantages you believe you will have from doing so. B/ advice for experienced people.
 C/ The career you are hoping to make up. D/ Family considerations.
- Your choice of study subjects should depend on
 A/ extent to which they will be useful to you. B/ your own feeling about them.
 C/ Their value to you in your future career. D/ your ability in these subjects.
- What advice is given about your future career plans?
 A/ These must be definite before deciding on study. B/ They should not influence your choice of study subjects.
 C/ you should, be aware of the career prospect of the course you take. D/ Any course can prepare you for a suitable career
- "If you type cast" yourself, you _____ .
 A/ study only the subjects you are good at. B/ Are influenced by your own personal interests.
 C/ Are prepared to adapt any course of study D/ Accept other people's views about what you study

Vocabulary

6. Drifting A/ rushing B/ thinking C/ slowing D/ looking
7. Put off A/ attended B/ prevented C/ joined D/ turn off
8. Equip A/ avoid B/ disregard C/ provide D/ prepare
9. labled A/ attended B/ avoided C/ joined D/ categorized
10. it (line - paragraph two) refers to A/ honesty C/ realistic
B/ higher education D/ not attending higher education
11. they (line - paragraph three) refers to
A/ interested people B/ less interested people C/ educated people D/ motivated people.

Direction 2- The following words are NOT in the proper order. From the given alternatives, choose the one that is correct.

12. get immediately you have him to go and.
A/ Immediately go to have and you get him. B/ you have to go immediately and get him.
C/ And you have to go get him immediately. D/ you get him immediately and have to go.
13. in your business own mind you that should only bear mind.
A/ Bear in your mind you should mind only that own business.
B/ That you should mind your own business bear in mind only.
C/ Only you should bear in mind that mind your own business.
D/ Bear in mind that you should mind your own business only.
14. Trees rains it when green turn,
A/ Green trees turn, when it rains . B/ when rains turn, it green trees.
C/ When rains, trees turn it green. D/ When it rains trees turn green
15. The better change has for the weather
A/ The changed weather has for the better. B/ For the weather the better has Changed.
C/ The weather has changed for the better. D/ The better for the weather has changed.
16. English nobody in house any knows her
A/ Her house knows nobody in any English. B/ Nobody in English knows her any house.
C/ Nobody in her house knows any English. D/ Her English in any house knows nobody.

Direction-3 The following sentences are incomplete. choose the word that best cmp/etes the sentence.

17. Some people shower regularly while others do it only.....
A/ permanently B/ seasonal C/ occasionally D/ willingly.
18. I know the entry to this building, but not the _____
A/ access B/ entrance C/ exit door D/ doorway
19. He is unfriendly; his behavior oftenme.
A/ repels B/ pulls C/ attracts D/ contradicts
20. University education requires quite a lot of reading in English. So, good English language ability isfor your success at the university.
A/ inaccessible B/ indispensable C/ incredible D/ inseparable
21. Every morning the students _____ the flag.
A/ rise B/ raise C/ rear D/ raises

Direction 4: The following each question has an underlined word or phrase. choose one word or phrase that best keeps the meaning of the given sentence if it is substituted for the underlined word or phrase.

22. The plane had already touched down when we arrived.
A/ landed B/ crashed C/ flew D/ arrived
23. I think he is mean. He spoke so furiously about giving money to others.
A/ saying B/ implying C/ poor D/ selfish
24. In such situations I am compelled to leave them alone.
A/ Obliged B/ requested C/ responsible D/ happy
25. you probably need to go through your plan again.
A/ write B/ renew C/ check D/ implement
26. The whole story is frustrating, but we have to bear with them.
A/ be friends B/ be patient C/ be careful D/ be an enemy

Direction 5 The following questions are incomplete sentences. Choose the word that best completes each sentence.

27. My neighbor forI buy groceries does not have a family of her own.
A/ whose B/ which C/ who D/ whom
28. Up to now itmy rule not to speak to a stranger, so I turned away from r, ir:..
A/ had always been B/ was always C/ will always be D/ has always been
29. At this time next spring , you..... here for twenty years.

- A/ would have been B/ will have been working C/ will work D/ should Work
27. A: Sorry, I am late.
B: That's okay.
A: Ihere sooner, but I had car trouble.
A/ can come B/ could come C/ had been D/ could have been
31. I am content with.....of these two hats. I like them both equally.
A/ every B/ neither C/ either D/ some
32. When we arrived, theyyet.
A/ have gone B/ weren't going C/ had gone D/ hadn't gone
33. We wantmore. Everything is ready.
A/ a lot B/ nothing C/ anything D/ something
34. each of the candidates in this hall have a pen and a pencil?
A/ Is B/ Does C/ Do D/ Has
35. It is saddening that he his wife since his wedding day.
A/ didn't see B/ had never see C/ never seen D/ has never seen
36. He lost his job ten months ago and hasn't found another one A/ Yet B/ still C/ now D/ recently
38. The deadline is the 30th of June. By 01 July, all applicationsin. A/ will be B/ will have been C/ have been D/ would be
39. The injured passengers _____ first aid at the sight of the accident before the ambulance arrived.
A/ were given B/ have given C/ are given D/ will be given
40. I am afraid I have to tell you that your application for finding your project
A/ has been turned down. C/ has been submitted on time
B/ has gained a lot of support D/ been accepted by the broad of governors.
41. To get fit for the great Ethiopian Run, I
A/ had gone to the sports center everyday B/ was going to the sports center everyday
C/ will be gone to the sports centre everyday D/ had been gone to the sports centre everyday

Direction 6: The following questions are presented in a form of dialogue. choose the alternative that is most appropriate to complete the dialogue?

42. your friend: which stream would you like to join, social or Natural?
You: -----
A/ many students would want social. C/ How many teachers teach social
B/ I would rather go for Natural. D/ Excuse me, I would ask my mum
43. Aster: I *have* felt discomfort
Alemitu:
A/ you must have eaten delicious food C/ Discomfort is habitual
B/ If I were you, I'd go to clinic D/ It gives pleasure to me
44. Lemlem:
Almaz: No problem. How much would you like?
A/ your brother told me you were so rich. B/ How annoying! I think I lost my money.
C/ Do you have some money in your account? D/ my father is not willing to pay my tuition fee
45. Your friend: We need some refreshments after this exam. Would you care for a cup of coffee?
You:.....
A/ It was a difficult exam C/ That sounds nice, thank you
B/ I don't like some parts of it. D/ Beer would be nice
46. Shop keeper: _____
Customer: Thank you. But that is not my choice for the moment.
A/ you may as well try the blue black B/ the fabric is fine.
C/ We offer a 5% discount. D/ the dressing room is right in front.
47. Ticket officer: What can I do for you, Mr. Abebe?
Mr. Abebe:me a ticket to A.A this evening. I will return the favour.
A/ About how getting C/ How get about
B/ Getting how about D/ How about getting

Direction 7: The following questions are related to different aspects of writing. Read each very carefully and answer the questions that follow it.

48. The thinness of his leg made him look taller than he really is. This sentence is most likely taken from a piece of writing that is meant to:
A/ convince some one C/ present same one's picture
B/ tell someone a story D/ explain something to some one
49. Which one of the following sentences best illustrates an argumentative writing?
A/ The road was extremely slippery B/ is very important that we sit together.
C/ We left the area at seven in the morning. D/ It is an instrument that measures air pressure.
50. "This was what our journey to A.A was like. It was wonderful altogether." This ending best concludes:
A/ A narrative piece of writing C/ an expository piece of writing

- B/ A descriptive piece of writing D/ an argumentative piece of writing
51. Which one is correctly punctuated?
 A/ "of course" she said, "you will have to pay." B/ "of course," she said, "you will have to pay."
 C/ "of course" she said "you will have to pay." D/ "of course," she said "you will have to pay."

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E) Addis Kidamin Preparatory School

A/K G/S and preparatory School in 2003 2nd semester English mid exam for Grade 11

Time allowed 40'

I. Choose the best answer

1. I think he is mean. He spoke so furiously about giving money to others. The synonym of the underlined word is
 A. Unkind B. saying C. implying D. poor
2. If the bank is robbed the manager _____ to the police.
 A. Would report B. will report C. would have reported D. would have been reported
3. He has lived in America for two years. Meaning
 A. He is not living in America B. he used to live in America C. he still lives in America D. A & B
4. They are used to _____ football all day.
 A. Play B. having play C. being playing D. playing
5. By 8 O'clock tomorrow, you _____ the exam
 A. Will take B. have taken C. will have taken D. will have been taken
6. X _____
 Y: Good morning A. Good bye B. Good morning C. How have you been D. See you
7. Filter the liquid to remove the dirt. When we change this sentence into passive
 A. The liquid was filtered to remove the dirt C. The liquid is removed to filtered the dirt.
 B. The liquid is filtered to remove the dirt. D. The dirt was filtered to remove the liquid.
8. Teacher: Tomorrow you will have tutorial class
 Student _____?
 Teacher: I said you will have tutorial class
 A. Pardon me B. ok, we will arrive on time C. excuse me teacher, what did you say D. A&C
9. If you read your text, you _____ all questions
 A. Will answer B. would answer C. would have answered D. A&B
10. If you had not studied hard, you wouldn't have passed the exam. This is equivalent to
 A. You don't pass the exam b/c you don't study. C. You passed the exam b/c you studied hard.
 B. You should study hard so that you pass the exam. D. You didn't pass the exam b/c you didn't study hard.
11. When I _____ at the bus station, my brother _____ for Addis..
 A. Arrive/has already left C. Will arrive/would leave
 B. Arrived/had already left D. Arrived/had been left
12. If you really want to get good result, you _____ work hard.
 A. Will B. must C. can D. many

Reading passage

II. Read the following passage carefully and do questions 13-15

Life is difficult for the single parent, especially the single mother, not least because of prejudice and social stigma. The sheer physical and emotional fatigue of raising children alone, and trying to be the main source of both affection and authority at the same time drains moral. Lone teenage mothers are more vulnerable than most because early child-bearing can cause health complications, poverty and social rejections. Their children are likely to be under weight for their age, and malnourished. Lone fathers do better than lone mothers. Friends, relatives and neighbors are more likely to rally around and their living standards are usually higher.

13. Which one of the following could make the problems of single teenage mothers more challenging?
 A. Winning more friends B. Adult mortality C. A rise in cost of living D. Social rejections
14. Their children are likely to be under weight for **their** age. Their refers to _____
 A. Lone parents B. lone fathers C. lone teenage mothers D. children of teenage mother
15. _____ neighbors are more likely to **rally** around.....rally mean
 A. offer help B. visit C. give information D. blame

2003 A/K/G/S and preparatory School English final examination for grade 11 (60%)

Time allowed 1:20

Reading passage

My salon is my favorite room. As I stand at the door looking in the first thing I see on the far side of the room is a yellow wall, its soft color framing a computer printout picture of my boy friend Solomon and me. In front of the door the comfortable arm chairs are placed and to the left, my night table, holding a beige telephone, a small lamp, and a radio alarm clock. Behind the night table fresh air from my window gently rustles the yellow and green curtains back and forth. A toy red snack lying on the top of the curtain rod smiles down

at me. When I pull the door behind me. It squeaks. I feel a burst of air sailing through, carrying with it the scent of lemon soup from the bath room down the hall. As I return to examine the wall where the door is, I see my twelve drawer bureau. The polished mahogany glistens, showing me my reflection. To protect the wood from scratches, a white dresser scarf sits on top in a neat square.

On the top of it are a black and white television set, a wooden jewelry box, three bottles of perfume, a baby picture of me in silver frame. Hanging on the wall beside my dresser is a calendar with large black numbers. For October there is a picture of brown and white linen playing gently with a ball of wool. When I hear a hissing sound I realize that the steam coming up; in the corner below the calendar my lavender-painted radiator clamors for attention. Above it the adjacent walls are three book shelves. The top shelf holds some dusty hard cover novels and my history books on the civil war, the middle shelf holds the paperback novels, plays and biographies I have collected over the years: and the bottom shelf supports stacks of disco record album, copies of Ebony, people and TV guide loose papers and all my samples of lipstick and nail polish, after I select a book from one of the five shelves, pull of my socks and shoes.

Taken from: Sophomore English

I. From the above reading passage do the following questions accordingly

1. What is the point of view of the written in the above passage?
A. First person B. Second person C. 3rd person D. neutral
2. Who is the writer of the given text? A. the boy B. the girl C. Solomon D. her boy friend
3. What type of writing author uses? A. Descriptive B. argumentative C. expository D. Narrative
4. What is the writer style? A. Simple B. Complex C. mid D. none
5. 'Coming up' line 12 means? A. heard B. happening un expectedly C. discuss D. All
6. 'Biographies' in line 14 means?
A. Some one's life history written by someone else B. Some one's life history written by himself C. A and B D. None
7. 'It' squeaks...line 6 it refers to _____
A. The window B. The door C. curtain D. Table
8. To protect the wood from scratches...line 8 the word scratches means:
A. Repairs B. Thinking hard C. cuts D. puzzle
9. 'play' in line 14 means: A. Perform B. Produce C. Surprise D. a piece of writing performed on TV or radio

II. GRAMMER USAGE

9. _____ A: How long does the bus take to arrive in Bahir Dar?
B: About 10 o'clock it should _____ there during afternoon.
A. Arrive at B. Arrive C. Arrive in D. reach at
10. Let's do the exam, _____? A. shall you B. do you C. do we D. Shall we
11. This girl always _____ black dress. A. Put on B. wears C. wear D. puts on
12. Which one of the following is incorrect?
A. Most of students participate in the class C. Most of them are absent
B. This picture of my mother was fascinated me D. None
13. Some political _____ participate actively. A. partys B. parties C. party D. A and B
14. _____ did you give my pen to? A. Who B. Which C. That D. Whom
15. Which one of the following is correct?
A. A lovely small cat B. A small lovely cat C. small a lovely cat D. lovely small cat
16. The faster you run _____ you arrive. A. the soonest B. the sooner C. sooner D. Soonest
17. You are _____ infuriating person I have ever met.
A. The more B. more C. the most D. most
18. The room hadn't been cleaned for ages. It was really _____.
A. Disgusted B. disgusts C. disgusting D. all
19. Which is correctly punctuated?
A. A tall, black, ethiopian girl. C. A tall, black, Ethiopian, girl.
B. A tall, black, Ethiopian girl D. A tall, black Ethiopian girl.
20. They rarely see film, _____? A. do they B. didn't they C. don't they D. did they
21. X: Teachers shouldn't punish their students.
Y: _____ (agree)
A. No, they shouldn't B. Yes, they should C. Yes, they shouldn't D. No, they should
22. The baby is crying bitterly _____ must be hungry.
A. It B. she C. he D. you
23. Last night Almaz and _____ saw good film. A. me B. I C. her D. us
24. This ball doesn't belong to us; it is _____. A. Their's B. theirs C. they are D. their
25. Aster and Kebede _____ present debate. A. herself B. himself C. themselves D. All
26. Which book is _____? _____ is the old one on the table.
A. You/we B. your/us C. yours/ours D. your/our

The world stands out on either side
No wider than the heart is wide;
Above the world is stretched the sky.

No higher than the soul is high.

(Robert Nathan)

A. How many stanzas does the poem have? A. Two B. four C. three D. One

27. What is the theme of the poem?

A. The width of the world B. the greatness of spirit C. height of the sky D. the position of the world

A. How many lines the poem contains? A. Two B. eight C. four D. one

A/K/G/S and preparatory school in 2003 2nd semester English final exam for grade 11

I. Read the following letter carefully and then choose a suitable word to fill each of the spaces by writing A, B, C... (you may use the same answer for different gaps)

- A. Interesting D. Owns G. are
B. Do E. Doesn't H. am
C. Sound F. like

Dear Simiret

Thank you for your very (1) letter. I am very pleased to be your pen friend ____ (2) ____ you really have a swimming pool in the garden? It ____ (3) ____ wonderful. As you know my advertisement, I ____ (4) ____ 17 years old and come from Addis. I have two sisters. Aster and Almaz, and they ____ (5) ____ both older than me. My father ____ (6) ____ a small paper factory, but my mother ____ (7) ____ work. We ____ (8) ____ living in a house just outside the city. I ____ (9) ____ enjoying playing football and I ____ (10) ____ science-fiction film.

You sincerely Sinamaw

II. Choose the best answer

11. She ____ the milk to see if it is sour.

A. is smelling B. smells C. smell D. Doesn't smell

Addis Kidamin General Secondary and Preparatory School English Mid exam for grade 12th 2003 E.C

I. Choose the letter which contains correct answer

1. A: I am seriously sick of my teeth

B: _____

A. Thank you C. If I were you, I would see a doctor C. I wish your teeth fell down D. Congratulations

2. Dear Mintasnot,

Thank you for your gift you sent last week. This extract of letter is A. Informal B. Formal C. Business D. None

3. X: would you give me your 'gabi' for night, please?

Y: _____, but you can take it tomorrow.

A. I am sorry, my gabi was sold C. I am sorry, I am using it C. I have sold with hundred birr D. It is not my gabi

4. Liku: Hello, is Ato Dawit there? (telephoning)

Dawit: Who is it please?

Liku: _____

Dawit: This is Dawit, speaking.

A. This is Liku B. Just a moment C. I am sorry, you have wrong number D. I am Liku

5. I don't accept that dogs are more useful than cats. As to me, cats are better than dogs as they have the following uses. This extract is probably

A. Exposition B. Narrative C. Descriptive D. Argumentative

6. A: would you mind if I took your bicycle?

B: _____ you should return back tomorrow.

