



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY!



**An Investigation of Adequacy of Speaking Skill Assessment Questions in the
Ethiopian University Entrance Examination (EUEE) to Project the
Communicative Capacity of Students**

By

Fikru Ashenafi

Addis Ababa

May 2023



SEEK WISDOM, ELEVATE YOUR INTELLECT AND SERVE HUMANITY !



**An Investigation of Adequacy of Speaking Skill Assessment Questions in the
Ethiopian University Entrance Examination (EUEE) to Project the
Communicative Capacity of Students**

By

Fikru Ashenafi

Advisor

Dr. Melaku Wakuma

**A thesis Submitted to The Department of Foreign Languages and Literature
in fulfillment of Master's Degree in ELT**

Addis Ababa

May,2023

Addis Ababa University
College of Humanities Language Studies,
Journalism and Communication
Department of Foreign Languages and Literature

**An Investigation of Adequacy of Speaking Skill Assessment Questions in the
Ethiopian University Entrance Examination (EUEE) to Project the
Communicative Capacity of Students**

By
Fikru Ashenfi

Approved by

Advisor.....Signature.....Date.....

Internal

Examiner.....Signature.....Date.....

External

Examiner Signature.....Date.....

Table of Contents

Acronyms	iv
Acknowledgement	vi
Abstract.....	vii
CHAPTER ONE	
1. Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem.....	3
1.3 Research questions	4
1.4 Objectives	4
1.5 Significance of the study.....	5
1.6 Scope of the study.....	5
1.7 Limitations	6
1.8 Structure of the Thesis	7
CHAPTER TWO	
2. Review of Related Literature	8
2.1 Introduction	8
2.2 Theoretical Framework	10
2.3 Language Assessment and Speaking Skill	11
2.4 Adequacy of Speaking Skill Assessment	13
2.5 Communicative Language Teaching and Speaking Skills	14
2.6 Current Gaps and Limitations	16
CHAPTER THREE	
3. Research Methods	18
3.1 Design of the study	19
3.2 Research Setting	20
3.3 Population, Sample, and Sample Size	21
3.3. Subjects, Samples and Sampling Techniques	18
3.4 Data Gathering Instruments.....	23
3.5 Data Gathering Instrument Development	26

3.6 Reliability and Validity.....	28
3.7 Pilot Study.....	28
3.8 Data Analysis Technique and Procedure.....	29
3.9 Ethical Considerations.....	30
CHAPTER FOUR	
4. RESULTS AND DISCUSSION	32
4.1 Introduction.....	32
4.2 Representation of Participants perception	35
4.3 Participants Assessment of Speaking skills presentation	36
4.4 Participants Assessment of Vocabulary and Grammar.....	37
4.5 Participants preferred speaking tasks in the assessment.....	38
4.6 Analysis of test takers satisfaction on the EUEE speaking assessment.....	39
4.7 Assessment effectiveness of speaking skill in the EUEE.....	41
4.8 Content and Interview Analysis.....	43
CHAPTER FIVE	
5. Summary,Conclusions and Recommendations.....	51
5.1. Summary	51
5.2 Conclusion.....	52
5.3 Recommendation.....	54
6. BIBLIOGRAPHY	56
7.APPENDIX.....	58

ACRONYMS

CALL: Computer Assisted Language Learn

CLT: Communicative Language Teaching

CEF: Communicative English Framework

EAP: English for an Academic Purpose

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

ELF: English as Lingua Franca

ESP: English for Specific Purpose

ESAQ: Speaking Skill Assessment Questions

EUEE: Ethiopian University Entrance Examination

IELTS: International English Language Testing System

L2: Second Language

TOEFL: Test of English as a Foreign Language

TBLT: Task-Based Language Teaching

UEE: University Entrance Examination

Acknowledgement

I would like to express my gratitude to my advisor Dr. Melaku Wakuma for his valuable guidance, feedback, and support throughout my thesis research. I would also like to extend my appreciation to the faculty members of ELT for their insights and suggestions that helped me to develop my research ideas. I am grateful to AAU Graduate Library for providing me with the resources and facilities to complete this research project. I would like to thank my family and friends for their love, encouragement, and support.

This thesis is dedicated to my esteemed spouse Hiwot Dessies for whom I extend my heartfelt gratitude for her unwavering support, encouragement, and inspiration throughout my academic journey. Her support has been instrumental in my achievements, and I am honored to dedicate this thesis to her. I will also dedicate this paper to my beloved sister Martha Ashenafi, may her soul rest in peace.

ABSTRACT

This research study aimed to investigate the adequacy of speaking skill assessment questions in the Ethiopian University Entrance Examination (EUEE) and their ability to effectively measure students' communicative capacity. A mixed methods approach was employed, with a sample of 50 freshman students from three universities by utilizing convenience sampling technique. The objective was to assess students' perception of the speaking assessment questions and its effect in projecting students speaking capacity. Quantitative data were collected through a structured questionnaire using Likert scale questions. While qualitative data were gathered through open-ended questions, content analyses of past speaking skills assessment questions and interviews to English teachers were also conducted. The findings revealed varying perceptions among students, with some considering the questions effective but others expressing concerns about format, authenticity, and representation of language skills. In line with this, the study put forward working recommendations based on the findings. The study highlighted the need for a more balanced approach, including a wider range of speaking tasks and integration of real-life communicative situations. By addressing the identified gaps and incorporating student feedback, the EUEE English examination, particularly the speaking skill questions, can measure students' communicative capacity and align with language proficiency development goals. Overall, this study emphasizes the need for improvements in speaking skill assessment questions in the EUEE to ensure a comprehensive evaluation of students' speaking abilities.

CHAPTER ONE

1. INTRODUCTION

This chapter serves as the introduction to the research study, providing an overview of the research topic, objectives, and significance. The chapter begins by outlining the background of the study, emphasizing the importance of assessing speaking skills in the context of the Ethiopian University Entrance Examination (EUEE). It highlights the need for an investigation into the adequacy of speaking skill assessment questions and their effectiveness in measuring students' communicative capacity. The research objectives and questions are then presented, followed by an explanation of the significance of the study for educational policymakers, curriculum developers, and English language instructors. Finally, the chapter establishes the scope and limitations of the research, setting the stage for the subsequent chapters that delve deeper into the study's findings and implications.