A. Of course B. Yes, of course C. Yes I would mind D. Not at all

7. The depute of the chairman often **stands for** him while the chairman is away.

A. Insults B. encourages C. represents D. disappoints

8. Two of the thieves were arrested but they got away from prison when the police were sleep.

A. Controlled B. caught C. escaped D. were killed

9. The factory has produced a lot in recent years. Therefore, this factory has been very _____

A. Production B. product C. Produce D. Productive

10. Most business men are working legally but there are some _____ merchants in locality.

A. Illegally B. legally C. legal D. Illegal

11. The proper use of water wheel technology could easily solve the perennial problem ----- security in Africa.

A. Visible B. measurable C. persistent D. Simple

12. The match b/n Chelsea and Arsenal was completed in a 2:2 _____

A. Draw B. amateur C. team D. spectator

II. Write different word forms of the word strong

Adjective **Strong**

13. Noun _____

14. Verb _____

15. Adverb _____

=====

Addis Kidame General Secondary and Preparatory School English Final exam for grade 12th in 2003 E.C
Time allowed – 2:00

I. The following are grammar questions, choose the correct answer

1. The father made his son _____ at home. A. to say B. stay C. staying D. to saying
2. _____ the heavy traffic, we were late for the meeting. A. Because B. because of C. Since D. As
3. X: I had a very boring evening yesterday
Y: why did you stay at home? You _____ to the cinema.
A. Should have gone B. should go C. might have gone D. must go
4. X: Are you eating 'injera' with 'wat'?
Y: No, it is sandwich. It _____ very nice.
A. Tastes B. is tasting C. was testing D. tasting
5. He lives in Markos and _____. A. Nor do I B. I do so C. I don't either D. so do I
6. Whatever you do, you _____ touch that switch. A. Have to B. must C. need to D. Must not
7. If the world suddenly ran short of water, _____
A. All creatures would have died B. all creature will die
B. All creatures would die D. all creatures will have died

II. Much the following if clauses with the main clauses

- | A | B |
|-------------------------------|------------------------------------|
| 8. If we boil water at 100°C, | A. it would have evaporated |
| 9. If we studied hard, | B. AI would have defeated the lion |
| 10. If we study hard, | C. it evaporated |
| 11. If we had studied hard, | D. we would have passed our exam |
| 12. If we were tigers, | E. we will pass our exam |
| | F. We would defeat the lion |
| | G. We would pass our exam |

III. Read the following text and answer the questions that follow

Contrary to popular beliefs, Bermuda is not the Caribbean, but 1000 miles north. The total land area of the Bermuda Island is just over 20 square miles. Natural forces have been at work attracting visitors. By international standards, Bermudans are well educated and have a clear understanding of the working of the international community. Some 20% of Bermuda's 25 to 34 year olds have a college degree compared to just 11% in Britain and 16% in Canada and the average Bermudian earns more than his American, British and German **counterpart**. Some earn \$ 39,000 per year, **amassing** a gross domestic product (GDP) on a tiny 20 square miles.

The answer for this is "mystery" what economists call invisible earnings. There are more than 1100 international business registered in Bermuda and only about 300 international companies are with physical presence on the island. To day, Bermuda is the world's leading **offshore** financial center.

Many launderers should not waste their time trying to get a foothold in Bermuda. The government and business community work hand-in-hand to maintain the island's reputation for quality. There is no **under the table** dealing in Bermuda and the companies operating **there** are some of the best behaved and honest in the world. Bermudians are very selective about companies coming to **set up** there. A good deal of companies doing business in Bermuda have no the actual physical presence on the island due to lack of space.

Partially taken from St. College eng(101)

13. From many registered companies only a few of them have physical presence in Bermuda because
A. There is insufficient system of management C. There is shortage of space
B. The existence of underground dealers D. There is insufficient banking and legal system
14. Which is true about Bermuda location?
A. Bermuda is located in Caribbean C. Bermuda is uncomfortable for business
B. Bermuda is far away from Caribbean to north D. People of Bermuda don't like to work hard
15. What is the 'mystery' behind Bermudians economic success?
A. The habit of people to work hard C. Natural site or location of Bermuda
B. The sophisticated infrastructures D. All are true
16. "There is no under the -table dealing"..... is to mean that
A. Bermudians don't like work C. Bermudians don't waste time in talking
B. They have industries that make tables and chairs D. None of the above
17. 'This'.....parag. (3) line (1) refers to
A. The success of economy in Bermuda C. The failure of economy in Bermuda

- B. The amount of land used for industry D. The owner of many companies
18. 'There'.... Para.(4) line (3) refers to
 A. Launderer B. large companies of Bermuda C. the Bermuda island D. business community
19. "offshore" para (3) line (3) means
 A. Away from the sea B. wide in surface area C. with many business D. near/at/ the sea
20. "Counterpart" para.(2) line (4) means
 A. Hard working man B. Someone with some age C. money in the bank D. someone who counts much money
21. "amassing" parag(2) line (4) means
 A. collecting/gathering B. assisting others Chattering D. measuring the land
22. "to set up" parag (4) line (4) means
 A. to live safely B. to sit idle C. to be built D. to dismiss the former ones

III. Find the contextual meaning of the under lined words

23. The expanding project, as opposed to now, when it was launched, had only three members of board.
 A. Completed B. finished C. achieved D. started
24. The percentage of couples using contraceptive has sky rocketed from 15% to 70% in five years time.
 A. Advertised B. highly increased C. accumulated in stored D. used un necessarily
25. On the fourth international conference, female genital mutilation was condemned as it is the violation of human rights.
 A. Criticized B. admired to be performed C. accepted as important D. encouraged

III.The Following are speaking questions, choose the best one

26. X: _____
 Y: Sorry, I don't know the place you said.
 A. Do you mind helping me in carrying my bag? C. Let me invite you for my birth day
 B. Could you tell me the ways to Sheraton? D. Have you completed the journey?
27. X: Excuse me teacher, I didn't do my home work
 Y: _____
 A. Tell your sister to come early C. Go on it is my fault
 B. Go on, it is nice of you D. Don't mention it. Don't forget to do in next time
28. X: May I invite you to my birth day party?
 Y: _____(Refused to accept)
 A. Thank you, I would be glad to C. I would like to very much but I am very busy
 B. Thank you, at what time? D. Thank you. That sounds great
29. X: My neighbors are always disturbing me. What shall do?
 Y: _____
 A. Why don't you change the dorm? C. I like my neighbors more than yours
 B. Dorms are expensive D. I built 12 dorms year
30. X: Hello, 095670?
 Y: _____
 A. I want to speak to Aster, please C. Is Aster there in the office?
 B. I am sorry; I have got the wrong number D. Can I leave the message, please?

III. The following are writing questions choose the best answer

31. Which one of the following best illustrates an argumentative essay?
 A. There are 14 industries in Gojjam C. Agriculture is the basis for development
 B. Agriculture has different features D. Agriculture is more important than industry
32. " I am writing this letter in response to your advertisement of 07 Hamle 2002 regarding to:"this extract is likely
 A. Letter of invitation B Letter of application C. Letter of apology D. Thank you letter
33. "My garden is a small compound consists of bananas, onions, oranges and cabbages. It is rectangular in shape and only 200 square meters. It has a door made of wood to the north direction at the corner." This piece of writing is likely
 A. Descriptive B. argumentative C. persuasive D. narrative
34. "please, take a seat in the hall until the nurse calls your name" this notice is most likely a notice in A. School compound B. medical school C. Hospital D. nursery

IV. Choose correctly punctuated

35. A. I like Kenenisa who, is the best runner. C. I like kenenisa who is, the best runner.
 B. I like, kenenisa who is the best runner. D. I like Kenenisa, who is the best runner.
36. A. She asked, her friend where he lives? C. She asked her friend where he lives
 B. She, asked her friend, where he lives? D. She asked her friend, where he lives?
37. A. Buses, unlike taxis, can carry more travelers. C. Buses unlike taxis can carry, more travelers.
 B. Buses,unlike taxis can carry, more travelers.D. Buses unlike taxis can, carry more travelers.
38. Which one is wrongly spell?
 A. Impression B. Convening C. Immediately D. Contradiction
39. Write the parts of formal letter. _____

Addis Kidame General Secondary and Preparatory School English Mid exam for grade 12th

Section 1: grammar

Choose the word that best completes sentences

1. He studies hard _____ fail an exam. A. so that B. so as not C. in order not to D. don't to
2. It is an interesting day. He _____ as well. A. will B. might C. would D. can
3. We _____ do our assignment last week but our members forgot it.
A. Would B. were going to C. will D. are going to
4. I visited Axum yesterday. I _____ Lalibela.
A. Would rather visit B. will rather visit C. had rather visit D. would rather have visited
5. Why did you bring your textbook? We finished all pages. You _____ it.
A. Had to bring B. needn't bring C. didn't need to bring D. needn't have brought
6. I _____ like football. A. too B. So C. very D. quite
7. "I enjoy living here," I said. (Reported sometime later)

Section 2: vocabulary

8. Mobile was _____. A. scarce B. scarced C. scarcely D. scarring
9. Your life history seemed _____. A. interest B. interested C. interesting D. interestingly
10. She knew Val was being _____ just because she was hurt.
A. Sarcastic B. ambitious C. absent-minded D. promoted
11. Critics say that the new system may be more _____ but will lead to a decline in programme quality.
A. Economic B. economic C. for economy D. economical
12. Agree, very I much with him
A. I agree very much with him. C. I very much with him.
B. I agree with him very much. D. I very much agree with him
13. Very he stand despite clever didn't first being
A. He being clever despite he didn't stand first. C. Despite being first, he didn't stand clever.
B. He didn't stand clever despite being first. D. Despite being clever, he didn't stand first.
14. Training for perfect
A. For training perfect. B. For perfect training C. Perfect for training D. Training for perfect

Section 5: paragraph coherence

15. A. the meeting started as scheduled B. The chairman opened it with a thank you not
C. We arrived on time D. We finished the meeting on time. E. The discussion was very lively.
A. c d b e a B. c a d e b C. c b e d a D. a c b e d

Addis Kidame General Secondary and Preparatory School English Final exam for grade 12th

The traveler's first distant glimpse of Addis Ababa is very attractive. The road winds upwards towards the city and the woods are very large and dense. At first seems to be all forest but nearer the town the house begin to stand out amongst the trees.

The rays of the sun **sparkle and glitter** on the metal roofs and the white washed walls. A very **extensive** town stands among the foliage. The traveler gets nearer and nearer. The place begins to take shape. The few white walls are like Islands in a sea of small brown buildings. Two large buildings on higher ground than the rest stand out from the large number of houses and huts in the woods. Addis is like no other African town that I have ever seen. It has beauty and ugliness; It shows signs of modern progressive effort and underdevelopment. Its mixture of trees and half streets and half made streets makes a picture of contrast. Many of the roads and streets are mainly loose rocks and earth. The trees everywhere are roads and all the year. High banked rivers and water courses intersect the town in every direction. These unusual and pleasant features have made Addis Ababa a fascinating town. (P.C.E).

I. Comprehension

Answer the following question about the reading passage. Write the best answer from the suggested options in the answer sheet (1 pt each)

1. Addis Ababa had _____.
A. Some modern features C. No signs of under development C.No beauty D. No evergreen trees
2. What does the writer mean by the phrase "a town of contrast?"
A. Progressive B. Underdeveloped C. Town intersected by water course and high banked rivers D. A blend of modern and traditional feature
3. _____ were full of rocks and earth
A. All of the roads B. money of the roads C. some of the roads D. none of the above
4. It has beauty__ (paragraph 2 line 8) **it** refers to
A. Addis Ababa B. Africa C. road D. modern building
5. The town is intersected in every direction by;
A. High banked rivers and water courses C. Mixture of trees
B. Many houses and huts D. Metal roofs and the white washes walls
6. Addis Ababa a **fascinating** town. Fascinating means
A. Marvelous B. Large C. Center D. old
7. **Underdevelopment** (para 2 line 9) means
A. Backwardness B. background C. civilized D. populated

8. **Extensive** (para 2 line 2) A. wide B. outside C. verdant D. modern
 9. **Sparkle and flitter** (para 2 line 1) means A. twinkle B. thrill C. enlightenment D. gloaming

II Grammar

10. Which one is the ___ building in Addis? A. longest B. tallest C. most height D. most lengthy
 11. When we arrived, they ___ yet. A. have gone B. weren't going C. had gone D. hadn't gone
 12. Neither the students nor the teacher ___ to take the blame. A. are B. have C. is D. have been
 13. He treats her ___ she was his own wife. A. as though B. so that C. in spite of D. if as
 14. I'm here ___ anything new happens. A. because B. in order to C. in case D. if as
 15. We ___ the entrance exam by June 2011.
 A. Will take B. should take C. have taken D. will have taken
 16. Let's go to the school? _____. A. aren't we B. will well C. can we D. shall we
 17. I ___ anything since yesterday.
 A. Didn't eat B. had never eaten C. have never eaten D. will have never eaten
 18. She writes slowly, but speaks _____. A. fastly B. fastest C. fast D. faster
 19. This is a ___ story. Don't tell me such a thing again.
 A. Tormenting B. fascinating C. happy D. comfortable

III. Word order

Put the following questions in the proper order, and make correct sentences.

20. Event now the comes the of big surprise
 A. The big event comes the of big surprise C. Now comes the big surprise of the event
 B. The big surprise comes of the mow event D. The now big event of the surprise comes
 21. English nobody in house any knows her
 A. Her house knows nobody in any English C. Nobody in English knows her any house
 B. Nobody in her house knows any English D. Her English in any house knows nobody.
 22. Me and she cam sat down in by
 A. She come down by me and sat in C. Nobody in English knows her any house
 B. She came in and sat by down me D. She came in and sat down by me

IV. Paragraph coherence

23. A. First, we saw lions
 B. Then we saw Tigers
 C. Yesterday we went to the national park
 D. We saw some other animals, too
 E. There were three lions in the cage
 A. b e a d c B. c d a e b C. c a e b d D. d b a e c
 24. A. My father rises before any one
 B. we eat breakfast and jump in the car.
 C. He then wakes up my brother and me
 D. Dad drops up off on his way before he gets mom to work
 E. Our family has a daily routine to get us to work and school.
 A. a c d b e B. e a b c d C. e a c b d D. d e a c b

V. Speaking

25. Teacher: whom do you adore more: a scientist or athlete? Student:
 A. The former B. secondly C. firstly D. first of all
 26. Caller: _____
 Receiver: speaking who is that please?
 A. May I speak to Dr. Woldu? C. How are you Dr. Woldu?
 B. I want to speak Dr. Woldu? D. Please, speak in English Dr. Woldu?
 27. A: How can I get to the post office, please?
 B: Go straight Turn left and _____
 A. It is there B. you will get it C. you can't miss it D. that is the post office
 28. Manager: _____
 Applicant: I want to apply for the job you announced
 A. Why are you here B. what do you want C. Do you want me D. can I help you
 29. Director: your son stood first in all sections.
 Parent: _____
 A. How nice to hear that C. He wants to study medicine
 B. Your school is one of the top D. Wonderful! He has good classmates
 30. A: isn't volley ball a popular sport in Dembecha
 B: _____ A. No, it is! B. yes, it isn't! C. Not, never! D. No, it isn't!

VI. Vocabulary

31. We have to ___ blood in order to save lives. A. provide B. supply C. donate D. offer
 A. My car is _____. It runs twenty miles a liter. A. Economic B. economical C. with economy D. economically

- A. The prime minister has _____ his cabinet ministers. A. Elected B. voted C. appointed D. entitled
32. Read the instruction before you activate or _____ your new TV.
A. Stop B. turn off C. turn on D. purchase
33. The building is so complex. You can't easily find the enter or the _____
A. Outlet B. departure C. exit D. leaving
34. I will not tell your secrets I promise that my _____
A. Mouth is shut B. thought are hid C. lips are sealed D. ears are closed
35. Don't you think the present was really priceless? Priceless means:-
A. Invaluable B. un wanted C. worthless D. not valuable
36. I took your remarks in good part.
A. with no hesitation B. without being offended C. at my departure D. accepted more than half
39. She looks **off color** today. A. sad B. angry C. not healthy D. not dressed well
40. He always likes to keep his nose clean. Keep his nose clean: means
A. ask for money B. keep his hand kerchief C. trouble other people D. avoid getting in to trouble
41. AIDS patients are sero-positive
A. need care and support B. have HIV in their blood
C. should not be discriminated D. need a positive approach
42. Act locally; think globally. A. worldly B. narrowly C. roundedly D. wordily
43. A little people turned up at the meeting yesterday A. Returned B. discussed C. arrived D. talked
44. He was _____ 100 birr for drinking and driving A. sued B. punished C. penalized D. fined
45. The law states that any one who had a criminal record is eligible for election A. il... B. im.... C. in D. dis....
46. Old sets of the Encyclopedia Britannica are a drug in the market
A. unsalable from lack of demand B. more expensive C. illegal trading action D. being expired
47. Which one of the following words is not correctly spelt? A, Skiful B. punctuation C. vehicle D. Calendar
48. Which one of the following words is correctly spelt? A. Science B. deceive C. receive D. foreign
49. Which one is correctly punctuated?
A. Thanks for the book! B. "that movie," said sami, "was very funny"
C. Night fall; the moon rose D. After they immigrated to USA
50. Which one is correctly punctuated?
A. I sent message to: Ahrham, Haile and Henok. B. I'll need the supplies for my project: newspaper, string and paper.
B. Dear my love: D. "Tell me what you learned." Said Dawit
51. Which one is correctly punctuated?
A. "of course" she said," you will have to pay." B. "of course," the said, "you will have to pay."
B. "of course, " she said, " you will have to pay. C. "of course" the said," you will have to pay."
52. What would you doctor most likely say to you up on giving uyou some pills?
A. Take this twice a day. C. Please, take this twice a day
B. I order that you take this twice a day D. Do you mind taking this twice a day
53. If you writing an application letter for a vacancy and want to be more formal and respectful, the best subscription would be:
A. With regards B. yours faithfully C. yours sincerely D. yours respectfully
54. "Please tick in the box that you believe best reflects your opinion. "This instruction is likely taken from.
A. a test paper C. a researcher questionnaire
C. A medical examination form D. a performance evaluation form
55. Which one of the following sentences best illustrates a narrative writing?
A. The road was extremely slippery C. It is very important to build dam in Abay river
B. We left Dembecha at one in the night D. It is a device to measure temperature
56. Below are my reason to claim that students should focus in English language in preparatory level this is good example
A. Narrative B, Argumentative C. expository D. descriptive
57. Which one of the following is likely taken from descriptive writing?
A. Computers are like TV sets.
B. Computers can store huge amount of information
C. Computers are widely used in companies
D. Computers can save information for later use.
58. Which one is most likely taken from a narrative writing
A. It was a delicious meal C. Lunch was served at a stop-over
B. I wasn't sure where the lunch from D. This was much better than the lunch we had better
59. Which one is most likely taken from a expository writing?
A. Bahir is really attractive C. Bahir Dar is the capital of Amhara
B. We then went to Tana lake D. You should live in Bahir Dar.
60. Which is most likely a part of the instructions for operating your camera?
A. Always keep the batteries out when not in use C. Please, keep the batteries out when not in use
B. Don't forget to keep the batteries out when not in use D. You will need to keep the batteries out when not in use.

=====//=====
=====//=====

Appendix 11: Classroom Tests Score Sheet

DEBRE MARKQS HIGHER EDUCATION PREPARATORY SECONDARY SCHOOL											
SUBJEG=English			GRADE& SECTION 12 C ACABEMIC YEAR 2003								-
CONTINTOUS											
no	name students	Sex	age	project work &or. group work 10%	Home work&CL Work 5%	Attend ance 5%	Test 20%	Contniou s Total 40%	Final exam 60%	.Total 100%	remark
1		M									
2		F									
3		F									
4		M									
5		M									
6		F									
7		M									
8		M									
9		M									
10		M									
11		M									
12		M									
13		M									
14		M									
15		F									
16		F									
17		M									

Appendix 12: Sample Extracted Lessons

Vocabulary Lessons and Exercises

abuse - wrong use

don't abuse your authority

2. impact = (N/V) * im'pækt

impact - strong impression or effect.

The impact of new ideas on disaffected students.

Impact - vt - im'pækt - pack, drive firmly together.

eg. a impacted tooth - not able to grow out of the jaw bone.

3. ensure - make sure, guarantee

eg. can't ensure that he will be in time.

- make safe

eg. cannot ensure you a good post.

4. neglect - pay no attention, ignore, give no care to (attention)

don't neglect writing to your mother.

He lost his job because of neglect of duty.

The golden rule is - a stated neglect.

5. vulnerable - liable to be damaged, not protected against attack.

6. contract - make agreement.

eg. contract a marriage.

* group review one in - minimum -
 or - a member of local council
 page 199

EX: vocabulary workbook using dictionary

1. Counseling (1) professional advice & help given

2. kit - equipment - professional advice
 - group of items that are kept together

often in the same container but they are used
 for similar purpose.

3 pregnancy - the state of being pregnant.
 - The period of time during which a female is

pregnant - the opportunity or
 access: - the chance / right to use sth

5) positive - thanking or talking mainly about
 the good things in a situation in a way that
 makes you or sb else feel hopeful & confident

- The good & pleasant aspect.

6 Automated - an automated factory i.e. office
 or industrial process uses machines

, do the work instead of people,
 i.e. mail - a system of sending messages
 over the telephone.

concern - worry about a situation
 1) (not) affect or a situation that

in a superior position where job is to
 advise to people who need it.

Noise over - the noise over of a film
 programme or advertisement consists of
 white noise spoken by some one who is in

9. reliability (trustworthiness) can be trusted to work
 or behave in the way that you use
 them to:

10 illegally the law says that it is not
 section 6 Vocabulary Dictionary

order of: stam to shut or make sth shut v
 loudly and with great force

2 privacy you are in a place or sth
 where others you to do things w

Other people, seeing you are disturb

3. Opinion - you can choose whether to
 or not

4. Anonymous if you remain ano
 when you do sth, you don't let pe
 know that you were the person
 did it.

- doesn't reveal who you are
 5 good will - a friendly or helpful
 attitude towards other people
 or organization

6 Quoted you take action in order
 prevent it from happening.

Prominence - (M) the sh
important, well
noticable

- obvious
- vantage point - a point of time or
situation from which you G

Worldwide social relations
② worldwide

Synonym ①

- 1. variety - different ~~kind~~ dispersed, dissi
- 2. dialectical - local happening, local trans
- 3. debates convey dimension ^{ambivalence}
- 4. concept ^{in the paper} ^{with the} ^{in action} ^{in nature}
- 5. labor = work activity, practice
- 6. resource = money, wealth or property ^{of a business or a person}

Antonyms ①

- 1 scattered - integrated, temporal, trans
- 2 recent ^{away} lateral emerge ^{lateral}
- 3 emergence (M) to start or to exist ^{to rise}
- ④ involved ^{col} ^{part} ^{part} ^{part} ^{part}
- ⑤ single ^{international} ^{wide} ^{wing} ^{edit}
- ⑥ shrinking = to become smaller ^(margin)
- ⑦ wide measuring a lot from one side to ^{other}
- ⑧ speaking
- ⑨ express no opinions
- ⑩ involved ^{connects}
- scattered
- marginalize

I. Complete each of the following sentences by choosing the most suitable word from the list.

allow ~~stand~~ how ever
denied arrive Steal go
talk refused always that
reach what discuss still

1. Did they ~~go~~ ^{go} apels in Gambella?
2. Her father ~~allow~~ ^{allow} her to go.
3. It was the biggest lie he had ~~allow~~ ^{allow}.
4. They ~~reach~~ ^{reach} that they had taken the money.
5. In Addis Ababa it ~~reach~~ ^{reach} rain in August.
6. Be careful! thieves may ~~reach~~ ^{reach} your money.
7. I am ~~reach~~ ^{reach} waiting for them to arrive.
8. Tell me all ~~reach~~ ^{reach} you know about it.
9. Do you know ~~reach~~ ^{reach} it looks like?
10. The teacher ~~reach~~ ^{reach} wants to ~~reach~~ ^{reach} about my work.

14.

II - Vocabulary

15. They were close friends, but now there — between them.

A. consensus B. agreement C. rift D. disagree

16. We are mortal. We can't avoid death. It is

A. despatch B. promotion C. disconcerted

D. inevitable

17. Women Affairs have — in the Prime Minister's office.

A. enrolled B. established C. employed

D. policy

18.

Sample Grammar Notes and Exercise

Adverb of frequency

These adverbs fall into two categories definite and indefinite frequency they answer how often.

Adverbs of definite frequency and their position

These include words and phrases like the following

once, twice, three/several times (a day, week, month/year, etc)

- hourly/daily/weekly/fortnightly/monthly/yearly/annually

- ever (eg day/week/month/year + morning/afternoon/evening/night) and in combinations like every other day, every 3 years, every few days, every third (etc) day

- on + Mondays, Fridays, weekdays, etc

These adverbs usually come at the end of a sentence.

There's a collection from the letter box twice daily.

30 billion dollars in 2013
5 billion dollars in 2013
50 billion dollars per year 2015

like adverbs of time. This may be necessary to avoid ambiguity.

Once a month we visit our daughter who's at Leeds University

Avoids the ambiguity of we visit our daughter who's at Leeds University once a month.

- they adverbs (hourly, daily, etc) not normally used to begin sentences

Adverbs of indefinite frequency

Some of the most common indefinite frequency arranged on a scale of frequency

- always (i.e. all of the time)

- almost always, nearly always

- generally, normally, regularly, usually

- frequently, often

- sometimes, occasionally

- almost never, hardly ever, rarely, scarcely, seldom.

- not ever, never (i.e. none of the time)

Other adverbs that suggest indefinite frequency

ph bargain (n) a thing bought for less than
 the usual price.
 * fond (adj) (of sth) finding sth pleasant or enjoyable.
 - * (sb) feeling affection for sb & name
 - * (sb) fondly music

futile = pointless
 inconceivable = sth not imaginable
 impossible to imagine or believe

Questions page 206

Modal Auxiliaries

modal auxiliaries generally express a
Speaker's attitudes or moods

modals can express that a speaker feels
sth is necessary, advisable, permissible
possible or probable; in addition, they
can convey the strength of these attitudes.

* Can express ability, capacity or capability

I can run

He can lift

* permission

You can go

* to make request

Can I borrow

Could past ability

When I was younger, I could run fast

polite request

Could you help me

may express strong possibility

might express weaker possibility

A mad might be there too. (small)

- to give permission

It is more polite than can

but it is less common

might I borrow your car?

Must to express compulsion (necessity)

You must obey the laws

to say that we feel sure sth is true

You've been traveling all day - you

must be tired

The student must apologise (must's of

only can)

The student should apologise = (it is advi.)

may (meaning perhaps)

must (meaning certainty)

It may be true = (It is possible that it is)

That must be true = (it is definitely so)

involved classes connected with

I. Choose the best answer.

1. _____ he has tried his best to sustain various economic and political profitable business. He couldn't succeed.
A. Although B. Fortunately C. Despite D. However
2. One of the common business operation divisions _____ human resource management.
A. is B. are C. have D. has
3. I shall wait _____ ten o'clock. A. since B. till C. when D. as soon as
4. She will never succeed _____ hard she tries.
A. though B. however C. although D. as
5. He studied very hard _____ ^{he can} pass the exam.
A. in order to B. so as to C. so that D. in case
6. I don't allow my little brother to climb trees _____ he tears his trousers.
A. so that B. in case C. lest D. in order that
7. _____ they submitted the proposal, we released the money.
A. Because B. Since C. Until D. As soon as
8. I have no money. Can you _____ me some?
A. lend B. borrow C. take D. steal
9. The barrel in _____ the cat is lying is empty.
A. which B. that C. who D. whom
10. The girl to _____ I spoke is a smart student.
A. who B. whose C. whom D. that
11. This book belongs _____ me.
A. on B. for C. to D. by
12. This book _____ I bought yesterday is expensive.
A. who B. which C. whose D. to that

Choose the best answer

1. My sister — me since 1988.
A/ supports B/ is supporting C/ has supported
D/ supported
2. In our class, I always ^{sit} between —.
A/ he and she B/ her and him C/ she and Tom
D/ her and he
3. — has any knowledge of what an electron really is. A/ No one B/ Someone C/ Everyone
D/ Anyone
4. She — breakfast at a friend's house before she went to school.
A/ has had B/ has eaten
C/ had had D/ was
5. Though he is a good mechanic, he is — repairing the newly bought machines.
A/ accustomed to C/ used to
B/ not used to D/ not used
6. The money was divided — her five children.
A/ between B/ to C/ for D/ among
7. The test is not — difficult as the one our teacher gave us in class.
A/ so B/ very C/ too D/ much
8. Hagar is one of the students who — always at the top of their class.
A/ is B/ was C/ were D/ are

- 2 -

9. If they — the hotel exactly at 5 a.m., they'd have missed the bus.

A/didn't leave B/hadn't left C/haven't left D/don't leave

10. When does your friend — to go?

A/will want B/wants C/wanted D/want

11. Pardon — being frank with you.

A/me B/I C/my D/mine

12. His eyesight is very poor, — he reads the newspaper daily from cover to cover.

A/yet B/if C/because D/and

13. — did you buy the book?

A/For how many B/By how much

C/For how much D/By how many

14. Before I studied physics, I hadn't known the fact that water — at 100°C at sea level.

A/boiled B/is boiling C/will boil D/boils

15. Sufficient information — needed to enable him arrive at a sound conclusion.

A/were B/was C/was D/was being

16. Listen! Can you hear the bird which — over there?

A/sings B/is singing C/sang D/was singing

17. The ball doesn't belong to us; it is —.

A/theirs B/there's C/they're D/their

18. Which one of the statements below is correct?

A/All the sport equipments have been returned.

B/Not only the students but also the teacher are late.

C/They did not come yesterday.

D/Either the children or their mother is to be blamed.

* 19. Mother got angry — the son's foolish mistakes.

A/with B/at C/about D/for

(angry with = somebody angry about = something)
angry at = what somebody does/say

* 20. You should make Alma? — harder if you want her to pass her exams.

A/work B/to work C/working D/works

* 21. Tell me —

A/you are reading.

C/what you are reading.

B/what ~~are~~ are you reading? D/are you reading?

22. She used to play football a lot, but now she —.

A/won't B/didn't C/wasn't D/doesn't

23. We planned to — Monday.

A/arrive B/arrive on C/arrive at D/arrive in

* Arrive at = for the time of the day and for smaller places.

* Arrive on = for days and dates

* Arrive in = for longer periods, big cities and countries.

- arrive at lunch time, Dejen

- arrive on party day, June 28

- arrive in - October, Ethiopia

Speaking

↳ Look at the following dialogues and learn how opinion is reflected by participants.

Dialogue 1

- A: What do you think of Maru, our English teacher?
- B: I am very fond of him. He is so understanding and what a sense of humour!
- A: I cannot stand his wife who is teaching us maths, however.
- B: Well she is not exactly my favourite person, but I can't say I really dislike her. In my opinion she has her own qualities.

Exercise 1: Complete the following conversation based on the example given to you above.

1. Dialogue between Alemu and Lemessa.

Alemu: How do you like tennis?

Lemessa: _____ how about you?

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 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: Writing

Based on their purpose paragraphs can be categorized into four types. ~~based on their~~ These are expository (to explain), narrative (to tell a story), descriptive (to describe) and persuasive/argumentative (to persuade) paragraphs. However, you should be aware that not all paragraphs fit into the neat categories of these four types of paragraphs. One paragraph may for example, combine narration and exposition.

1. Expository writing

A piece of writing is expository if it deals with explaining how to do or make something. pieces of writing on how to operate a computer, how to serve a tennis ball, how to play basket ball, etc. are, for example, expository

Examples of expository writing

a) Definition

Genna is a game that resembles golf. It is popular in many parts of Ethiopia. This game is played with a small, ball like wood or rubber called rux, orenkur.

b) process explanation (How to make coffee)

First, wash the coffee beans, and roast them - next, grind the roasted coffee beans with mortar and pestle. And then, add the coffee flour to boiling water in a clay pot - - -

c) explaining cause and effect

The discovery of minerals hasted this country to widespread development. (The discovery of minerals is the cause for the widespread development and the widespread development is the effect.)

d) Comparison / contrast.

Her father and uncle have a number of common behaviours. Her father is, for example, very quiet and so is her uncle. They both like inviting people to their homes. - - -

e) Classification

Highschool students can be classified into three according to their academic performances. These are slow learners, average and fast learners. Slow learners do not understand lessons easily and quickly. The average ones - - -

2. Narrative writing

- It shows readers an order of events in time. The event may be real or imaginary stories. Events are arranged in a chronological order - the order in which they occur. Telling a story, a history test about historical events and a letter you write to your friend about the journey from Mehemna to Addis Ababa are examples of narrative writing.

Example

I was hurrying across the campus to get to a class. As it had rained heavily all morning, I had to cross the path full of flood. After some minutes walk, I called to two friends ahead to wait for me. Right before I wait, I called two friends ahead to wait for me. Right before I caught up to them, I came to a large pond-like flood that covered the entire path. I had to make a quick choice of stepping into this flood or trying to jump over it. I jumped but the water - - -

3 - Descriptive writing

The purpose of this writing is to show the reader what someone, something or scene looks like. The words used in this type of writing create clear picture in the reader's mind. Therefore, 'picture making' words should be used in this type of writing.

Example

Hanna, my brother's new girl friend, is a catlike creature. Framing her face is a layer of silky black hair that always looks just combed. Her face with its wide forehead, sharp cheek bones, and narrow pointed chin, resembles a triangle. Hanna's skin is a soft furry brown. Her nose is small and flat. - - -

4. Persuasive / Argumentative

Here the purpose is to convince or persuade a reader to accept the writer's opinion. i.e. it aims to change the reader's mind. It attempts to influence a reader to do a certain action or to accept a belief.