1.1. Background of the Study

The development of speaking skills is a fundamental aspect of language learning and plays a crucial role in effective communication. Assessing the adequacy of speaking skills is essential to ensure that learners can express themselves accurately, fluently, and appropriately in real-life situations. In the context of language assessment, the evaluation of speaking skills has garnered significant attention as educators and researchers strive to align assessment practices with the principles of Communicative Language Teaching (CLT).

Several studies have focused on the assessment of speaking skills and the factors that contribute to their adequacy. Johnson (2020) emphasizes the importance of vocabulary usage, highlighting that individuals with a diverse range of vocabulary can articulate their ideas precisely and engage the listener effectively. Smith (2019) emphasizes the command of grammatical structures as a crucial factor in assessing speaking skills, as grammatical accuracy facilitates clarity and coherence in communication.

Furthermore, researchers have explored the theoretical underpinnings of CLT and its relevance to language assessment. Canale and Swain (1980) propose the concept of communicative competence, which encompasses grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. This theoretical framework emphasizes the development of learners' communicative abilities and serves as a guiding principle for designing assessments that measure their ability to use language effectively and appropriately.

Authenticity is another central principle of CLT in language assessment. Widdowson (1998) argues that incorporating authentic tasks and materials in assessments ensures that learners are engaged and motivated, as they reflect real-world language use. Hughes (2003) emphasizes the importance of authenticity by highlighting the need to incorporate real-life tasks and contexts in language assessments to accurately measure learners' communicative abilities.

Moreover, integrating language assessment and CLT has been a topic of interest among researchers. Bachman and Palmer (1996) advocate for a shift from traditional discrete-point testing to integrated and authentic assessments that measure learners' communicative competence. Performance-based assessment, as suggested by McNamara (2000), focuses on learners' ability to perform communicative tasks in meaningful contexts. Portfolio assessment, as discussed by Cumming and Kantor (1992), allows for a comprehensive view of learners' language abilities by collecting samples of their work over time.

By examining the literature on the assessment of speaking skills and its alignment with CLT principles, it becomes evident that there is a need to critically evaluate the adequacy of current speaking skill assessment methods. Specifically, within the context of the Ethiopian University Entrance Examination (EUEE), there is a need to determine the extent to which the current assessment accurately measures students' communicative abilities and aligns with the principles of CLT. This study aims to address this gap by investigating the effectiveness of the speaking skills assessment in the EUEE and identifying areas for improvement within the assessment framework.

1.2. Statement of the Problem

The Ethiopian University Entrance Examination (EUEE) serves as a crucial assessment tool for evaluating students' language proficiency and determining their eligibility for higher education. However, concerns have been raised regarding the adequacy of the speaking skills assessment within the EUEE. Previous studies have pointed out potential shortcomings and limitations of the current assessment practices, necessitating further investigation and improvement.

One of the key concerns is the limited focus on the holistic evaluation of students' speaking skills within the EUEE. As noted by Johnson (2019), "Traditional language assessments tend to focus more on discrete language components rather than communicative competence" (p. 112). This narrow focus may not accurately reflect students' true communicative abilities and their readiness to engage in academic discourse. The EUEE may overlook crucial aspects such as fluency, coherence, and appropriateness of language use, which are essential for effective communication in higher education settings.

.Additionally, the authenticity and relevance of the speaking tasks in the EUEE have been questioned. Brown and Lee (2017) emphasize that language assessments should provide tasks that mirror real-world language use and enable learners to demonstrate their ability to communicate effectively (p. 82). However, the existing speaking tasks in the EUEE may lack authenticity and fail to capture the dynamic nature of spoken language and real-life communication. This limitation raises concerns about the extent to which the EUEE accurately assesses students' ability to use language in authentic, meaningful contexts.

Furthermore, the examination format of the EUEE may not provide adequate opportunities for students to demonstrate their speaking skills. Speaking tasks within the EUEE are often conducted in a controlled, timed environment, which may not fully capture the complexity and spontaneity of real-life communication situations. As highlighted by Smith (2018), "Language assessments need to provide opportunities for students to demonstrate their language proficiency in natural, interactive settings" (p. 57). The current format of the EUEE may not fully capture the nuances of students' communicative competence and may underestimate their true speaking abilities.

Addressing these potential shortcomings and improving the speaking skills assessment within the EUEE is of paramount importance. It is crucial to ensure that the assessment accurately reflects students' communicative abilities, prepares them for the demands of higher education, and aligns with current principles of communicative language teaching. Thus, this study aims to investigate

the perceptions of first-year university students regarding the adequacy of speaking skills assessment in the EUEE and provide recommendations for enhancement.

In summary, the potential shortcomings of the speaking skills assessment within the EUEE raise concerns about its ability to accurately evaluate students' communicative competence. By exploring the concerns and perceptions of students, this study aims to identify the specific limitations and propose practical recommendations for improvement. The findings will contribute to the enhancement of the language assessment practices in the EUEE and support the goal of ensuring a fair and comprehensive evaluation of students' language proficiency.

1.3 Research Question

1. How do first-year university students evaluate the effectiveness of the current speaking skills assessment in the EUEE in projecting their speaking capacity?
2. How do first-year university students perceive the extent to which the current speaking skills assessment in the EUEE reflects their actual speaking capacity?
3. To what extent do first-year university students believe that the current speaking skills assessment measures and projects their communicative abilities?
4. What are first-year university students' perceptions of the speaking skills assessment in reflecting their speaking capacity within the Ethiopian University Entrance Examination (EUEE)?
5. How do first-year university students perceive the impact of the speaking skills assessment on their preparedness for higher education and its ability to project their future speaking capacity?

1.4. Objective

1.4.1. General Objective:

To investigate the adequacy of the current speaking skills assessment in the Ethiopian University Entrance Examination (EUEE)

1.4.2 Specific Objectives:

1. To assess first-year university students' perceptions of the effectiveness of the current speaking skills assessment in the EUEE.
2. To examine the extent to which the current speaking skills assessment measures the communicative abilities of first-year university students.
3. To investigate the perception of the students in reflecting their speaking capacity within the Ethiopian University Entrance Examination (EUEE).
4. To explore the impact of the speaking skills assessment on first-year university students' preparedness for higher education.
5. To propose recommendations for enhancing the speaking skills assessment in the EUEE based on the findings of the study.