Example

Our culture now puts down men in ways that would be considered very offensive. For instance, men are frequently portrayed in popular culture as bumbling fools. The popular TV show *The Simpsons*, for instance, shows the father, Homer, as a total idiot, dishonest. His son, Bart, is equally foolish but the mother, Marge and the sister, Lisa are levelheaded and responsible - - -

Exercise

Read the each of the following carefully and choose the best answer

1. "We arranged to meet at the foot of the mountain. But we had to wait longer than expected as many did not show up on time. Then at 10 o'clock, after a significant delay, we headed for the tip" This is taken from a piece of writing that most likely _____

A) narrative

C) argumentative

B) expository

D) descriptive

2. "The first time I experienced a problem with age was on my fiftieth birthday. Fifty seemed to be very much older than 49. I used to like it when people told me I looked young for my age, but then I realized that they were just telling me how old I was." This piece of writing is likely to be _____

A) expository

C) narrative

B) argumentative

D) descriptive

3. "The building is a small house consisting of two floors. The outside front wall is 9m long and 5m high. There is door in the middle of wall at ground level." This piece of writing is likely to be _____

A) narrative

C) expository

B) descriptive

D) argumentative

4. If a piece of writing finishes with "..... So. As I have tried to show above, the evidence proves that life in the countryside is better than in the city," it is very likely to be

A) expository B) argumentative

C) narrative D) descriptive

5. If a piece of writing begins with , "Love is a very powerful force, it conquers barriers of colour, race, religion, and culture. It thrives on mutual nurturing of each other....." It is very likely that the writing is

A) expository B) argumentative

C) narrative D) descriptive

Review exercise on punctuation

1. Rewrite the following two paragraphs adding punctuation marks and capital letters where necessary.

the red cross is one of the famous charity organizations in the world it was begun by international agreement in 1864 but it was originally the idea of henri dunant a swiss businessman

in 1859 the austrians and the french fought a terrible battle at solferino in northern ~~part~~ italy dunant happened to be traveling in the area at the time and saw the battle he spent several days helping the wounded men left on the battlefield.

2. Which ~~one~~ of the following sentences are correctly punctuated? correct the wrong ones.

1. He saw or at least he thought, a big snake lying in his bed.
2. If he doesn't ~~bring~~ obey, then follows a punitive measure; he's dismissed for good.
3. "But look here, said Berman, I can't give you this one!"
4. "What is your name, asked Ayell.
5. Oh what a foggy day it is.
6. Action speaks louder than words, said our english teacher.

Appendix 13: Teacher Responses to the Interview

Appendix 7 refers to the transcript of interview conducted with teachers both in English and Amharic versions

Responses of T₁ from Grade 11 (Translated from Amharic)

I. Perceived effect of the exam on teachers' practices

Interviewer (I) □ To which skill(s) do you give more emphasis when you prepare your lessons?

Why do you give more emphasis to this/these skill(s)?

T1: I don't give attention to listening skills. There is no teacher's guide that consists of listening text. We focus on the other skills (reading, writing and speaking) as the students are believed to practice them.

I: While you are teaching, to which skill(s) do you spend more time to practice your students?

T1: I give more attention to reading and writing as there is shortage of time to give chance for each student to speak, we also give some attention to grammar and vocabulary as the students' learning attitude tends to these areas.

I: Have you got training about CLT approach? If your response is yes, how did you get the training?

➤ Do you think that you are employing Communicative Language Teaching (CLT) approach in your classes, as the activities of the textbook require you to do? If you do not do, why?

T1: yes, I got the training while I was studying my BA degree, when I got training in ELIP and while I was attending my MA degree. We don't implement CLT properly. Students have problem to communicating. As far as possible we try to implement it.

I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present?

➤ Are your students interested to attend the classes? Why?

T1: We arrange tutorial classes to assist academically weak students. In the tutorial period, some students come as opposed to the normal class.

I: Do you use materials other than the textbook? If your answer is yes, why do you use the materials/books? If you use other materials, can you mention the materials you commonly use?

T1: Yes. It is obligatory to use supplementary materials. Depending on the textbook will not prepare students (for exam). Therefore, using supplementary materials is mandatory. For example, I use intermediate English Grammar and vikas English Grammar. The grade 11 textbook is taken entirely from intermediate English Grammar. It is extracted from this book. I also advise students to refer this book. As it has extra exercise.

I: In your classroom tests, which skills are mainly included? Why do you include these skills in the tests?

T1: We focus on writing, grammar and vocabulary. We don't include listening skills.

I: Are there other means by which you assist your students to improve their result in the UEEE? Can you mention, if you have any?

T1: Yes, in the end of each unit, we give related exercises to the students to practice in groups. This is because unless students get practiced or trained with the exercises, they do not cope up with it when they are grade 12.

II. Personal and Contextual factors affecting teachers' practices

I: How do the following personal factors influence your teaching of English?

A) Gender B) Teaching experience C) the grade that you are teaching

T: My sex doesn't have influence on my teaching. My teaching experience helped me to satisfy my students as it gives me satisfaction. Of course, I touch exam related activities. In some portions, the ESLCEE[UEEE] focuses more. I indicate the students from where exams appear in each year because of my teaching experience. I do this in order to make my students prepare well for the exam.

I: Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?

A) students' learning attitudes B) importance of the exam C) awareness of exam D) Professionalism E) external pressure in teaching

T1: First, I make students to learn what is there in the textbook. In addition to that, the students should get prepared for the exam this is because as a teacher I refer to the exams. I refer to the questions yearly. The students expect the exam, which is their goal or objective. Then, I have to indicate that when I teach. They are interrelated. They are not separated. Teaching students only the textbook is not enough. They have to know about the exam, as they are interested in it. I sense that.

I: In my classroom observations, most students were observed attending English class without their textbooks. In some tables, there was no even a single book. What do you think is the reason?

T1: In my class, there is a ground rule to bring a book in a table. The students attribute to the heavy load of the textbooks. I think this may be the reason. But one book is obligatory on a table.

I: During my classroom observations, I have noticed that most of the students were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and technical aspects of writing such as letter writing, identifying types of discourse and so. In such areas of the lessons, they were even asking many questions as opposed to during other lessons.

➤ What do you think is the reason?

T1: I think this may be due to the approach of the teacher and the students' background experience. This is because writing is difficult for students as it is a productive skill. However, students are grammar oriented starting from lower grades. So, the students participate actively on the mentioned contents.

I: While I was observing classrooms, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks on some areas such as grammar.

➤ What do you think is the purpose of teachers to do so?

T1: Yes, in the end of each unit, we give related exercises to the students to practice in groups. This is because unless students get practiced or trained with the exercises, they do not cope up with it when they are grade 12.

I: Do you have any awareness about the contents and formats of the UEEE? If you have, do you practice your students about the previous years exam questions?

T1: I look into the exam. I check what type of format and content appears of the exam. After referring the type in the exam, I make students aware of it. Because as I informed you, the goal of students is that (passing exam the exam). Though we want to teach students the skills, the students should score well in the exam. To achieve this, we give advice yearly; I refer to the questions of the exam.

I: Due to the presence of the UEEE, is there any pressure or imposition from external forces, especially from school directors, supervisors, or parents on your teaching?

➤ How do you perceive the imposition from these parties?

T1: The school is eager to prepare students for the exam. There is imposition on us to make students ready for the exam. I think, this is also commonly done in other schools. Because students should pass the exam in the end. This is a must. For this, we are imposed to do every effort to support students.

The school principles request us to propose books that should be bought (commercial exam preparation). Of course, there is no imposition from fellow teachers and student parents.

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Responses of T₂ from Grade 11 (Translated from Amharic)

I. Influence of the exam on teachers' practices

I: How do you perceive the effect of the UEEE on your teaching English?

Probing questions:

I: To which skill(s) do you give more emphasis when you prepare your lessons?

➤ Why do you give more emphasis to this/these skill(s)?

A) While you are teaching, to which skill(s) do you spend more time to practice your students?

➤ Why do you invest more time to this/these skill(s)?

B) To which skill(s) do you give less emphasis while you are teaching?

➤ Why do you give less emphasis to this/these skills?

T2: As a grade 11 teacher, because of the national exam, students need me to teach exam-based lessons. As most of the exam is grammar, students want to learn grammar. In addition to this, I attempt to practice students comprehension and vocabulary from passage. Most of the time, we do not practice writing and listening skills because of the exam. Students are not interested to practice writing activities as it doesn't appear in the exam. In addition, we don't spend time on listening activities.

I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present?

➤ Are your students interested to attend the classes? Why?

T2: In our school, the 6th period of the week is considered as a tutorial period. However, I teach the textbook as the usual period. I arrange additional time to support academically poor students.

I: Have you got training about CLT approach? If your response is yes, how did you get the training?

➤ Do you think that you are employing Communicative Language Teaching (CLT) approach in your classes, as the activities of the textbook require you to do? If you do not do, why?

T2: Yes, I got the training while I was studying my BA degree and during the ELIP training. I attempt a lot to implement CLT as the syllabus demands. Usually, I make students participate, for instance during pre-reading activities to bring their prior knowledge. During vocabulary lessons, I make students learn meaning of words contextually. In this processes, students develop skills such as grammar, spoken English and passage. Writing and listening receive less attention. Especially listening is ignored.

I: Do you use materials other than the textbook? If your answer is yes, why do you use the materials/books?

➤ If you use other materials, can you mention the materials you commonly use?

T2: For instance, grammar is discussed slightly in the textbook. I provide related notes to the students from books available in the library. Moreover, I advise students to refer books to better learn as they are grade 11 and 12 students. Among the books I use to refer are Practical English Grammar, Kuraz and others.

I: In your classroom tests, which skills are mainly included? Why do you include these skills in the tests?

➤ In your classroom tests, which skills are less emphasized or excluded? Why do you give less emphasis or exclude the skill(s) in the test?

T2: Yes, as I said before, we focus more on grammar. We also include vocabulary in the mid exam. In the final exam, we include passage. As you know, writing is not included mostly. Of course, writing is assessed in the form of multiple choices that can be answered through cramming, but they are not asked to write as it is difficult to correct. The second reason is that, writing doesn't appear in the entrance exam. Listening is totally excluded. Mainly, we consider the entrance exam when we prepare tests.

I: Are there other means by which you assist your students to improve their result in the UEEE? Can you mention, if any? E.g. arranging students in groups to do exam questions together.

T2: As far as possible, I make students to help each other in their seats. In our school, there is a direction of arranging students 'One in five' which means grouping students in to five having one clever students that helps others. However, I didn't apply this. After this based on their result, I will group students to make them help each other.

II. Associated factors influencing teachers' practices

I: How do the following personal factors influence your teaching of English?

A) Gender B) Teaching experience C) the grade that you are teaching

T2: My being a female does not bring any impact. I have an ambition for my students to achieve well in the exam to join university. This is usual that anybody likes his students to join university. So, I usually think over what to teach and how to teach to help students join university. I teach based on this intention or idea. I advise students to use reference books, and I make every effort to help my students. My teaching experience contributed a lot to assist my students.

I: Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?

A) students' learning attitudes B) importance of the exam

C) awareness of exam D) Professionalism E) external pressure in teaching

T2: As I said before, the students learning interest is exam based. They need to learn exam related activities. Surprisingly, sometimes they like to learn only grammar. This is due to the fact that half part of the exam is from grammar. So, it has its own impact. When I teach in the classroom, they participate mainly on grammar. When students are interested to learn, I will be motivated.

I have enough awareness about the exam. Before I started teaching at preparatory schools, I had exposure to the exam. Usually, I consult the exams offered every year. Even though I don't take exam papers to class, I treat questions on my way of teaching textbooks. However, when I teach at grade 12, I do exercises purposely.

I: Most students were observed attending English class without their textbooks. In some tables, there was no even a single book. Why do you think is the reason?

T2: As to my understanding, students do not give attention to this subject. They bring textbooks when we in force them. The students complain about the heavy load of carrying the books though their lessons are not satisfactory. We always create disputes [with students] on this issue. For example, I control students who don't bring text books through taking attendance and give warning to them that I give mark for bringing text books at least one on a table.

I: During my classroom observation, I have noticed that most of the students were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, they were even asking lots of questions as opposed to in other lessons. What do you think is the reason?

T2: Starting from lower grades, instead of teaching students to write, read and understand and listen, students were learning grammar based lessons. Unless we force and supervise the students and give them warning that we are to give marks to the assignments, students do not do comprehension [passage exercise]. Because of their experience, they study grammar tirelessly. Specially, on the above mentioned contents appear in exam i.e dialogue, letter writing and grammar. There is also passage in the exam. They do it (passage comprehension) after doing grammar questions. So they do it (passage) in the end if they get more time.

I: During the classroom observation, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks. What do you think is the purpose of teachers to do so?

T2: As I told you before, if the textbook touches some parts slightly and if I know that appear in the exam, I give additional notes. I do this to help students prepare for the exam.

I: Do you have any awareness about the contents and formats of the UEEE. If you have, do you practice your students about the previous years exam questions?

T2: I have awareness about the exam. I inform them. Currently, since I teach at Grade 11, I do not do the questions of the exam taking the booklet to the classroom.

I: Due to the presence of the UEEE, is there any pressure or imposition on your teaching from external forces, especially from school directors, supervisors, or parents?

➤ How do you perceive the imposition from these parties?

T2: Yes, there is imposition from parents, and school principles. I feel that pressure positively. Because this enables me to work harder to discharge my responsibility. This motivates me to assist my students, arrange them into groups of five for helping each other to effectively utilize my time. The school [principals] pressurize us to make students more successful.

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Responses of T₃ from Grade 11 (Translated from Amharic)

Influence of the exam on teachers' practices

I: To which skill(s) do you give more emphasis when you prepare your lessons?

➤ Why do you give more emphasis to this/these skill(s)?

T3: During my lesson preparation, the skills that I give emphasis are speaking, writing and reading, but I don't give emphasis to listening as it doesn't appear in the exam. Besides, the children [the students] do not have attention for it. So, we give attention to the three skills and more for grammar as the students give more attention.

I: While you are teaching, to which skill(s) do you spend more time to practice your students?

T3: In my classroom instruction, I give more time for these skills. They are reading passages, grammar and vocabulary lessons that are extended from the passages.

I: To which skill(s) do you give less emphasis while you are teaching? Why do you give less emphasis to this/these skills?

T3: Obviously, we give less time for listening.

I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present?

➤ Are your students interested to attend the classes? Why?

T3: In addition to the 6th period of the week, I arrange a tutorial class. We arrange the tutorial classes to enable students achieve in the exam. Our focus in the tutorial classes is on the areas that appear in the exam to make the students well informed about the exam. During the tutorial periods, all the students attend classes cognizant of that we are teaching them exam related topics. No student misses classes. Even the students, who do not bring textbooks, attend class activity. Therefore, they learn selecting areas, which they think important for them. They do not learn for general knowledge. They are exam oriented.

I: Have you got training about CLT approach? If your response is yes, how did you get the training?

➤ Do you think that you are employing Communicative Language Teaching (CLT) approach in your classes, as the activities of the textbook require you to do? If you do not do, why?

T3: I have got the awareness about CLT while I was studying my BA and MA degrees. Moreover, I am an ELIP trainer. I attempt to employ student center teaching, but I do not say I apply CLT properly. This is because students mostly focus on contents that mostly appear in exam and they need us to focus on those areas. The students learning interest affected my implementation of CLT in a proper manner. So, there is only the attempt of applying it.

I: Do you use materials other than the textbook? If your answer is yes, why do you use the materials/books?

➤ If you use other materials, can you mention the materials you commonly use?

T3: e-e mostly I use supplementary materials especially for grammar lessons. The textbook touches [grammar] slightly. So, to teach grammar in detail, I use books such as long man grammar.

I: In your classroom tests, which skills are mainly included? Why do you include these skills in the tests?

➤ In your classroom tests, which skills are less emphasized or excluded? Why do you give less emphasis or exclude the skill(s) in the test?

T3: During final examination, we include reading comprehension, but in the tests, vocabulary, grammar, and speaking are include without reading passage.

I: Are there other means by which you assist your students to improve their result in the UEEE? Can you mention, if any? E.g. arranging students in groups to do exam questions together

T3: Yes, that is right. There is a direction given to arrange students one to five. I do this the same. Moreover, I make students assist each other in their seats.

II. Associated factors influencing teachers' practices

I: How do the following personal factors influence your teaching of English?

A) Gender B) Teaching experience C) the grade that you are teaching

T3: Among the factors, my teaching experience has strong impact on my teaching. This is because, we have been teaching [English] focusing on areas that appear in the final exam and in the main exam (UEEE). Mostly, my teaching experience influences me to teach focusing on the area we include for exam.

I: Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?

A) Students' learning attitudes B) importance of the exam C) awareness of exam D) Professionalism E) externa pressure in teaching

T3: The students' learning attitude starting from failing of bringing textbooks affects our teaching. Because students demand us to teach them focusing on exams. We need to teach every content of the textbook, but the students' poor interest of learning every content of the textbook demotivates us. This is a common practice. Though we are teaching at grade 11, currently, we teach students considering the entrance exam. The children [students] most of the time request us to teach them contents that appear in the entrance exam disregarding other contents. Thus, this has strong impact on teaching. My professional dignity also influences my teaching.

Our knowledge of the contents of the exam (its focus, and skills that received more attention), unknowingly or unconsciously gears our teaching to the exam. This has its own impact. So, whether we teach at grade 11 or grade12, we think of how students join university. This has impact on our teaching.

I: During my classroom observation, I have noticed that most of the students were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, they were even asking many questions as opposed to in other lessons. What do you think is the reason?

T3: This is right. Students focus on such contents since we give attention to the contents during the mid (test) and the final examination. Most of the time, students get grammar, vocabulary and dialogue in the exams we prepare as well as in the entrance exam. So, they actively participate when we teach these contents. This is the main reason.