1.5 Significance of the Study

This study holds significant importance for language assessment and education in Ethiopia. By examining the adequacy of speaking skill assessment in the Ethiopian University Entrance Examination (EUEE) and exploring students' communicative capacity, it addresses a critical gap in the literature and provides valuable insights for educational policymakers, test developers, and language educators. The findings of this study can inform the improvement of the EUEE, leading to a more valid and reliable assessment of students' language proficiency. Additionally, it has practical implications for language education, emphasizing the need for a communicative and interactive approach to teaching speaking skills. Furthermore, it contributes to the broader field of language assessment by enriching the existing literature and guiding further research in this area. Overall, this study's significance lies in its potential to enhance language assessment practices, improve language education, and benefit students' language learning outcomes.

1.6 Scope of the Study

The scope of this research study is centered around examining the adequacy of speaking skills assessment within the Ethiopian University Entrance Examination (EUEE). The study specifically targets first-year university students who have recently undergone the

entrance examination across three distinct campuses. By focusing on this particular group, the study aims to gather their perceptions, experiences, and suggestions pertaining to the speaking component of the examination. It seeks to explore the strengths and weaknesses of the current assessment framework in accurately reflecting the students' communicative capacity, while also taking into account their concerns and recommendations for improvement. To achieve this, a mixed-methods research design will be employed, utilizing open-ended questions to collect qualitative data and Likert scale questions for quantitative data. Thematic analysis will be used to analyze the qualitative responses, while descriptive analysis will be applied to the quantitative data. It is important to note that while the study provides valuable insights into the perspectives and experiences of first-year university students, it does not encompass the viewpoints of other stakeholders such as examiners or policymakers. Furthermore, as the study is limited to the selected participants and campuses, the findings may not be generalizable to a larger population.

1.7 Limitations

This study is subjected to the following limitations and delimitations:

1.7.1 Sample Size and Representativeness: One limitation of this study is the relatively small sample size of participants. Due to time and resource constraints, the study was conducted with a limited number of first-year university students. As a result, the findings may not fully capture the diversity of perspectives and experiences within the larger population of university students. Caution should be exercised when generalizing the results to a broader context.

1.7.2. Generalizability of Findings: The study focused specifically on the speaking skills assessment in the Ethiopian University Entrance Examination (EUEE). While the findings provide valuable insights into the effectiveness of the current assessment methods within this context, they may not be directly applicable to other language assessment frameworks or educational systems. Therefore, the generalizability of the findings to different contexts should be considered with caution.

1.7.3 Self-Reported Data: The data collected for this study relied on self-report measures, such as surveys or interviews, to gather information about students' perceptions

and evaluations of the speaking skills assessment. Self-report data may be subject to response bias or social desirability bias, which could affect the accuracy and reliability of the reported information. Additionally, participants' subjective interpretations and individual differences may influence their responses.

1.7.4 Limited Scope of Assessment Criteria: The study focused primarily on evaluating the effectiveness of the current speaking skills assessment in terms of its alignment with Communicative Language Teaching (CLT) principles. While CLT provides a valuable framework for language instruction and assessment, other important aspects, such as cultural sensitivity or test validity, were not extensively examined. Future studies could consider incorporating a broader range of assessment criteria to provide a more comprehensive evaluation

1.8 Structure of the thesis

The thesis is structured into five main chapters. Chapter 1 serves as the introduction, providing the background of the study, stating the problem, and outlining the research objectives and questions. It also highlights the significance of the study and defines its scope and limitations. Chapter 2 focuses on the review of related literature, exploring language assessment and speaking skill assessment in particular. It discusses theoretical frameworks, examines the assessment practices in the Ethiopian University Entrance Examination, and identifies gaps and limitations in the current speaking skill assessment questions. Chapter 3 presents the research methods employed, describing the research design, the population and sample selection, data collection methods, data analysis procedures, and ethical considerations. Chapter 4 is dedicated to the discussion of findings. It presents the research findings, analyzes and interprets them, compares them with existing literature, and addresses the research objectives and questions. Finally, Chapter 5 provides a summary of the findings, draws conclusions, discusses their implications, and offers recommendations for improvement. It also suggests areas for future research. The structure of the thesis ensures a logical flow, allowing for a comprehensive exploration of the research topic from introduction to conclusion

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter provides a comprehensive literature review on language assessment and specifically focuses on the assessment of speaking skills in language testing. It examines theoretical frameworks, assessment practices, and methodologies employed in speaking skill assessment, both in general language assessment contexts and specifically within the Ethiopian University Entrance Examination (EUEE). By critically analyzing the existing literature, this chapter establishes the foundation for the subsequent chapters, highlighting gaps, limitations, and areas for improvement in the current speaking skill assessment questions. The literature review serves as a guide for the study's methodology and findings, offering valuable insights into the theoretical and practical aspects of assessing speaking skills and informing recommendations for enhancement process.

2.1. Introduction

The assessment of speaking skills in language testing has been a topic of significant interest and research in the field of language education. Effective assessment practices play a crucial role in evaluating learners' communicative abilities and ensuring the adequacy of their speaking skills. This introduction provides an overview of the literature related to the assessment of speaking skills, highlighting the theoretical frameworks, assessment practices, and methodologies employed in this area.

One key concept that emerges in the literature is the notion of adequacy in speaking skill assessment. Adequacy refers to the extent to which an assessment accurately captures learners' speaking abilities and provides a comprehensive evaluation of their communicative competence. Researchers such as Johnson (2020) and Smith (2019) emphasize the importance of considering multiple factors when assessing speaking skills, including appropriate vocabulary usage, command of grammatical structures, and effective communication strategies. These factors collectively contribute to the overall adequacy of speaking skill assessment.

Furthermore, the literature underscores the significance of aligning language teaching approaches with the principles of Communicative Language Teaching (CLT). CLT emphasizes the development of learners' communicative competence and their ability to use language effectively and appropriately in real-life contexts. According to Bachman and Palmer (2010) and Cheng and Curtis (2019), there is a growing demand for assessment practices that align with CLT principles and measure learners' communicative abilities accurately.

Authenticity is another crucial aspect highlighted in the literature related to language teaching and assessment. Authentic tasks and materials, which reflect real-world language use, are considered essential for promoting learners' engagement, motivation, and the development of their speaking skills (Widdowson, 1998). Incorporating authentic tasks in speaking skill assessment can provide a more valid and reliable evaluation of learners' abilities to use language in authentic communicative situations.

Despite the progress made in language assessment practices and the adoption of CLT principles, challenges and limitations persist. Previous studies have identified issues such as the overemphasis on discrete language skills, the lack of alignment with learner-centered education, and potential biases against certain student populations (Feyera, 2020). These challenges necessitate further research and the exploration of innovative approaches to enhance the adequacy of speaking skill assessment.

The objective of this study is to critically examine the adequacy of speaking skill assessment methods and their alignment with CLT principles within the context of the Ethiopian University Entrance Examination (EUEE). By reviewing the existing literature and identifying gaps and limitations, this study aims to contribute to the enhancement of speaking skill assessment practices in language testing. The findings will provide valuable insights into effective assessment strategies that measure learners' communicative competence and ensure the validity and fairness of the assessment process.

In the subsequent chapters, this study will delve into the theoretical underpinnings of CLT, the assessment of speaking skills, and the specific context of the EUEE. By combining the insights from the literature with empirical research, this study seeks to

provide recommendations for improving the adequacy of speaking skill assessment and promoting more effective language assessment practices in line with CLT principles.

2.2 Theoretical Framework:

The theoretical framework for this study is grounded in Communicative Language Teaching (CLT) and its associated concepts and principles. CLT is a widely recognized and influential approach to language teaching that emphasizes the development of learners' communicative competence. Canale and Swain (1980) define communicative competence as the ability to use language appropriately and effectively in various communicative contexts.

The first component of communicative competence highlighted in CLT is grammatical competence. It refers to learners' knowledge and understanding of the rules and structures of the language. Learners should possess a solid command of vocabulary, grammar, and syntax to accurately convey their intended meaning when speaking (Johnson, 2020).

The second component is discourse competence, which focuses on learners' ability to organize and structure their utterances into coherent and cohesive discourse. Discourse competence involves skills such as linking ideas, using appropriate discourse markers, and creating well-structured and connected speech (Smith, 2019).

Sociolinguistic competence is another critical aspect of communicative competence. It pertains to learners' understanding and appropriate use of language in different sociocultural contexts. This includes knowledge of appropriate register, politeness conventions, and social norms governing language use (Bachman & Palmer, 2010).

Lastly, strategic competence refers to learners' ability to use communication strategies effectively to overcome communication breakdowns or difficulties. Communication strategies involve employing various techniques, such as paraphrasing, clarification requests, and using non-verbal cues, to enhance understanding and maintain effective communication (Cheng & Curtis, 2019).

The theoretical framework of CLT highlights the importance of authentic language use and meaningful communication in language learning and assessment. Authenticity plays

a crucial role in creating a language learning environment that reflects real-life situations and promotes learners' motivation and engagement (Widdowson, 1998).

This study adopts the theoretical underpinnings of CLT to analyze and evaluate the adequacy of speaking skill assessment in the context of the Ethiopian University Entrance Examination (EUEE). By considering the components of communicative competence and the principles of authentic language use, this study aims to identify the strengths and limitations of the current assessment methods and propose recommendations for enhancing the assessment practices.

Overall, the theoretical framework of CLT provides a comprehensive and well-established foundation for understanding the nature of communicative competence and its relevance to language assessment. It guides this study in examining the adequacy of speaking skill assessment and supports the development of effective assessment strategies that align with CLT principles and promote the accurate measurement of learners' communicative abilities.

2.3 Language Assessment and Speaking Skill

Language assessment plays a crucial role in evaluating learners' language proficiency and measuring their ability to effectively communicate in real-life situations. Speaking skill assessment, in particular, is a key component of language assessment as it reflects learners' oral communication abilities and their capacity to convey meaning and interact with others.

Traditionally, language assessment focused on discrete-point testing, which primarily evaluated learners' knowledge of grammar and vocabulary through controlled exercises and isolated tasks. However, this approach often failed to capture the complexity and dynamic nature of speaking skills in authentic communicative contexts (Weigle, 2002).

In recent years, there has been a shift towards a more communicative and holistic approach to language assessment, aligning with the principles of Communicative Language Teaching (CLT). CLT emphasizes the development of learners' communicative competence, which involves the ability to use language effectively and appropriately in real-life situations (Canale & Swain, 1980).

Authenticity is a fundamental principle in assessing speaking skills within the framework of CLT. Authentic speaking assessments incorporate real-life tasks, situations, and materials that closely resemble the language use learners encounter outside the classroom (Brown, 2004). This allows learners to demonstrate their ability to communicate meaningfully, engage in interactive discourse, and apply language skills in a variety of contexts.

Performance-based assessment is another approach that aligns with CLT principles in assessing speaking skills. Performance-based assessments require learners to demonstrate their ability to use language in real communicative tasks, such as role-plays, presentations, or group discussions (McNamara, 2000). These assessments focus on the application of language skills and measure learners' proficiency in using language to achieve specific communication goals.

Portfolio assessment is a comprehensive and learner-centered approach to assessing speaking skills. Portfolios contain samples of learners' work, such as recordings of presentations, conversations, or oral performances, demonstrating their language abilities over time (Cumming & Kantor, 1992). This approach provides a more holistic view of learners' speaking skills, allowing for self-reflection, self-assessment, and tracking of progress.

However, despite advancements in language assessment practices, there are still challenges and limitations in assessing speaking skills. Factors such as the authenticity of assessment tasks, the reliability and validity of assessment instruments, and the impact of test anxiety on performance are important considerations that need to be addressed to ensure accurate and fair assessment outcomes (Chapelle & Douglas, 2006).

In conclusion, assessing speaking skills in language assessment requires a shift towards a communicative and authentic approach. Incorporating CLT principles, performance-based assessments, and portfolio assessment can enhance the assessment of speaking skills, providing a more accurate reflection of learners' communicative abilities. Addressing the limitations and challenges associated with speaking skill assessment is crucial to ensure the validity and reliability of assessment outcomes and support learners' development of effective oral communication skills.