I: Most students were observed attending English class without their textbooks. In some tables, there was no even a single book. Why do you think is the reason?

T3: Hmm, the students do not bring textbooks most of the time. They claim that they will bring textbooks turn by turn, but no textbook is found on a table. When we ask them why they do not bring textbooks, they complain that the contents of the textbook do not appear in the exam, and they prefer to refer other books. They hate the preparation of the textbook. The textbook should have focused on grammar and vocabulary, but it focuses on the four skills, they learn the textbook forcedly. We usually create nagging with the students because of this issue.

I: During the classroom observation, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks. What do you think is the purpose of teachers to do so?

T3: The coverage of some topics is narrow in the textbook. Though we teach at Grade 11, we prepare students for the Grade 12 exam taking notes from other sources, which the textbook touches slightly. For example, the textbook slightly touches the four types of writing, but it appears in exam. Therefore, to give student's better concept on such topics we provide notes from other books.

I: Do you have any awareness about the contents and formats of the UEEE? If you have, do you practice your students about the previous years exam questions?

T3: Yes, I visit entrance exam occasionally. In order to determine the areas of

The language where students need to focus, I first refer exams so as to make students aware of that. Therefore, I have awareness of the exam as I refer to the previous years exams.

I: Due to the presence of the UEEE, is there any pressure or imposition on your teaching from external forces, especially from school directors, supervisors, or parents? How do you perceive the imposition from these parties?

T3: Yes, in any way, the result or success of teaching is measured by the score students achieve in the exam. We teachers discuss each other what to teach, how to teach, where to focus so as to avoid students failure in the end. This by itself has important on our teaching.

The supervisors check getting into every section whether academically weak students are supported to pass exam. The school principles also pressurize us to teach students for better score. They make to group students so as to, help the academically poor students. For instance, if we apply CLT i.e. making students centred- learning, school principals urge us to teach for the exam. They reinforce us to make every student able to pass exam. This has its own impact on our teaching. This leads our teaching method to the way, which we do not need.

Parents need their children to score good result to join university. Thus, some educated parents request us to teach for the exam. Such *parents* coming to school order us to teach exam-oriented lessons that help students join university.

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Responses of T4 from Grade 11 (Translated from Amharic)

Influence of the exam on teachers' practices

Interviewer (I): To which skill(s) do you give more emphasis when you prepare your lessons? Why do you give more emphasis to this/these skill(s)

While you are teaching, to which skill(s) do you spend more time to practise your students? Why do you invest more time to this/these skill(s)?

T4: I devote more time for speaking, writing, and reading. I make my students develop their skill in these areas. Together with this, we teach vocabulary and grammar. We do not teach listening skills, as there is no teacher's guide.

I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present?

➤ Are your students interested to attend the classes? Why?

T4: We take the 6th period of the week as the usually period. In addition to this, we arrange additional period to assist academically weak students. In this period, students are not much interested to attend.

I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present?

➤ Are your students interested to attend the classes? Why?

T4: We take the 6th period of the week as the usually period. In addition to this, we arrange additional period to assist academically weak students. In this period, students are not much interested to attend.

I: Have you got training about CLT approach? If your response is yes, how did you get the training?

➤ Do you think that you are employing Communicative Language Teaching (CLT) approach in your classes, as the activities of the textbook require you to do? If you do not do, why?

T4: I got the training while I was studying my BA degree. Moreover, I am attending my MA degree. So, I go awareness about CLT. I believe that I apply CLT in my teaching.

I: Do you use materials other than the textbook? If your answer is yes, why do you use the materials/books?

➤ If you use other materials, can you mention the materials you commonly use?

T4: Yes, especially when detailed (note) is required, I give notes for students. For example, I mainly use Intermediate English Grammar, Practical English Grammar, Kuraz, and others.

I: In your classroom tests, which skills are mainly included? Why do you include these skills in the tests?

➤ In your classroom tests, which skills are less emphasized or excluded? Why do you give less emphasis or exclude the skill(s) in the test?

T4: The exam contains grammar, vocabulary, and speaking parts. Listening and writing are not tested. Because correcting writing test is difficult.

I: Are there other means by which you assist your students to improve their result in the UEEE? Can you mention, if any? E.g. arranging students in groups to do exam questions together

T4: I arrange students in groups (like others).

II. Associated factors influencing teachers' practices

I: How do the following personal factors influence your teaching of English?

A) Gender B) Teaching experience C) the grade that you are teaching

T4: Sex doesn't contribution. But, I think my teaching experience and professional dignity do have impact on my teaching. Because of my experience, I know the content of the exam and I focus more on such contents when I practice students with exercises.

I: Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?

A) students' learning attitudes B) importance of the exam C) awareness of exam D) Professionalism E) external pressure in teaching

T4: Students' learning attitude has impact on my teaching. For instance, students need to learn grammar parts only. When we teach speaking and writing parts, students do not consider that they are learning any English lesson. However, I force them to learn the basic skills. I

- make them learn reading and writing skills. Since I am teaching at grade 11, I do not fully [devote time] to practice for exam. I know the parts that appear in the exam and this has impact on my teaching. Being a grade 11 teacher, the impact is not strong.
- I: During my classroom observation, I have noticed that most of the students were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, they were even asking many questions as opposed to in other lessons. What do you think is the reason?
- T4: If we see the entrance exam, it doesn't include listening and writing. This makes students not to focus or be interested to learn in these areas [rather they focus on the listed contents].
- I: Most students were observed attending English class without their textbooks. In some tables, there was no even a single book. Why do you think is the reason?
- T4: I personally think that it may due to the students' lack of interest to learn English that they fail to bring textbooks. They (student) attribute their failuriry of bringing the textbook to the heavy load of carrying textbooks.
- I: During the classroom observation, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks. What do you think is the purpose of teachers to do so?
- T4: We prepare notes from other books if the textbook doesn't discuss topics in depth.
- I: Do you have any awareness about the contents and formats of the UEEE? If you have, do you practice your students about the previous years exam questions?
- T4: I know the content and format of the exam as I consult the exams every year. But I didn't practice students much as I am teaching at grade 11.
- I: Due to the presence of the EHEECEE, is there any pressure or imposition on your teaching from external forces, especially from school directors, supervisors, or parents? How do you perceive the imposition from these parties?
- T4: Such parties do not make imposition in my teaching as I am teaching at Grade 11. Preparing students for exam is not pressing.

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Responses of T₅ from Grade 12 (Translated from Amharic)

I. Influence of the exam on teachers' practices

- I: To which skill(s) do you give more emphasis when you prepare your lessons? Why do you give more emphasis to this/these skill(s)?
- While you are teaching, to which skill(s) do you spend more time to practise your students? Why do you invest more time to this/these skill(s)?
- T5: The textbook is prepared including the four skills to be developed. However, there is gap between the students need and the material. Students need to learn for their immediate objective of learning. immediate objective of learning emanates from the exam [UEEE] preparation. Therefore, there are times we try to cover the syllabus through forcing the students. The focus of my teaching is one on reading skills From the reading we practice students vocabulary, reference questions and so on. The other area of focus on my teaching is on speaking [Speaking in this sense means practicing of dialogue and conversation]. If you see the exam, it mainly depends on these areas (skills). Sometimes, writing is included. When we say writing, students are not required to write, but they are asked to identify the types of writing.
- I: To which skill(s) do you give less emphasis while you are teaching? Why do you give less emphasis to this/these skills?
- T5: Of course, all the skills have equal space in the syllabus. However, it is important to entertain interests of students or audience. So, listening skills is neglected due to the students' interest. It is felt that teaching listening is wasting of time. Besides, listening texts are not available.
- I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present? Are your students interested to attend the classes? Why?
- T5: I use the tutorial class as a variety of teaching. As I informed you earlier, I bring questions from the former textbooks, because these students are not familiar with those texts. Those textbooks have important contents for the examination. During this tutorial class, the students are highly interested to attend. Their participation is so warm/hot. This is because I present activities that interest them. Otherwise, the tutorial will not be different from teaching the textbook.
- I: Have you got training about CLT approach? If your response is yes, how did you get the training? Do you think that you are employing Communicative Language Teaching (CLT) approach in your classes, as the activities of the textbook require you to do? If you do not do, why?
- T5: Our base for teaching is the textbook. It is encouraging to implement CLT. The problem arises from the students' learning interest. There is interest conflict. The teacher wants to follow the textbook, but the students refuse this. As far as possible, I attempt to apply CLT. For instance, I try to practice the students speaking activities. imilarly, I try to practice them to write, but the students are less interested to do that. When we see the entrance exam, it is objective in form. Therefore, students are not interested to practice such skills due to the difference between the exam and what is being learnt.
- I: Do you use materials other than the textbook?
If your answer is yes, why do you use the materials/books?
If you use other materials, can you mention the materials you commonly use?
- T5: I use reference books that support students such as English Conversation, and Practical English Grammar.
- I: In your classroom tests, which skills are mainly included?

Why do you include these skills in the tests? Which skills are less emphasized or excluded? Why do you give less emphasis or exclude the skill(s) in the test?

T5: If we start from the mid exam, in our trend, in addition to reading skills we include speaking, grammar, punctuations (mechanics). When prepare the final exam, we take the entrance exam as a model or reference. There is word order, paragraph coherence, vocabulary, and passage, grammar, writing and speaking.

I: Are there other means by which you assist your students to improve their result in the UEEE? Can you mention, if you have any?

T5: I employed inductive approach. I give them exercise (questions) and then I need students to refer other reference materials based on the questions I gave them. This is one strategy.

The other strategy I use is to give the student project works in groups. For example, I gave them project work on grammar that was done in groups of six students. The project work was related with the entrance exam. While they were working in groups, they were able to discuss freely.

II. Associated factors influencing teachers' practices

I: How do the following personal factors influence your teaching of English?

A) Gender B) Teaching experience C) the grade that you are teaching

T5: I don't teach to get a recognized fame. I like what other teachers do. I work to benefit my students employing different approaches. The textbook is prepared based on the skills. But, the students' learning interest is less. To reinforce students to learn the language, I use other inputs such as grammar taken from other texts. As I informed you, I use contents that are related with the entrance exam. Because of my teaching experience, I understand the interest of students to learn.

I: Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?

A) students' learning attitudes B) importance of the exam C) awareness of exam D) Professionalism E) external pressure in teaching

T5: Students have their own learning attitudes. Their tendency is to get prepared for the entrance exam and succeed in it. This learning attitude of students has impact on my teaching. When I sometimes attempt to teach listening, they openly argue that listening does not do anything for them. They claim that when they join university, they will study engineering, law, economics, etc. So, they complain not to practice listening skills. Denying the interest of students is difficult. Therefore, to attract the students, I am drawn to their interest, as the students are my customers.

Honestly speaking, the exam is so difficult for the students. The difficulty of the exam and the students' abilities do not match. It is beyond the capacity of the students. This worries me. It worries me a lot. This has impact on my teaching.

I have been teaching in preparatory schools for more than 5 years. Teaching at higher-grade levels is challenging. Grade 12 is challenging not only for the students but also for us, teachers. The contents of the grade 11 and 12 textbooks are similar. The difference is the attention of students. The focus of students in grade 12 is mainly on entrance examination. Therefore, instead of teaching them the textbook, the students prefer to learn rule-governed issues. However, in grade 11, we can force students to teach the textbook. This is because, in this grade the students' promotion to grade 12 is determined by the exam result the teacher prepares. So, students in grade 11 learn attentively, but grade 12 students gear their attention to the entrance exam.

I: Most students were observed attending English class without their textbooks. In some tables, there was no even a single book. Why do you think is the reason?

T5: Basically, students are less interested in learning English including other subjects. Students complain not to bring 10 types of textbooks. As a solution, I made students bring at least a book in each table. Unfortunately, they cannot do this.

I: Why do students bring other large sized books for other subjects? The English textbook is small in size when compared with other textbooks. It is as small as the exercise books. The heavy load of the book may not be a real reason. Why?

T5: The students complain about the heavy load they carry. Perhaps, the students may dislike it as they don't benefit much from it (textbook).

I: During my classroom observation, I have noticed that most of the students were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, they were even asking lots of questions as opposed to in other lessons. *What do you think is the reason?*

T5: You are right, I told you before. Students tend to focus on rule-governed issues. That is all, students focus on grammar. Students involve in grammar actively and warmly. I think students can do anything without difficulties if they once master the patterns in the grammar. Nevertheless, in the case of writing, organizing sentences is not easy.

The main reason of students for focusing on such topics is that if you see the exam, it mainly focuses on such areas. In the exam, there is grammar (though not many questions appear as the former exams), there is speaking (in the form of dialogue). There is also letter writing. In letter writing, the exam focuses mainly on format and section (identifying parts). Nevertheless, if you ask students to write a letter to somebody or a certain organization; it is only a few students that could attempt. The speaking part is only to complete dialogue.

I: During the classroom observation, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks. What do you think is the purpose of teachers to do so?

T5: we are exercising the new approach. In the approach giving notes to the students is not recommended. However, we see students worried failing to make notes. This also worries me as a teacher. Therefore, I will be forced to give notes in order to help them.

I: Do you have any awareness about the contents and formats of the UEEE? If you have, do you practice your students about the previous years exam questions?

T5: Ye-Ye-Ye. As far as my knowledge is concerned, I know the exam. It is because of the awareness I have that I provide the students with different activities out of the textbook. The reason is that the students should have awareness about the exam. As far as possible, we practice students with questions of the exam. If you see the exam, surprisingly there are questions that are not incorporated in the textbook but included in the exam. This is difficult not only for the students but also for us. For example, identifying types of writing is not treated in the textbooks, but it always appears in the exam. Therefore, we teach it.

I: Due to the presence of the UEEE, is there any pressure or imposition on your teaching from external forces, especially from school directors, supervisors, or parents? How do you perceive the imposition from these parties?

T5: From the school administration, there is not much pressure. The overall intention of the administration is to make students successful in the exam to be promoted to the next education career. It is obvious, parents need their children to pass in the exam, but their contribution or imposition on us is not significant.

There is influence from fellow teachers. We discuss to minimize disparities among our teaching. We agree to use former textbooks as the books contain grammar, which is useful for the students to prepare for the exam. Based on the exercises of these books, students can refer to other books. In addition to this, we discuss about the classroom tests. We discuss to consider the national exam when we prepare classroom exams.

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Responses of T6 from Grade 12 (Translated from Amharic)

Influence of the exam on teachers' practice

I: To which skill(s) do you give more emphasis when you prepare your lessons?

Why do you give more emphasis to this/these skill(s)? While you are teaching, to which skill(s) do you spend more time to practise your students?

T6: Of course, I believe that giving equal attention to all skills is important.

However, due to the desire of preparing students for exam [UEEE] for good grade, some contents are emphasized. So, the skills are grammar, vocabulary and dialogue are emphasized as these contents mostly appear in exam. Students attend such lessons with interest in the classroom instructions. As a result, my lesson preparation and classroom instruction mostly are devoted to such contents.

I: To which skill(s) do you give less emphasis while you are teaching? Why do you give less emphasis to this/these skills?

T6: Of course, when compared with the skills that are emphasized in my teaching, listening skills is less emphasized. Listening questions are not included in the exam. Even though listening texts are not available, I prepare my own [materials] to teach listening rarely. I give better attention to teaching writing than listening.

I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present?

➤ Are your students interested to attend the classes? Why?

T6: we can take the 6th period of the week as a tutorial class. Within a day, there is English class twice. In that period, I provide exercise and others [note] that are taken from other sources. With such review exercise, I make students discuss on it. During this period, there is a hot discussion among the students. The students are very much interested. They raise questions, and give answers. Even when they give answers, to check their true understanding, I ask their justifications for their answers. So, during the tutorial class, the students learning interest is high; their participation is very good since the exercises and notes are outside the textbook.

I: Have you got training about CLT approach? If your response is yes, how did you get the training? Do you think that you are employing Communicative Language Teaching (CLT) approach in your classes, as the activities of the textbook require you to do? If you do not do, why?

T6: I try to develop students speaking skills with the contents of the textbook.

However, the interest and participation of the students is very less because their main focus is on the exam preparation. The exam doesn't assess their speaking skills, rather it focus on the technical aspects of speaking [dialogue and conversation completion]. As the exam appears in theory form, students prepare on that. When we see the participation of students in using the language practically, they are less interactive.

I: Do you use materials other than the textbook? If your answer is yes, why do you use the materials/books? If you use other materials, can you mention the materials you commonly use?

T6: yes, I use supplementary materials to prepare students for exam since sticking to the contents of the textbook does not provide enough concepts to the students. Therefore, to prepare the students well for the entrance exam, I use different reference materials because I have to prepare the students for the exam to perform well it. I use reference books such as Advanced Learners' Dictionary, Longman English Grammar, Conversation and Letter Writing, Practical English Grammar, Pre-college English for Preparatory Schools, and Advanced English Grammar.

I: In your classroom tests, which skills are mainly included? Why do you include these skills in the tests?

T6: Both in the mid and final exams, there are reading, vocabulary, writing and communication (dialogue and conversation). Of course, the dialogue does not assess the students speaking skills practically. It rather measures knowledge. Thus, our exam questions are prepared to familiarize and get prepared the students with the entrance exam. There are no questions that assess speaking and listing skills.

I: Are there other means by which you assist your students to improve their result in the UEEE? Can you mention, if you have any?

T6: The additional strategy that I employ to prepare students for exam is that, after I cover teaching the textbook, I ask students to bring previous years exam papers, mainly the recent ones. I group five students to work on one booklet. After the students try answers in their groups, we discuss together to give the correct answer. In addition to this, the school has selected clever students for each section in each subject in order to assist other students [for exam preparation]

II. Associated factors influencing teachers' practices

I: How do the following personal factors influence your teaching of English?

A) Gender B) Teaching experience C) the grade that you are teaching

T6: Being a female, perhaps because of the feeling of motherhood, I could easily understand the problem of students to help them. I have a good relationship with them. Being a female teacher helped me prepare well the students in exam for a better result and to support academically weak students in tutorial class. Regarding my teaching experience, I have taught from elementary to secondary schools. My teaching experience tells me that students at this level should be supported by indicating the contents of exam. That is, it helps me how to assist the students. Therefore, my teaching experience enables me to make efforts to make students read for exam.

I usually teach at grade 12. Due to the awareness I have about the exam, I teach students in line with it. However, at lower grades, the influence [of the exam] was not significant.

I: Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?

A) students' learning attitudes B) importance of the exam C) awareness of exam D) Professionalism E) external pressure in teaching

T6: Regarding the students' learning attitude, starting from the beginning of the academic year, they request me to focus on selected contents that need emphasis. This request of students emanates from the desire of preparing for the entrance exam. Therefore, students put pressure on my teaching. When I teach the contents of the textbook especially part by part, the students request me to escape certain parts of the textbook. Since the textbook is the base for my teaching, I try to convince them to cover the contents of the textbook and to discuss exam-related points in parallel to this. Areas of the language, which the textbook doesn't cover but that appear in the exam through referring other materials. Therefore, I inform them that I could compromise covering both the textbook and exam related topics. In the end of each unit, [exam] related activities are done from other sources, for example grammar. If it is communication, I supply exam related activities and test them. Then I give answers and make explanations. I do this deliberately due to the students learning attitude to be exam oriented. Concerning the status of the exam (UEEE), it is offered at national level. So, the exam is different from classroom tests in content and format. I practice the students with the questions of the exam to make them familiarize with it. So, the students are pre-informed. I have awareness about the exam being an invigilator, supervisor and as a teacher. Therefore, I learnt the nature of the exam closely. Since I know the contents of the exam, I teach the language considering the exam. Regarding the professional dignity, I get satisfied having students who succeeded in their academic careers. Therefore, I make endeavors to help students attain a good status with good results.

I: In my classroom observations, most students were observed attending English class without their textbooks. In some tables, there was no even a single book. What do you think is the reason?

T6: students bring textbooks turn by turn. Some students don't bring the book

in their turn. As a solution, I enforce students to have one book on a table. I warn them that I will take measure if they fail to bring textbook. If we ignore them, to follow up, the teaching learning would fail at risk. So, we take actions. In addition to their carelessness, students complain that the textbook does not provide general knowledge; it does not have detailed content. I believe that their dissatisfaction with the textbook could be one reason. That is why we use reference books to provide them with notes and others [exercises]. Therefore, their carelessness and their dissatisfaction with the textbook would be the reasons for students failing to bring textbook.

I: During my classroom observations, I have noticed that most of the students re actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and technical aspects of writing such as letter writing, identifying types of discourse and so on. In such areas of the lessons, they were even asking many questions as opposed to during other lessons. What do you think is the reason?

T6: In the entrance exam, most of the questions are from vocabulary, grammar, conversation, letter writing, and technical aspects of composition writing. Due to their interest mainly for exam, the students give much attention to these portions that many questions are prepared from. Therefore, students are more interested to learn, participate and ask questions on such areas of language. However, when I teach reading passage, I only teach techniques of reading; otherwise the passage is not repeated. So, students say we should not waste time on it. They consider doing reading passage as wasting of time.

I: While I was observing classrooms, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks on some areas such as grammar. What do you think is the purpose of teachers to do so?

T6: To help students for exam preparation.

I: Do you have any awareness about the contents and formats of the UEEE? If you have, do you practice your students about the previous years' exam questions?

Note: the answer for this question is already given under 'question.

I: Due to the presence of the EHEECE, is there any pressure or imposition from external forces, especially from school directors, supervisors, or parents on your teaching? How do you perceive the imposition from these parties?

T6: Of course, as a language teacher, I do not need any one's imposition. These students are grade 12 students who are preparing for the exam to join university. So, I make every effort to prepare students well for the exam. I mainly rely on helping students. I do not need

others imposition. All of us at the department, have decided to practice the students previous years exams after covering the textbook. We decide to make the mid and the final exams similar with the entrance exam to familiarize students with it (entrance exam). In addition to with preparing students for exam, we plan to make students competent enough [in communicating through English] with other students who have better communicating ability. When we evaluate our students, they have only theoretical knowledge because we always teach them theory. This always worries me.

The students could not express themselves; they could not write. Personally, I suggest that the nature of the exam should be changed. The exam does not prepare [enable students develop their language skills]. When we attempt to teach as to the requirement of the textbook, students complain due to their need to prepare for the exam. If I do this, students consider my practice as wasting of time. They argue that the exam does not ask them to speak or to write, and they do not waste their time.

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Responses of T7, from Grade 12

Influence of the exam on teachers' practices

I To which skill(s) do you give more emphasis when you prepare your lessons?

Why do you give more emphasis to this/these skill(s)?

T7: I focus on selected skills. For example, grammar rule and reading are the skills on which I invest more time while planning.

I: While you are teaching, to which skill(s) do you spend more time to practise your students? Why do you invest more time to this/these skill(s)?

T7: when I teach, I give more time for these skills

I: To which skill(s) do you give less emphasis while you are teaching?

Why do you give less emphasis to this/these skills?

T7: I give less attention to listening for two reasons. One, there are no inputs for teaching listening; and second the students are not interested to learn listening becomes it does not appear in exam.

I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present? Are your students interested to attend the classes? Why?

T7: The number of periods assigned for teaching English is five. In our school, however, there is one extra period. In this extra period, I teach lessons that I believe prepare students for exam. The students like this period.

I: Have you got training about CLT approach? If your response is yes, how did you get the training? Do you think that you are employing Communicative Language Teaching (CLT) approach in your classes, as the activities of the textbook require you to do? If you do not do, why?

T7: I have got the awareness about CLT while I was attending my BA and MA degree. Moreover, I am an ELIP trainer. Using CLT is advisable, and it is to be encouraged. We tried to employ it. However, students are not interested with the CLT. This is because they need exam-oriented way of teaching. They need to learn and discuss on exam-oriented activities. So, we don't apply CLT.

I: Do you use materials other than the textbook?

If your answer is yes, why do you use the materials/books?

If you use other materials, can you mention the materials you commonly use?

T7: I use supplementary materials. I use materials for teaching writing and grammar. The materials I use are Longman English Grammar, Practical English Grammar and other locally produced books. I use such materials to practice grammar, mechanics, capitalization and types of writing. The purpose of using such materials is to supply the students with detailed notes and exercises as the textbook doesn't have elaborated [notes and exercises].

I: In your classroom tests, which skills are mainly included?

Why do you include these skills in the tests? In your classroom tests, which skills are less emphasized or excluded? Why do you give less emphasis or exclude the skill(s) in the test?

T7: We don't include listening skills in test as we don't teach it. For quizzes, we take related item with the textbook such as conversation completion. But, for the final exam, we prepare the tasks making them similar with national exam (UEEE).

I: Are there other means by which you assist your students to improve their result in the UEEE? Can you mention, if any?

E.g. arranging students in groups to do exam questions together.

T7: Yes, I prepare questions (exam related) from different sources and I give them the questions. To do this, I select one clever student for the group to mediate the discussions on the questions. Then; I give answers to the difficult questions.

II. Associated factors influencing teachers' practices

I: How do the following personal factors influence your teaching of English?

A) Gender B) Teaching experience C) the grade that you are teaching

T7: Sex doesn't affect much. My teaching experience helped me to understand students' learning interest, how to get students attention and how to motivate them. To get better recognition, for my professional dignity, I teach contents which other teachers don't teach and which they don't consider in a way that students learn with interest. My long teaching experience helped me to do this. On the way of preparing them for exam, I teach students to be good at using the language. This also helps me to get recognition from my students. The grade level, which I teach, has its own impact. There is difference when I teach at grade 11 and grad12. When I teach at grad 11, I stick to the textbook. But, when I teach at grade 12, the students learning attitudes, the nature of the exam, and others influence my teaching. So, they force me to direct my teaching to focus on contents I believe that prepare students for exam.

I: Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?

- A) students' learning attitudes B) importance of the exam C) awareness of exam D) Professionalism E) external pressure in teaching
- T7: Yes, as I said, the textbook and the exam (UEEE) don't have much relation. When we attempt to teach the text book (content), the students learning interest tends to exam preparation. Their learning attitudes divert my teaching process. Since the exam is not related with the text book, it forces me to teach others [other contents from supplementary materials]. I have awareness about the exam. I know what appears in the exam. Because we practice students the previous years questions, we visit the exam after the students take the exam. I know the style of the exam. This of (awareness of the exam) affects my teaching.
- I: During my classroom observation, I have noticed that most of the students were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, they were even asking lots of questions as opposed to in other lessons. What do you think is the reason?
- T7: It is obvious that students know what will appear in the exam as their main concern is on exam. Therefore, when such exam related contents are discussed in the class, they ask questions to know more. However, they don't give attention on contents that don't appear in exam.
- I: During the classroom observation, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks.
- T7: It is clear that we give notes and exercise to prepare the students for exam do you think is the purpose of teachers to do so?
- I: Most students were observed attending English class without their textbooks. In some tables, there was no even a single book. Why do you think is the reason?
- T7: We usually create disagreement with the students. They do not bring textbook for they believe that the textbook does not help them to prepare for the exam. When they compare the items of the national exam and the textbook, they don't get much relation. Therefore, due to this [mismatch], they do not bring the textbook.
- I: Do you have any awareness about the contents and formats of the UEEE? If you have, do you practice your students about the previous years exam questions?
- T7: Definitely, I know the content and format of the exam. Covering the textbook quickly, I practice the students with the provisions year's exams. This is customarily done, and we are doing it for this year.
- I: Due to the presence of the EHEECEE, is there any pressure or imposition on your teaching from external forces, especially from school directors, supervisors, or parents? How do you perceive the imposition from these parties?
- T7: The pressure comes first from students. They ask us to quickly cover the textbook and practice the previous years exam. They exert strong pressure on us. Secondly, the pressure from the fellow teachers is that, there is a decision to finish teaching the textbook a month earlier, then to practice the previous years exam papers. This also has pressure on my teaching.

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Responses of T8 , from Grade 12

Influence of the exam on teachers' practices

- I: To which skill(s) do you give more emphasis when you prepare your lessons?
Why do you give more emphasis to this/these skill(s)?
- T8: yes, since the entrance exam (EHEECEE) has its own impact on the teaching and learning, I focus on selected main and subskills while I prepare lessons. So, I focus on reading comprehension activities, grammar, speaking(dialogue and conversation), identifying types of writing, punctuation and on letter writing as they appear in the exam.
- I: While you are teaching, to which skill(s) do you spend more time to practice your students? Why do you invest more time to this/these skill(s)?
- T8: For these skills (mentioned in A above), we budget more time while we teach even though the text book allots equal time for the four skill. This is because if we try to include other skills, as the intention of students usually is to pass exam (UEEE).
- I: To which skill(s) do you give less emphasis while you are teaching? Why do you give less emphasis to this/these skills?
- T8: We give less attention to some skills due to the learning interest of the students through I believe teaching the four skills is important. Among the main skills, listening is given less attention. It doesn't have text. Of course, we had to practice students, but it is given less attention due to exam [as it is not appearing in it].
- I: Do you arrange tutorial classes? Why? If you arrange the classes, what types of lessons/activities do you present? Are your students interested to attend the classes? Why?
- T3: Even the school has scheduled time for tutorial class. For this, specially clever students don't attend to save their time.
- I: Have you got training about CLT approach? If your response is yes, how did you get the training?
Do you think that you are employing Communicative Language Teaching (CLT) approach in your classes, as the activities of the textbook require you to do? If you do not do, why?
- T8: yes, I got the training when I studied my second degree. Besides, I am an ELIP trainer. I do not believe that I employ CLT fully even though the book is prepared with CLT. Due to the learning interest of students, we tend to teach exam related activities. Sometimes when we teach speaking and writing parts, in that period, students miss the class. Thus, the students' interest deters us not to fully practice the textbook as their interest of learning is related to exam. Sometimes, I try to practice students the skills to fit the university education.
- I: Do you use materials other than the textbook? If your answer is yes, why do you use the materials/books? If you use other materials, can you mention the materials you commonly use?

T8: Yes, I use supplementary materials. When I feel that, the exercises of the textbook are limited or less, I use other sources. As I mentioned before, in order to familiarize the students (with UEEE), and to make them do well in the exam, I provide them with exam based exercises from other sources. For example, the textbook does not give sufficient exercise. So, I usually use, Practical English Grammar. The other materials [which are locally published]. Aduganaw Guade's book (the best one) and Nigusie Abebe's book, and others.

I: In your classroom tests, which skills are mainly included? Why do you include these skills in the tests? In your classroom tests, which skills are less emphasized or excluded? Why do you give less emphasis or exclude the skill(s) in the test?

T8: Classroom tests are mainly mid exam and final exam. During mid exam, we mainly include vocabulary, grammar, and punctuation. The final exam, however, models the entrance exam. That is, every skill that appears in the exam

I: Are there other means by which you assist your students to improve their result in the UEEE? Can you mention, if any?

E.g. arranging students in groups to do exam questions together

T8: I have no such a different strategy that I employ to prepare students for exam. I group students to work entrance exam (previous years) by making clever students to support other students. After that we discuss together on the questions.

II. Associated factors influencing teachers' practices

I: How do the following personal factors influence your teaching of English?

A) Teaching experience C) the grade that you are teaching

T8: Because of my teaching experience, even without a textbook, I can prepare the students for the entrance exam. I have the ability to do that.

My long teaching experience enables me to know the focuses of the exam, even the nature of options in the multiple choices as the questions appear repeatedly. My teaching experience, thus, helped me to prepare students for the exam.

I: Which of the following teaching factors (situations) influence your teaching practices? How do they influence your practice?

A) students' learning attitudes B) importance of the exam C) awareness of exam D) Professionalism E) external pressure in teaching

T8: The students' learning attitudes has influence on my teaching. Their interest is not to prepare for university education, rather they focus on exam preparations. We usually complain that the textbook gives equal attention to speaking, writing, and listening. On the other hand, in the exam, writing appears theoretically [it doesn't require students to write themselves]. They learn the theoretical aspects of writing. But, when we ask them, they never write even a word. The status of the exam as I said has influence. If we attempt to teach anything that is not related with the exam, they don't do any exercise. The students give great attention to the entrance exam. My awareness of the exam influences my teaching. It is because of my awareness of the exam that I bring exam related exercises from other supplementary materials. I had a great grief of teaching at grade 12 this year. I swore not to teach at grade 12 after this. The students never attend my teaching even I give them zero in the continuous assessments. Their prime concern to get prepared for the exam to join university. However, when we teach at grade 11, students do every activity. So, teaching at grade 12 has a different impact from teaching at grade 11 my teaching.

I: During my classroom observation, I have noticed that most of the students were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, they were even asking lots of questions as opposed to in other lessons. What do you think is the reason?

T8: As I mentioned, their reaction to the different lessons is related with the entrance exam. Though the textbook is prepared to teach the four skills, we focus mainly on grammar, dialogue, vocabulary and letter writing. In addition to this, we teach types of writing even though it is not included in the textbook. The students consider these contents differently as they mostly appear in exam. So, when the types of exercises that appear in the exam (entrance) are discussed, all the students participate warmly. For example, if you ask students to make conversation constructing their own sentences, they cannot do. They never do it. On the other hand, if you ask them to complete a missed part of a dialogue, they can do it. This is because in the exam (UEEE) there is no question that asks them to make conversation. Indirectly, the speaking (dialogue) part is grammar; the same is true with writing.

I: Most students were observed attending English class without their textbooks. In some tables, there was no even a single book. Why do you think is the reason?

T8: The big disagreement between I and the students occurs because of the students' failing to bring their textbook. This conflict usually happens as I need at least one book on a table. I think the reason for this may be due to the carelessness of teachers at lower grades. The teachers might lead students to develop a tradition of bringing only one textbook on a table.

How is it possible to read a passage having 3 or 4 pages sharing one book among four or five students? We always advise them to bring the textbook. Even, in the continuous assessment, there is value given to those who bring textbook. But, this doesn't bring difference.

I: Do you think that the textbook is heavy to carry?

T8: They attribute to the heavy load of the textbook, but the book is small in size and it can be handled in a pocket.

I: During the classroom observation, I have also noticed that teachers were devoting more time giving notes and review exercises out of the textbooks. What do you think is the purpose of teachers to do so?

T8: As I mentioned before, there are exercises that we provide to the students out of the textbook. We do this when the textbook does not give enough exercises related with the entrance exam.

I: Do you have any awareness about the contents and formats of the UEEE? If you have, do you practice your students about the previous years exam questions?

T8: I have awareness about the exam. It is because of my awareness about the exam that I use different mechanisms to prepare the students for exam. The content of the exam and what we teach are totally different. Even though we teach writing, the exam doesn't ask students to write even one paragraph. Thus it is (teaching writing) wasting time. Therefore, what we teach and what they (exam producer) prepare are different. This creates contradiction between we teachers and the students.