2.4 Adequacy of Speaking Skill Assessment

Assessing the speaking skills of language learners is a complex task that requires careful consideration of various factors to ensure the adequacy and effectiveness of the assessment. The adequacy of speaking skill assessment lies in its ability to accurately measure learners' oral proficiency and their ability to communicate fluently, coherently, and appropriately in real-life situations.

Vocabulary usage and grammatical accuracy are two essential aspects of speaking skills that contribute to their adequacy. Johnson (2020) emphasizes the importance of appropriate vocabulary usage in speaking, stating that learners need to employ a diverse range of vocabulary to convey precise meaning and demonstrate lexical proficiency. Similarly, Smith (2019) highlights the significance of grammatical accuracy in spoken language, as learners' ability to use grammatical structures correctly enhances clarity and coherence in communication.

Authenticity is a key principle in assessing speaking skills (Brown, 2004). Authentic assessment tasks and materials reflect real-world language use and provide learners with opportunities to engage in meaningful and realistic communication. As Widdowson (1998) states, using authentic tasks and materials in speaking assessments enables learners to demonstrate their ability to communicate in authentic contexts, mirroring the language use they will encounter in real-life situations.

In the context of communicative language teaching (CLT), which focuses on developing learners' communicative competence, speaking assessments should align with the principles of CLT and measure learners' ability to use language effectively for communication purposes. Bachman and Palmer (1996) advocate for the integration of language assessment and CLT, emphasizing the need to move away from discrete-point testing towards integrated and authentic assessments that capture learners' communicative competence.

Performance-based assessment is one approach that aligns with CLT principles and adequately assesses speaking skills. This type of assessment evaluates learners' ability to perform communicative tasks in meaningful contexts, such as participating in

discussions, giving presentations, or engaging in role-plays (McNamara, 2000). Performance-based assessments focus on learners' ability to use language authentically and effectively to accomplish specific communicative goals.

Portfolio assessment is another valuable approach to ensure the adequacy of speaking skill assessment. By collecting samples of learners' work over time, such as recordings of speeches, conversations, or oral presentations, portfolio assessment provides a comprehensive view of learners' speaking abilities (Cumming & Kantor, 1992). It allows for the assessment of various dimensions of speaking skills, including fluency, accuracy, coherence, and communicative effectiveness.

However, despite the importance of assessing speaking skills adequately, there are challenges and limitations that need to be considered. Test anxiety, for instance, can have a negative impact on learners' performance in speaking assessments, affecting their ability to demonstrate their true speaking abilities (Chapelle & Douglas, 2006). It is crucial for educators and assessors to create a supportive and low-anxiety testing environment to mitigate these effects.

In conclusion, the adequacy of speaking skill assessment lies in its ability to measure learners' oral proficiency accurately and effectively. By incorporating principles of CLT, using authentic assessment tasks and materials, and employing performance-based assessment and portfolio assessment approaches, speaking skill assessment can better capture learners' communicative competence and provide a more comprehensive understanding of their speaking abilities. Addressing challenges such as test anxiety is essential to ensure fair and valid assessment outcomes.

2.5 Communicative Language Teaching and Speaking Skills

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the development of learners' communicative competence, which includes their ability to use the language effectively and appropriately in real-life communication situations. Speaking skills play a central role in CLT, as oral communication is considered a primary means of language use and interaction.

CLT is rooted in the notion of communicative competence, as proposed by Canale and Swain (1980). Communicative competence encompasses not only grammatical competence but also discourse competence, sociolinguistic competence, and strategic competence. It recognizes that language learners need to develop not only knowledge of grammar and vocabulary but also the ability to use language in various contexts, understand and produce coherent discourse, adapt their language use to social and cultural norms, and employ effective communication strategies.

In the context of speaking skills, CLT promotes the use of authentic and meaningful language tasks that reflect real-world communication situations. Widdowson (1998) emphasizes the importance of authenticity in CLT, arguing that learners should be exposed to language use that is relevant, purposeful, and resembles the language they will encounter outside the classroom. Authentic tasks could include engaging in conversations, participating in discussions, giving presentations, or role-playing situations, where learners can practice using the language to achieve specific communicative goals.

CLT also highlights the significance of learner-centeredness and active involvement in the language learning process. It recognizes that learners have individual needs, interests, and learning styles, and encourages their autonomy and participation in decision-making. Nunan (1991) emphasizes the importance of learner-centeredness in CLT, stating that learners should be actively engaged in meaningful communication activities that reflect their real-life interests and needs.

When it comes to speaking skill assessment, CLT advocates for assessments that align with its principles and measure learners' ability to communicate effectively. Traditional assessments that focus solely on discrete-point testing, such as grammar or vocabulary tests, may not adequately capture learners' overall speaking proficiency. Instead, integrated and authentic assessments that allow learners to demonstrate their communicative competence in realistic contexts are more appropriate.

Performance-based assessment is one approach that aligns with CLT principles and effectively assesses speaking skills. Performance tasks, such as oral presentations or role-plays, require learners to use the language authentically and demonstrate their ability to

accomplish specific communicative tasks. Such assessments not only evaluate learners' linguistic abilities but also their ability to use language in meaningful and purposeful ways.

In addition to performance-based assessment, portfolio assessment is another method compatible with CLT for assessing speaking skills. Portfolios allow learners to collect and present samples of their oral work, such as recordings of conversations or presentations, over a period of time. This approach provides a comprehensive view of learners' speaking abilities and progress, as it assesses multiple dimensions of speaking skills, including fluency, accuracy, coherence, and communicative effectiveness.

In conclusion, CLT emphasizes the importance of speaking skills in language teaching and learning. It promotes the development of learners' communicative competence and encourages the use of authentic and meaningful tasks that reflect real-life communication. Assessing speaking skills within the framework of CLT involves moving away from discrete-point testing towards integrated and authentic assessments that capture learners' ability to use the language effectively for communication purposes. Performance-based assessment and portfolio assessment are examples of assessment approaches that align with CLT principles and

2.6 Current Gaps and Limitations

While Communicative Language Teaching (CLT) and its application to speaking skill assessment have garnered significant attention and recognition in the field of language education, there are still some gaps and limitations that need to be addressed. The following literature highlights some of the current gaps and limitations in the context of assessing speaking skills within the framework of CLT.

One of the limitations is the potential mismatch between classroom language tasks and real-life communication demands. Bachman and Palmer (2010) argue that language tasks in classroom assessments may not always reflect the complex and dynamic nature of real-life communication. This mismatch can hinder the authenticity of the assessment and may not fully capture learners' ability to use the language effectively in genuine communicative situations.

Furthermore, the reliance on traditional assessment formats, such as individual oral presentations, can limit the assessment of speaking skills. Cheng and Curtis (2019) suggest that incorporating interactive and collaborative tasks in speaking assessments would better align with the interactive nature of real-life communication. This highlights the need for innovative assessment formats that allow for authentic interaction and collaboration among learners.

Another limitation is the potential bias in assessment practices. Feyera (2020) highlights concerns about the potential biases against disadvantaged students in high-stakes language assessments, including speaking assessments. The assessment tasks and criteria may not adequately account for learners' diverse linguistic and cultural backgrounds, leading to unequal opportunities for success. It is crucial to address these biases and ensure fairness and inclusivity in speaking skill assessment.

Additionally, the assessment of speaking skills often focuses on the product (e.g., fluency, accuracy) rather than the process of communication. Brown (2004) argues that the process-oriented aspects, such as negotiation of meaning, repair strategies, and interactional competence, should also be considered in assessing speaking skills. This calls for a comprehensive approach to speaking assessment that encompasses both the product and process of communication.

Furthermore, the lack of clear guidelines and criteria for assessing speaking skills within the framework of CLT poses a challenge for educators. Cheng and Curtis (2019) emphasize the importance of establishing clear assessment criteria that align with the goals of CLT and provide guidance for both teachers and learners. Developing standardized criteria and assessment rubrics can enhance the reliability and validity of speaking assessments.

Lastly, there is a need for further research on the effectiveness and impact of different assessment approaches within CLT. While performance-based assessment and portfolio assessment have been proposed as suitable alternatives to traditional testing, more empirical studies are needed to investigate their validity, reliability, and practicality in assessing speaking skills (McNamara, 2000). Comparative studies that explore the

strengths and limitations of various assessment methods can contribute to the advancement of speaking skill assessment within CLT.

In conclusion, despite the recognition and implementation of CLT in speaking skill assessment, there are still gaps and limitations that need to be addressed. These include the mismatch between classroom tasks and real-life communication demands, potential biases in assessment practices, the focus on product rather than process, the lack of clear assessment criteria, and the need for further research on alternative assessment approaches. By addressing these gaps and limitations, educators can design more effective and inclusive speaking assessments that align with the principles of CLT and accurately measure learners' communicative competence.

CHAPTER THREE

3. RESEARCH METHODS

This chapter outlines the research methodology employed to investigate the adequacy of speaking skills in the Ethiopian University Entrance Examination. A mixed-methods approach was adopted, incorporating content analysis, interviews with language teachers, and a questionnaire administered to first-year university students. The chapter provides an overview of the research design, participant selection procedures, data collection methods, and ethical considerations.

3.1 Design of the Study:

This research study employed a mixed methods approach to investigate the adequacy of speaking skill assessment questions in the Ethiopian University Entrance Examination (EUEE). By integrating both qualitative and quantitative data collection methods, a comprehensive understanding of students' perceptions and experiences regarding the assessment questions was obtained.

The research design was guided by the conceptual framework proposed by Bachman and Palmer (2010), which emphasizes the importance of alignment between assessment tasks and intended learning outcomes. Drawing upon this framework, the study aimed to assess the extent to which the speaking skill assessment questions in the EUEE effectively measure students' communicative capacity.

To achieve the research objectives, the study were first conducted a thorough review of relevant literature on language assessment, specifically focusing on speaking skill assessment and its alignment with communicative language teaching principles. This literature review will provide a theoretical foundation for the study and ensure the integration of existing knowledge into the research design.

The participants for this study were selected through convenience sampling from three campuses of Addis Ababa University: Arat Kilo, Amst Kilo, and Sidist Kilo. The choice of these campuses is based on their diverse student population and represents a range of

linguistic and cultural backgrounds. The sample size consisted of 50 freshman students, including both males and females, to ensure a comprehensive representation of the target population.

Data were collected through a structured questionnaire, interviews, and content analysis of past speaking assessment questions. The questionnaire included Likert scale questions to gauge participants' perceptions of the speaking skill assessment questions, while open-ended questions allowed for in-depth exploration of their experiences and suggestions for improvement. Interviews with English language teachers provided an opportunity for participants to elaborate on their responses and provided additional insights.

The qualitative data obtained from the interviews and open-ended questionnaire responses analyzed using thematic analysis. This approach, as described by Braun and Clarke (2006), involves identifying patterns, themes, and sub-themes in the data to gain a comprehensive understanding of the participants' perspectives. The quantitative data from the Likert scale questions was analyzed using descriptive statistics, including frequencies, percentages, mean scores, and standard deviations, to summarize the participants' perceptions..

Overall, the design of this study integrates theoretical perspectives from language assessment literature and incorporates a mixed methods approach to provide a holistic understanding of the adequacy of speaking skill assessment questions in the EUEE. By utilizing relevant literature and adopting appropriate research methods, this study aimed to contribute to the enhancement of language assessment practices and the improvement of students' communicative capacity in the Ethiopian higher education context.

3.2 Research setting

This research study was conducted within the context of Ethiopian higher education, specifically focusing on the assessment of speaking skills in the Ethiopian University Entrance Examination (EUEE). The study took place in three campuses of Addis Ababa University: Arat Kilo, Amist Kilo, and Sidist Kilo. These campuses were selected due to their diverse student population and their representation of different linguistic and cultural backgrounds.

Ethiopian higher education institutions have been experiencing a growing demand for English language proficiency among students. English is the medium of instruction in many academic programs, and proficiency in the language is crucial for students' academic success and future career prospects. The EUEE serves as an important assessment tool to evaluate students' language skills, including speaking proficiency, and determine their eligibility for university admission.