Regarding revising previous years exam questions, I practice students after I finish teaching the textbook. I mainly do recent years exam questions.

I: Due to the presence of the UEEE, is there any pressure or imposition on your teaching from external forces, especially from school directors, supervisors, or parents? How do you perceive the imposition from these parties?

T8: Well, there is no much pressure from parents. Specially imposition on our teaching comes from school principals due to the complains extended from students. If I do not teach exam related contents, the students complain and give me less mark during the student teacher evaluation. Based on the students' evaluation, the principals give me less grade for my efficiency. So, the principals interfere and give direction for our teaching to be geared to the exam. Sometime, I try to impose students to practice the language to make them fit university education, but the students complain (become aggressive) and I give up doing so. If there were no the entrance exam, we would teach the textbook, and the students would be proficient enough in English. However, the problem is that the exam is different [from what is to be taught].

Thank you very much!

Appendix 14: Student Focus Group Discussion Responses

This appendix refers to the transcripts of the focus group discussions of students from Grades 11 and 12

A. Responses of Grade 11 Students

Welcome to this interview. Thank you very much for your willingness to participate in this interview.

This interview is intended to gather data about your perceptions of the Effect of the Ethiopian University Education Entrance English Examination (UEEE) on students practice.

I kindly request you to forward your ideas frankly to the questions I am going to raise.

Influence of the exam on students' practice

Interviewer (I): To which skill(s) do you give more emphasis when you practice or learn in the classroom? Why do you give more emphasis to this/these skill(s)?

S₁: I give more attention to vocabulary and speaking parts because speaking is useful for my education (study) and learning new words is useful.

S₂: I don't differentiate the skills. I study all skills with relatively with equal attention.

S₃: I give more attention to grammar and vocabulary. As we are students, we give priority for exam. Exams focus more on grammar and vocabulary.

S₄: As my friend mentioned, I give more attention to grammar and vocabulary because the teachers give more attention to grammar part while they teach. As it is difficult and more complex than other skills, we give more emphasis to grammar. In addition to it, I study vocabulary.

S₅: the part of English I like more is grammar as I need it for the sake of exam.

S₆: I study grammar, speaking and vocabulary as the exam focuses on these areas.

S₇: I give more focus on grammar and speaking since grammar appears in the exam. I also need speaking to improve my speaking ability.

S₈: I give more attention to grammar, speaking and vocabulary. The reason is that exams focus mainly on these three skills.

I: To which skill(s) do you give less emphasis while you are studying English? Why do you give less emphasis to this/these skills?

S₁: I don't give less attention to any skill

S₂: In the class room, I attend all the skills, but at my home, I don't practice writing.

S₃: Except grammar and vocabulary, I don't give attention to other skills.

S₄: I give less attention to speaking and listening skills as we practice them in our daily lives.

S₅: I don't give attention to listening skills as it doesn't appear in the exam.

S₆, S₇, S₈: we don't have a different idea.

I: Do you use materials other than your textbook? If your answer is yes, why do you use the materials/books? If you use other materials, can you mention some of the materials you commonly use?

S₁: yes, I use materials that could help me for exam preparation such as Mega.

S₂: It is obligatory to use other materials for the sake of exam preparation.

S₃: Our textbook does not prepare us for exam. So, I use books such as Practical English grammar.

S₄: Like other students, I use books that include exam related activities.

S₅: Like other students, I refer to books that are used for dialogue and completion practices.

S₆: Our textbook is not sufficient for exam preparation. So, I refer to other books.

S₇ & S₈: The same.

II. Associated factors influencing students' practices

I: How do the following personal factors influence you English language learning?

A) family educational background

B) the grade that you are learning in

S₁: parents have their own influence for instance, my father is educated and he indicates me where exams focus and what to study.

S₂: My parents are farmers and not educated. Therefore, they give me strong warning not to fail on exam. Therefore, this has influence.

S₃: the educational status of parents has its own impact. For example, my parents are somewhat educated. So, they advise me where to focus in my studying. They advise me to study grammar and vocabulary.

S₄ and S₅: no idea

S₆: I have similar idea with S₃.

I: How do the following learning contexts influence your learning of English?

A) Teachers' teaching attitudes, B) the status of the exam C) your awareness about the exam D) ambition for success

S₁: the status of exam and teachers' teaching attitudes have positive influence. For instance some teachers may focus on grammar, others may ignore it. However, our teacher teaches all the skills. So, teachers teaching attitude influence us.

S₂: I know that what we learnt would appear in exam. More grammar and less vocabulary.

S₃: Among the mentioned factors, ambition for success in exam has strong impact on learning. For every person, more than the external push or motivation, the internal motive is more influencing. So, our ambition to succeed in exam has powerful impact.

S₄: Teachers teaching attitudes has influence on our learning because our learning will be geared to the areas which the teacher prefers to teach.

S₅: Among the factors, the teachers' teaching attitude has more influence [on our learning]. His selecting of some exercises and ignoring others influences our practices.

S_{6, 7, 8}: have similar idea.

I: In my classroom observations, most of the students were noticed attending English classes without their textbooks. In some tables, there was no even a single book.

S₁= I don't have a different reason. It is because of heavy load as we carry other textbooks.

S₃= In our classroom, most students don't bring textbook. We bring it when the teacher warns us. In our seat, we bring it turn by turn.

S₄= since English has six periods per week, we are tired of carrying the book.

S₅, S₆, S₇, S₈= Share the ideas of the earlier speakers.

I: During my classroom observation, I have noticed that most of you were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, you were even asking many questions as opposed to in other lessons. What do you think is the reason?

S₁: Students give more attention and time to a particular skill assuming it is important.

S₂: other skills are useful. However, we all focus on exams. Since exams focus on the mentioned areas, we give more attention to such contents.

S₃: primarily we raise more questions when we understand better. Student understand these mentioned areas. On the other hand, students don't understand in reading and writing (activities) as they are difficult. Most teachers do not encourage us to practice reading compensation. So, we don't have the habit of reading.

S₄: I think the students raise questions more on vocabulary and grammar as they appear in exam. It is just for the sake of result.

S₅: mostly teachers do not give attention to reading and writing. Thus, the teachers themselves do not like to be asked in these areas (skills). In line with the teaching attitude and interest of the teachers, the students raise more questions on the areas.

S₆: As Biniam (S₅) said teachers don't give attention to writing and reading. Students need those areas to pass exam. In addition, writing and reading don't appear in exam. So, the students disregard them.

I: Do you have any awareness about the contents and formats of the UEEE?

S₁: I have no awareness

S₂: We refer the exams since we are remained with one year. The exams contain passage, vocabulary, grammar and speaking.

S₃: As S₂ (Bezawit) said, we know the contents of the exam. Every year reading passage grammar and speaking skills appear.

S_{4, 5, 6, 7, 8}: we have similar similar idea.

I: Due to the presence of the UEEE, is there any pressure in your learning from external forces, specially from school directors, supervisor or parents? How is the pressure reflected in your learning?

S₁= My parents impose me to study, but others do not have imposition.

S₂= The imposition is for good. So, parents, teachers and school directors impose and motivate us to study.

S₃= There is imposition from all parties to study hard and score good grades.

S₄= There are a lot factors that influence my learning. The influence comes from my parents and teachers. My parents have great aspiration for my success in the exam, and the teachers too. This has imposition; of course, it is in the positive sense.

S₅= My parents are not educated, and they don't have any idea about my learning. On the other hand, my friends impose me to study hard to be successful. This has pressure on my learning.

S₆= Teachers have influence in a positive way, but mostly parents frustrate us in case if we fail. They have a fear that in the exam our fate would be bad. This worries us at a greater extent.

S₇ & S₈= the same as S₆.

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B. Responses of Grade 12 Students

Welcome to this interview. Thank you very much for your willingness to participate in this interview.

This interview is intended to gather data about your perceptions of the Effect of the Ethiopian University Entrance English Examination(UEEE) on students practices.

I kindly request you to forward your ideas frankly to the questions I am going to raise.

Influence of the exam on students' practice

Interviewer(I): To which skill(s) do you give more emphasis when you practice or learn in the classroom? Why do you give more emphasis to this/these skill(s)?

- S₉: As to me, I give emphasis for two skills. They are grammar and vocabulary as I focus on [exam] result. I prefer to get good exam result to promoting my English language skill. We are usually taking exams in vocabulary and grammar areas, not in speaking skill. So, I depend on these two skills.
- S₁₀: In the classroom, I focus on speaking and listening skills to use the skills in the future
- S₁₁: I give special attention to writing and speaking, because they are useful for the exam we anticipate. Moreover, they are used to communicate
- S₁₂: I give attention to listening and speaking since they are useful for the university entrance exam. The reason why I give emphasis to writing is that it appears in the exam together with grammar and speaking.
- S₁₃: the skills which I give more emphasis are grammar and speaking. As we usually observe in the exam. Writing and listening do not appear. It is the grammar part that we give attention to get good result.
- S₁₄: In the classroom learning, I give more attention to writing, grammar and speaking. The reason why I give more attention to writing [grammar] is that it appears in the exam that is to say grammar. From speaking, I give attention to the communication part.
- S₁₅: I give attention to the skills in my learning based on the focus of the national exam [i.e the skills that appear in the national exam]. Accordingly, I give attention to writing and speaking. In addition to this, I study dialogues and grammar as they are included in the exam. For example, we don't give attention to listening skills because we are grade 12 students. We work for getting good grade to pass. Our life is shaped at this point. As we are making endeavours to get good grade, we focus on the skills based on the exam. However, at lower grades, we used to study the skills for general knowledge. Currently, we give emphasis to the testable skills because of the exam.
- S₁₆: I give emphasis to the skills based on their relationship with the exam. So, I give attention to writing, speaking, and grammar. We study grammar considering how it appears in the exam. As reading skill appears in the exam, we practice reading to answer comprehension and vocabulary questions of the passage. In addition, we practice dialogues.
- I When you are study English, on which skill(s) do you spend more time? Why do you invest more time to this/these skill(s)?
- S₉: As I said before in my studying, I give more emphasis to grammar to score good grade in the entrance exam because the exam includes more of grammar items.
- S₁₀: I mainly study for exam. So, I study more vocabulary and grammar. I don't give attention to listening as it doesn't appear in the exam.
- S₁₁: I give more attention to grammar, vocabulary, and conversation. I don't give attention to listening. I don't have a different reason. I study [Englis] to pass the university entrance exam.
- S₁₂: I also give attention to grammar, vocabulary and communication as the entrance exam includes these parts but I don't give attention to listening as it doesn't appear in the exam. In addition, I don't give attention to speaking skills.
- S₁₃: I give attention to certain skills while I study. I give more time for grammar because when we refer to previous years exams, more number of items is from grammar. Besides, communication [dialogue] is important and I give attention to it. I also give attention to writing. I don't give attention to speaking and listening. Since I believe that I don't develop my skills, I don't waste my time on them.
- S₁₄: When I study, I devote more time on reading, communication [dialogue and conversation] and grammar.
- S₁₅: As I mentioned before, when I study, I give more attention to the skills which I belive to appear in the exam. The national exam includes all the skills, except listening. This is because, our main concern is passing the exam. So, for the time being, I give attention to skills other than listening.
- S₁₆: As I said before, I focus on skills that are more related with the exam. The skills are grammar, reading vocabulary and communication. I don't waste time for listening and writing skills.
- I Do you use materials other than your textbook? If your answer is yes, why do you use the materials/books? If you use other materials, can you mention some of the materials you commonly use? Most of the students did not use to bring their textbook in the class. In some tables, there was no even a single book. What do you think is the reason?
- S₉: I rarely use reference materials such as Mega to refer grammar. We don't bring textbook because of its shortage.
- S₁₀: I use reference materials out of the textbook that revise previous years exams or that could give better knowledge about the exam. I use books such as Advanced Book English I and II. We don't bring textbook to the classroom for two reasons. One, there is shortage of the textbook; Second, most students do not give attention to it.
- S₁₁: I refer other books. Regarding the textbook, we don't bring it since we can borrow from other students.
- S₁₂: I use other books because the textbook doesn't provide enough notes. So, it is necessary to use other books. I use books such as Mega, Kuraz and others. Regarding the textbook, I bring it to the classroom, but I do not do anything with it. We do not read passages usually. Even though we do not bring the textbooks, the teacher writes questions.
- S₁₃: I do not use references frequently. However, when necessary, I use books that prepare for exam such as 25 years (ESLCE) to practice doing the questions and to know how the exam appears. I bring the textbook when there is practising of doing reading passages as the textbook is used only for this purpose. One book is enough in a table.
- S₁₄: I sometime use reference books such as Mega for [to practice] communication.
- I do not believe that there is shortage of textbook. One book is given to one student. The reason for students not to bring textbook is their negligence and the teachers' failure to follow up. Some teachers monitor the students to bring textbooks, but others do not do it.
- S₁₅: Among the books we use, Advanced I and II, 25 years (this book revises question), Niguse Abebe and Others. The books we mostly use are books that revise the exam. For instance, if we take Advanced, it revises briefly the crucially important ESLCE. Since our main objective in doing that, we used Advanced [English].
- Regarding textbook, most students do not bring not only English but also other textbooks as a tradition because the teachers do not monitor us. Carrying the textbook is considered as something backwardness.
- S₁₆: To prepare well in the exam, I use books either locally produced or prepared abroad. I use books, for instance: Longman, Intermediate, Advanced and others.

Coming without the textbooks is taken as a new culture. Bringing all necessary materials is considered as backward thinking. If teachers monitor, students bring the textbook. Some teachers give marks for students who bring textbooks to classroom.

II. Associated factors influencing students' practices

I How do the following personal factors influence your English language learning?

A) family educational background B) the grade that you are learning in

S₉. All have their own impact on my learning. We are expected to prepare well for the exam, as we are grade 12 students

S₁₀. No idea.

S₁₂. Parents need me to focus on exam [preparation]. Since my objective is passing exam, I mostly study on exam [preparation]. They need me to read English for exam preparation, not to develop my language skills. They do not allow me to watch film

S₁₃. Gender does not matter much on my learning. My parents' educational background has impact on my learning. They are (somewhat) educated.

S₁₄. My parents are not educated. So, they don't have any impact on my learning. I expect that the exam will be difficult so, I study hard to score good grade in the exam. Completing grade 12 is a crucial turning point in our lives. This has a stronger influence on our learning.

S₁₅. The grade level we are learning has its own impact, as we are to join university hereafter.

S₁₆. Parents' educational background does not have impact.

I How do the following learning contexts influence your learning of English?

A) Teachers' teaching attitudes, B) the status of the exam C) your awareness about the exam D) ambition for success

S₉. Greater influence comes from the ambition for success in the exam because our parents aspire for good result. This has influence. In order to satisfy the greater desire of parents for our success, I focus on preparing well for the exam. Teachers' teaching attitudes is to make us successful in exam. So, this enables us to study hard. As the status of the exam is a national level exam, we tend [our focus] to the exam. As the competition is serious, it makes us prepare well it.

S₁₀. Our teacher mostly motivates us to pass this exam. We work on the areas which he gives due attention that we must know. As the forthcoming exam is a national level exam and challenging one, we develop anxiety, and it reinforces us to work hard. We expect the exam would be so difficult, but it motivates us to work hard.

S₁₁. I do not have a different idea. Ambition to be successful [perceive ambition for success] in English exam has impact.

S₁₂: the desire to succeed in exam has influence because to succeed in the

exam I study hard, and I accept my teacher's advise. This ambition has impact on my learning. I give attention (when learning) on what the teacher gives more attention because of the teachers' teaching attitudes. When he [the teacher] focuses on grammar, I also give attention to grammar; when he sometimes advises us to study vocabulary, I work hard on vocabulary. As the exam is a national level exam, it makes me study hard. The teachers give us awareness about the exam. This is useful.

S₁₃. I share what others said

S₁₄. My ambition to be successful in the exam has greater influence because I need to attain my goal of scoring good grade in the English exam. Our teacher wants to teach all parts, but the students mostly need to learn grammar and vocabulary.

S₁₄. The ambition to be successful in exam does have greater impact because to be successful in English exam, I study hard. So, this has greater impact on my learning. Regarding the teachers' teaching attitudes, we give attention on what teachers give attention. The status of the exam is that it is different from classroom exams and the competition is nationwide. This makes us give more attention to it. Our awareness about the exam enabled us to be selective on some skills, and to skip over parts that do not appear in the exam.

S₁₄. Like other students, ambition for success has great influence on learning. To get good result, I focus on exam related activities. When I believe that the teacher is competent enough, I focus on what he focuses. As the others said, the exam is more difficult, even it is more challenging than grade 10 exams.

I During my classroom observation, I have noticed that most of you were actively participating in some areas of the lessons such as grammar, vocabulary, dialogue completion, and letter writing. In such areas of the lessons, you were even asking many questions as opposed to in other lessons. What do you think is the reason?

S₉. As it is said, we give attention on the mentioned portions [area of the English]. During the teaching of these portions, we practice more because the exam (entrance) focuses on these areas.

S₁₀. My idea is similar to what he (S₁) said

S₁₁. We sometimes raise more questions on areas of lesson that appear in the matric [entrance exam]. Since we need our teacher to explain us such areas very well, we raise many questions. To know well we make debates. For example, when we learn about letter writing, we raise many questions about letter writing, as it appears in the exam most of the time.