In the Ethiopian higher education context, there is limited research specifically addressing the adequacy of speaking skill assessment questions in the EUEE. Therefore, this study aims to fill this gap by examining students' perceptions and experiences regarding the speaking skill assessment questions and providing recommendations for improvement.

By conducting this research in the setting of Addis Ababa University, the study aimed to shed light on the specific challenges and opportunities associated with the assessment of speaking skills in the Ethiopian context. The findings of this study will contribute to the existing literature on language assessment practices and provide valuable insights for policymakers, curriculum developers, and English language teachers.

3.3 Population, Sample, and Sample size

3.3.1 Population:

The population of interest for this study encompasses all freshman students enrolled in Addis Ababa University, a prestigious higher education institution in Ethiopia. As a university with a diverse student body and a wide range of academic programs, Addis Ababa University serves as an ideal setting to investigate the adequacy of speaking skills assessment in the Ethiopian University Entrance Examination (EUEE). Literature supports the notion that the university setting offers a rich context for studying language assessment practices and their impact on student learning outcomes.

According to Dörnyei and Ushioda (2011), universities play a critical role in fostering language development and proficiency among students. The academic environment provides numerous opportunities for students to engage in oral communication, both in

formal classroom settings and informal interactions. Therefore, understanding the adequacy of speaking skills assessment in the EUEE is of utmost importance to ensure that students' communicative capacities are accurately evaluated and their language learning needs are effectively addressed.

3.3.2 Sample:

To capture a comprehensive understanding of the perceptions and experiences of freshman students regarding speaking skills assessment, a sample of 50 participants was selected from three prominent campuses of Addis Ababa University: Arat Kilo, Amst Kilo, and Sidist Kilo. These campuses were chosen to encompass a diverse representation of the student population and to gather insights from different academic disciplines, language backgrounds, and cultural contexts.

The selection of a sample size of 50 participants was based on practical considerations and the available resources for the study. Although a larger sample size may enhance the generalizability of the findings, it is important to acknowledge that the use of convenience sampling in this study may limit the extent to which the findings can be extrapolated to the entire population of freshman students at Addis Ababa University. Nonetheless, convenience sampling is commonly employed in qualitative research to provide in-depth insights into participants' perspectives and experiences (Creswell, 2014).

3.3.3 Sample Techniques:

Convenience sampling, a non-probability sampling technique, was employed in this study to select the participants. The decision to use convenience sampling was primarily driven by practical considerations, including time constraints and limited resources. By approaching freshman students who were easily accessible and available within the selected campuses, the researcher could efficiently gather data within the given timeframe.

While convenience sampling may introduce a degree of sampling bias, it is worth noting that qualitative studies often prioritize understanding participants' subjective experiences and perspectives rather than achieving statistical representativeness (Palinkas et al.,

2015). By selecting participants from different campuses, the study aimed to capture a diverse range of voices and perspectives, which can contribute to a comprehensive exploration of the adequacy of speaking skills assessment in the EUEE within the context of Addis Ababa University.

In summary, the selection of a sample of 50 freshman students from three campuses of Addis Ababa University using convenience sampling offers an opportunity to gain valuable insights into the perceptions and experiences of students regarding speaking skills assessment in the EUEE. While the findings may not be generalizable to the entire population, they provide rich qualitative data that can inform understanding and generate recommendations to improve the assessment practices in the context of language proficiency evaluation.

3.4 Data Gathering Instruments

3.4.1 Documents

In this study, one of the data gathering instruments utilized was the collection of documents containing past speaking skills assessment questions from the Ethiopian University Entrance Examination (EUEE). These documents served as valuable sources of information to examine the adequacy of the speaking skills assessment in the EUEE over time and identify any potential patterns or trends in the types of questions asked.

By analyzing the past speaking skills assessment questions, the researcher aimed to gain insights into the content, structure, and alignment of the assessment with the intended learning outcomes and the communicative demands of academic contexts. This examination of the documents allowed for a comprehensive understanding of the assessment criteria and the extent to which they reflect the speaking skills required for successful university-level communication.

The inclusion of document analysis as a data gathering instrument is supported by existing literature on language assessment. Brown (2004) emphasizes the importance of analyzing assessment materials to ensure validity and reliability. By critically examining the past speaking skills assessment questions, the researcher could assess the extent to

which they align with established language assessment principles and theoretical frameworks.

In summary, the use of documents containing past speaking skills assessment questions as a data gathering instrument in this study offers a valuable source of information for examining the adequacy of the speaking skills assessment in the EUEE. By analyzing these documents, the study gain insights into the content, structure, and alignment of the assessment. This approach aligns with established practices in language assessment research and contributes to a comprehensive understanding of the research topic.

3.4.2 Questionnaire

The questionnaire was another key data gathering instrument employed in this study to explore the perceptions and opinions of participants regarding the adequacy of the speaking skills assessment in the Ethiopian University Entrance Examination (EUEE). The questionnaire consisted of a series of structured questions designed to elicit specific information related to the research objectives.

The questionnaire items were carefully crafted to capture participants' views on various aspects of the speaking skills assessment, such as the effectiveness of the assessment questions, the representation of their actual speaking skills, the use of different communication strategies, and the appropriateness of the weighting of the speaking skill assessment in the overall language proficiency assessment. The Likert scale was used to measure participants' responses, allowing for quantitative analysis and comparison of data.

The utilization of a questionnaire as a data gathering instrument in language assessment research is widely recognized and supported by the literature. Researchers such as Bachman and Palmer (2010) highlight the value of questionnaires in assessing learners' perceptions and attitudes towards language assessment practices. The questionnaire provided an opportunity for participants to express their perspectives, providing valuable insights into their experiences and beliefs regarding the speaking skills assessment.

To ensure the reliability and validity of the questionnaire, several steps were taken. The questionnaire was piloted with a small group of participants to assess its clarity,

comprehensibility, and relevance. Based on the feedback received, necessary revisions and modifications were made to improve the questionnaire's effectiveness.

3.4.3 Interview

In addition to the questionnaire, interviews were conducted as a data gathering instrument to delve deeper into the participants' perspectives and experiences regarding the adequacy of the speaking skills assessment in the Ethiopian University Entrance Examination (EUEE). The interviews provided an opportunity for participants to express their thoughts, provide detailed explanations, and share personal insights related to the research topic.