S₁₂. In the matric [entrance exam], grammar, vocabulary, and dialogue completion appears. So, when we learn such areas of the language we give more attention to get detailed information.

S₁₃. I do not have a different idea

S₁₄. It is already mentioned. We give attention to these areas to pass the entrance exam, as it is our primary objective

S₁₅. I agree with what others said

S₁₆. I don't have a different idea

I Do you have any awareness about the contents and formats of the UEEE?

S₉. When I refer to the previous years exams, I have got an awareness that except listening and speaking skills, others appear in the exam

S₁₀. I learnt that the exam contains grammar, vocabulary, type of writing, word order, and paragraph coherence.

S₁₁. I have awareness about the exam through referring previous years exams and from the information that our teachers provide us.

S₁₂. I have a similar idea

S₁₃. It is similar

S₁₄. The awareness that I have about the exam is that, most of the contents that we have practiced would appear.

- S₁₅. The number of questions in the exam is about 120, and it contains reading comprehension, vocabulary i.e. giving synonyms and antonyms of words underlined, blank space, arranging disordered sentences, identifying types of writing, dialogue and so on.
- Due to the presence of the UEEE, is there any pressure in your learning from external forces, specially from school directors, supervisor or parents? How is the pressure reflected in your learning?
- S₉. I mainly feel imposition from the school [teachers and others]. The imposition is for us to prepare well for the exam to be successful. The different parties of the school advise us to prepare well for the exam. To some extent, there is imposition on our learning from parents to be successful.
- S₁₀. The pressure that comes from school directors and supervisors is mostly in the form of advice to motivate us (to prepare well for the exam). My parents also aspire my success in the exam, and they motivate me in the form of advice.
- S₁₁. Teachers push me to use library. When I am free they urge me to study. This frustrates me; however, it sometimes motivates me. I like watching films but parents warn me that I am going to be confronted [with the exam]. They complain about me that I would not live any longer with them [parents]. This pressurizes me.
- S₁₂. Because of the exam, there is external pressure from teacher and directors. When they notified that the exam day is approach, I feel anxious. Due to the fear, I study hard thinking the approaching of the exam date. However, if they (teacher and directors) fail to inform about the exam, I may forget the exam. When my parents mention about the exam, I feel frustrated.
- S₁₃. The imposition that comes from teachers and directors is good that it informs me about the anticipated exam. The imposition from parents is not good.
- S₁₄. The imposition from teachers, supervisors and directors including my parents has positive impact as it motivates us to study. From my parents, there is no significant pressure. However, I feel frustrated if I fail to work and fail on the exam.
- S₁₅. I do not feel pressure from others
- S₁₄. More than the external pressure, I develop anxiety with in myself.
- =====//=====//=====

Appendix 15: Instrument Validation Form

Dear -----,

I am currently in the process of ascertaining the face and content validity of a survey instrument I am going to use for collecting data for my Ph.D. thesis. My thesis topic is "**Washback of the Ethiopian University Entrance English Exam (UEEE) on Teachers' and Students' Practices**". The purpose of this study is to investigate how preparatory school English teachers and students perceive the impact of the **UEEE** on their EFL practices

I really appreciate your serving on my panel of experts to help determine the face and content validity of my survey instrument.

The questionnaires will be administered to some preparatory school English teachers and students in Amhara Region.

The teachers' survey questionnaire consists of three parts. Part I contains teachers' personal characteristics. Part II contains statements about teachers' perceptions regarding the impact of the **UEEE** on EFL practices in six domains: time arrangement and activities, lesson preparation/syllabus design, teaching contents, teaching methods, materials, and assessment. Part III contains statements about factors commonly associated with teachers' perceptions of their EFL practices.

Similarly, the students' questionnaire has three parts. Part I contains personal characteristics. Part II contains statements about students' perceptions about the impact of **UEEE** on their EFL practices. Part III contains factors associated with students' perceptions of their EFL practices.

I have attached a special form for your use to comment on the survey items. As you review the proposed items, please feel free to comment based upon the following criteria:

Face validity: Does the instrument "look like" it is measuring what it is supposed to measure?

Content validity: Are the items representative of concepts related to the dissertation topic?

Clarity: Is each item in the instruments clear? Is the language/wording appropriate?

Format: Logical flow? Suggestions?

Other: Please make any additional suggestions as warranted.

Please delete those items you feel inappropriate.

Sincerely,

Thank you in advance for your great helps

Simachew Gashaye, Doctoral Student

A) Teacher Questionnaire (given to reviewers)

Dear Teacher, this questionnaire is designed for the purpose of research study. It is intended to examine the "**Washback of the UEEE on Teachers' and Students' Practices**"

The Success of this study depends on your genuine responses to these questions. Please read carefully and respond to the questions honestly.

Thank you for your cooperation.

Part I. Teachers' background Information

Direction: Please put a tick (✓) mark to provide the following personal information.

1. Qualification: 1) MA 2) BA 3) Diploma
2. Years you have been teaching English in preparatory schools (including this year):
 - 1) 5 or under 5
 - 2) 6-10
 - 3) 11-15
 - 4) Over 16
3. The grade level you are currently teaching: 1) Grade 11 2) Grade 12

Part II: The Effect of the UEEE on Teachers' practice

Directions: Please read each of the following statements and put a tick (✓) mark in front of the statement to indicate your perceptions regarding the level of agreement on your activity/time arrangement, your teaching method, materials you are using to teach, your lesson preparation, the depth of contents you cover, and your classroom assessment. Use the following key for the scale.

Key
5=Strongly agree 4= Agree 3= Undecided/ no opinion 2= Disagree 1=Strongly disagree

A) Activity and time arrangement

4. The **UEEE** motivates me to implement activities that promote my students' test-taking skills. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
5. My time allotment to teach the different skills would be different if the **UEEE** were cancelled. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
6. I arrange my classroom activities carefully to help my students perform well in the EHEECE. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
7. I spend more time teaching grammar because I think grammar is more likely to be tested in the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
8. I rarely use specific teaching activities to promote my students' language skills just for the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
9. I teach test-taking strategies, especially as the **UEEE** testing date gets closer. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
10. I arrange my classroom activities based upon different factors but not just based upon the objectives of the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----

B) Teaching Methodology

11. I change my teaching methods to help students to succeed in the EHEECE. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
12. I would select teaching methods to help develop my students' skills that are more likely to be tested on the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
13. I neglect some teaching methods that are not able to prepare my students for the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/No Comment (if any)-----
14. I rarely change my teaching methods to help my students succeed in the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
15. The **UEEE** has little impact on how I teach. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----

C) Materials in use

16. I usually use the materials prepared by the Ministry of Education because they cover the topics on the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
17. I include some materials other than the textbooks in my teaching as long as these materials help my students succeed in the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
18. I give students exercises to review contents expected to be in the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
19. I make my students practice previous years' EHEECE questions to familiarize them with the exam. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
20. The **UEEE** has an influence on my decision regarding which supplementary materials to use in my teaching. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----

D) Lesson preparation /syllabus Design

21. I look for relevant materials to prepare lessons that cover the subject matters (contents) of the **UEEE** objectives. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
22. The **UEEE** affects my lesson preparation, including practicing the kind of items that are to be tested. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
23. I pay little attention to the **UEEE** while preparing my teaching lessons. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
24. The **UEEE** influences my decision about which language skill is more important to be taught. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
25. I usually modify my teaching lessons according to the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
26. I give attention to the skills which are more likely to be tested in the **UEEE** while preparing for my lessons. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----

E) Contents of teaching

27. I skip over certain sections in the textbook because they are less likely to be tested in the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
28. I cover every section in the textbook although some sections are unlikely to be tested on the EHEECE. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
29. I focus on certain sections in the textbook because they are more likely to be tested in the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
30. I include some relevant contents in my teaching other than the contents in the textbook in order to help my students get a higher score in the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes Comment (if any)-----
31. The contents of my lessons are organized to reflect the objectives of the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No Comment (if any)-----
32. I adjust the sequence of my teaching objectives based in the **UEEE**. APPROPRIATE? Yes/ No CLEAR? Yes/ No

Comment (if any)-----
33. The **UEEE** has little impact on what I teach. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

F) Classroom assessment

34. I include different techniques to evaluate my students.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)----- 35. I
evaluate my students' works by weighing the criteria used in the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No
No Comment (if any)-----
36. I adapt test items from the previous years' **UEEE** in my classroom tests/exams. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
37. I evaluate my students mostly based upon their written works.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
38. I include listening tests in my classroom tests/exams.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
39. I include speaking tests in my classroom tests/exams.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
40. My classroom assessment has been changed to the formats of the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----

Part III. Factors Associated with teachers' Perception of the Effect of the UEEE on their EFL practices

41. I would teach whatever I think is important to teach no matter whether my students like it or not. APPROPRIATE? Yes/No
CLEAR? Yes/No Comment (if any)-----
42. I spend less time on certain sections of the textbooks because my students are less interested in them.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
43. I often teach what will be tested because my students expect me to do so. APPROPRIATE? Yes/No CLEAR? Yes/No
No Comment (if any)-----
44. Students' learning attitudes affect my teaching. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)---

Perceived professionalism in teaching

45. I prefer my students to perform well in the **UEEE**.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
46. I often feel embarrassed if my students perform less in the **UEEE** than other students taught by my colleagues.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
47. I often feel guilty if my students do not succeed in the **UEEE**.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
48. Students' test results influence how people judge me as a good teacher. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
49. The **UEEE** gives me important feedback about how I teach.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

Perceived external pressure

50. I face constant pressure or imposition to improve my students' test scores because most of my school administrators are more
interested in increasing test scores than in improving overall student learning. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
51. I feel pressure from my school principal to improve my students' test scores. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
52. I feel pressure from other teachers to improve my students' test scores. APPROPRIATE? Yes/No CLEAR? Yes/No
No Comment (if any)-----
53. I feel pressure from student' parents to improve my students' test scores. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----

J) Perceived awareness of UEEE objectives

54. I am aware of the nature of the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
55. I teach to the test especially when I am aware of the test nature in the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
56. I have opportunities of getting information about the **UEEE** objectives. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
57. I make little change in my teaching because I am not aware of the nature of the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No
No Comment (if any)-----

K) Perceived importance of the UEEE

58. I consider the **UEEE** as a test, which will influence students' future career. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
59. Students' **UEEE** score result will have significant sanctions (encouragements) to most teachers.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
60. The **UEEE** is a fair test to students.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
61. The **UEEE** is able to test my students' language ability. APPROPRIATE? Yes/No CLEAR? Yes/No

- Comment (if any)-----
62. Students' **UEEE** score result will have significant rewards to most teachers. APPROPRIATE? Yes / No CLEAR? Yes / No
 Comment (if any)-----
63. The **UEEE** will influence students' admission to university.
 APPROPRIATE? Yes / No CLEAR? Yes / No Comment (if any)-----
64. The **UEEE** provides little feedback about students' learning.
 APPROPRIATE? Yes / No CLEAR? Yes / No Comment (if any)-----
65. The **UEEE** has changed my school's language teaching policy or trend. APPROPRIATE? Yes / No CLEAR? Yes / No
 Comment (if any)-----

Thank you very much

Note: The same validation request form was used for student questionnaire like that of teachers'.

B) Student Questionnaire (given to reviewers)

Dear Student, this questionnaire is designed for the purpose of research study. It is intended to examine the **Washback of the Ethiopian University Entrance English Exam (UEEE) on Teachers' and Students' Practices"**

The Success of this study depends on your genuine responses to these questions. Please read carefully and respond to the questions honestly and frankly.

Thank you for your cooperation

Part I. Students' characteristics

Direction: Please put a tick (✓) mark in the boxes

1. Your parents' (supporters) educational background: 1) illiterate
 2) Attended school from grade 1-8
 3) Attended school up to grade 12
 4) Certificate graduate
 5) Graduated in diploma or above
2. Grade level you are currently attending: 1) Grade 11 Grade 12

Part II: Effect of the UEEE on students' practices

Please read each of the following statements and put a tick (✓) mark in front of the statement to indicate your perceptions regarding the level of agreement on your *activity/time arrangement, materials you are using to learn, the depth of content you cover, and your preference of classroom assessment.*

KEYS

5=Strongly Agree 4 = Agree 3= Undecided / no opinion 2=Disagree 1=Strongly Disagree

Activity and time arrangement

3. The **UEEE** motivates me to practice activities that promote my test- taking skills. APPROPRIATE? Yes / No CLEAR? Yes / No
 Comment (if any)-----
4. My time allotment in studying the skills would be different if the **UEEE** were cancelled. APPROPRIATE? Yes / No CLEAR? Yes / No
 Comment (if any)-----
5. I select classroom activities that help me perform well in the **UEEE**. APPROPRIATE? Yes / No CLEAR? Yes / No
 Comment (if any)-----
6. I spend more time practicing grammar because I think grammar is more likely to be tested in the **UEEE**.
 APPROPRIATE? Yes / No CLEAR? Yes / No Comment (if any)-----
7. I practice test-taking strategies, especially as the **UEEE** exam date gets closer. APPROPRIATE? Yes / No CLEAR? Yes / No
 Comment (if any)-----

Material use to learn

8. I usually use the materials prepared by the Ministry of Education because they cover the topics on the **UEEE**.
 APPROPRIATE? Yes / No CLEAR? Yes / No Comment (if any)-----
9. I include some materials other than the textbooks in my studying as long as these materials help me succeed in the **UEEE**.
 APPROPRIATE? Yes / No CLEAR? Yes / No Comment (if any)-----
- 10 I refer to exercises/activities from books other than the textbook to review contents expected to be in the **UEEE**.
 APPROPRIATE? Yes / No CLEAR? Yes / No Comment (if any)-----

11. I practice doing previous years' **UEEE** questions to familiarize myself with the **UEEE**. APPROPRIATE? Yes/No
CLEAR? Yes/No Comment (if any)-----
12. The **UEEE** has an influence on my decision regarding which supplementary materials to use in my studying.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

Focus areas or contents in learning

13. I pay little attention to the **UEEE** while studying English.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
14. The **UEEE** affects my decision about which language skill is more important to be learnt.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
15. I usually adjust my studying according to the **UEEE**.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
16. I focus more on the skills which are more likely to be tested in the **UEEE** while studying English.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
17. I skip over certain sections in the textbook because they are less likely to be tested in the **UEEE**.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
18. I focus on certain sections in the textbook because they are more likely to be tested in the **UEEE**.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
19. I cover every section in the textbook although some sections are unlikely to be tested on the **UEEE**.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
20. The **UEEE** has little impact on what I learn.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

Classroom assessment

21. I like my teacher if he/she evaluates me using different techniques
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
22. I prefer my works to be evaluated by weighing the criteria used in the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No
No Comment (if any)-----
23. I prefer test items adapted from the Ministry of Education mock (imitated) tests in my classroom quizzes.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
24. I like writing tests to be included in classroom quizzes.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
25. I like listening tests to be included in classroom quizzes.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
26. I like speaking tests to be included in classroom quizzes.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
27. I like grammar tests to be included in classroom quizzes.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
28. My teachers' classroom assessment technique has been changed to the formats of the **UEEE**.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

Part III: Factors Associated with Students' Perceptions of the UEEE impact on their EFL practices

Directions: Please read each statement below and put a tick (✓) that mostly indicates your current learning situation regarding the level of agreement on the factors associated with your perceptions of impact of the EHEECE on your EFL practices.

KEYS

5=Strongly Agree 4 = Agree 3=Undecided 2=Disagree 1=Strongly Disagree

Perceived teacher's teaching attitude

29. I study every content of the textbook whether my teacher gives emphasis to the content or not.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
30. I spend less time on certain sections of the textbook because my teacher is less interested in them.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
31. I often study what will be tested because my teacher influences me to do so. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
32. I spend more time studying grammar because my teacher gives more attention to it. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
33. I spend less time on writing activities because my teacher gives less emphasis to it. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
34. I spend less time to speaking activities because my teacher gives less emphasis to it. APPROPRIATE? Yes/No CLEAR? Yes/No
Comment (if any)-----
35. The teacher's teaching attitude affects my learning.
APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

perceived ambition for success

36. I am ambitious to perform well in the **UEEE**.

- APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
37. I feel embarrassed if I perform less in the **UEEE** than other students. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
38. I feel guilty if I do not succeed in the **UEEE**.
 APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
39. My test result affects how people judge me (as a good student).
 APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
40. The previous years' **UEEE** give me important in put about how I prepare for the exam. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

Perceived external pressure(imposition)

41. I feel pressure from my school directors to perform well in the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
42. I feel pressure from the competition with other students (for good grade).
 APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
43. I feel pressure from my parents' aspiration to perform well in the **UEEE**. PPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

perceived awareness of the UEEE objectives

44. I am aware of the nature of the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
45. I gear my practice to the test especially when I am aware of nature of the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
46. I have opportunities of getting information about the **UEEE** objectives. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
47. I make little change in my studying because I am not aware of the nature of the **UEEE**. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

perceived importance of the UEEE

48. I consider the **UEEE** as a test that will influence my future educational opportunity. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
49. The **UEEE** is a fair test to me. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
50. The **UEEE** is able to test my language ability.
 APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
51. The **UEEE** will determine my admission to university.
 APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----
52. The **UEEE** provides little feedback about my learning. APPROPRIATE? Yes/No CLEAR? Yes/No Comment (if any)-----

Thank you very much