The interviews were semi-structured, allowing for a flexible yet focused exploration of participants' views. A set of predetermined questions and prompts were prepared to guide the interviews, ensuring consistency across participants while also allowing for spontaneous discussions and the emergence of new themes. The interviews were conducted in a face-to-face format, enabling the researcher to establish rapport, observe non-verbal cues, and engage in interactive dialogue.

The use of interviews in language assessment research has been widely acknowledged for their ability to provide rich, in-depth data and capture participants' subjective experiences. According to Cohen et al. (2011), interviews offer an opportunity to uncover participants' underlying beliefs, attitudes, and motivations, which may not be fully captured by quantitative measures alone. By engaging participants in open-ended conversations, the interviews provided a deeper understanding of their perceptions of the speaking skills assessment.

The participants for the interviews were purposively selected from the sample pool to ensure a diverse range of perspectives and experiences. The selection criteria included factors such as grade level of teaching and place of teaching, whether it is state-owned or government school. Seven teachers from state-owned and three teachers from private schools were selected for the interview.

To ensure the reliability and validity of the interview data, various measures were implemented. The interviews were audio-recorded with participants' consent to ensure

accurate capturing of responses. Detailed notes and reflective memos were taken during and after each interview to record important observations, contextual information, and researcher reflections. Additionally, an interview protocol was developed to maintain consistency in questioning and to ensure that all relevant topics were addressed across participants.

By combining the questionnaire data with the interview data, a more comprehensive and nuanced understanding of the participants' perspectives on the adequacy of the speaking skills assessment was obtained. The interviews provided valuable insights into participants' lived experiences, allowing for a deeper exploration of their thoughts, emotions, and personal anecdotes related to the research topic.

In conclusion, the interviews served as a vital data gathering instrument in this study, complementing the questionnaire data by providing in-depth and qualitative insights into participants' perceptions of the speaking skills assessment in the EUEE. The semi-structured nature of the interviews allowed for flexible and interactive discussions, facilitating the exploration of participants' subjective experiences. The purposive sampling technique ensured a diverse range of participants, while measures to enhance reliability and validity were implemented throughout the data collection process.

3.5 Data Gathering Instrument Development

The development of effective data gathering instruments is crucial to ensure the collection of reliable and valid data that addresses the research objectives. In this study, two main data gathering instruments were employed: a questionnaire and interviews. This section focuses on the development of these instruments, highlighting the steps taken to ensure their appropriateness and effectiveness.

3.5.1 Questionnaire Development:

The questionnaire was designed to gather quantitative and quantitative data on participants' perceptions of the adequacy of the speaking skills assessment in the Ethiopian University Entrance Examination (EUEE). The development process involved several key steps:

Defining the Research Objectives: The research objectives and specific research questions guided the design of the questionnaire. The key constructs and variables of interest were identified to ensure that the questionnaire effectively captured the relevant information.

Literature Review: A comprehensive review of existing literature on language assessment, speaking skills evaluation, and entrance examinations was conducted. This literature review helped to identify established measurement scales, validated instruments, and relevant theoretical frameworks that informed the design of the questionnaire.

Question Design: The questionnaire consisted of both closed-ended and Likert scale questions. Closed-ended questions allowed for easy categorization and quantification of responses, while the Likert scale questions measured participants' agreement or disagreement on a **specific statement**. The wording of the questions was carefully crafted to ensure clarity and avoid ambiguity.

Pilot Testing: A pilot study was conducted with a small group of participants to test the questionnaire's clarity, comprehensibility, and effectiveness. Feedback from the pilot study was used to refine and improve the questionnaire, ensuring that it captured the intended information and was suitable for the target population.

3.5.2 Interview Development:

The semi-structured interviews aimed to gather qualitative data to gain a deeper understanding of participants' perspectives and experiences regarding the speaking skills assessment in the EUEE. The development of the interview protocol involved the following steps:

Research Objectives and Questions: The research objectives and specific research questions guided the development of the interview protocol. The questions were designed to elicit detailed responses, encourage participants to reflect on their experiences, and provide rich qualitative data.

Literature Review: A thorough review of literature on qualitative research methods, interview techniques, and language assessment interviews was conducted. This review informed the selection of appropriate interview questions, probing techniques, and strategies to establish rapport with participants.

Ethical Considerations: Ethical guidelines were followed to ensure participant confidentiality, informed consent, and the ethical treatment of sensitive information. The interview protocol included introductory statements explaining the purpose of the study, the voluntary nature of participation, and the confidentiality of responses.

Pilot Interviews: Pilot interviews were conducted with a small group of participants to test the interview questions, sequence, and flow. The pilot interviews allowed for adjustments to be made to the interview protocol, ensuring that the questions were clear, relevant, and elicited the desired information.

3.6 Reliability and Validity

To address the validity of the data gathering instruments, several strategies were implemented. Content validity was ensured through a comprehensive literature review and consultation with experts, which helped to ensure that the questionnaire and interview questions captured all relevant aspects of the construct under study. Face validity was evaluated through pilot testing, whereby the questionnaire and interview questions were administered to a small group of participants to assess their perceived relevance and clarity. This pilot testing phase allowed for the identification and refinement of any ambiguous or confusing items.

3.7 Pilot Study

A pilot study, also known as a pretest or feasibility study, is a valuable step in the research process that allows researchers to assess and refine their research instruments and procedures before conducting the main study (Hair et al., 2019). It serves as a critical quality control measure to ensure the reliability and validity of the data collection process.

In this particular study, a pilot study was conducted prior to the main data collection to assess the feasibility and effectiveness of the research instruments and procedures. The pilot study involved a small sample of participants who were similar to the target population. The purpose of the pilot study was to identify any potential issues or challenges in the data gathering process and to make necessary adjustments to the research instruments.

During the pilot study, the research instruments, including the questionnaire and interview guide, were administered to a select group of participants. The participants' responses and feedback were carefully analyzed to evaluate the clarity, comprehensibility, and relevance of the questions. This analysis helped identify any ambiguities or confusion in the wording of the items and provided insights into the overall quality and effectiveness of the instruments.

The findings from the pilot study played a crucial role in refining and improving the research instruments. Based on the feedback received, necessary modifications were made to enhance the clarity and precision of the questions. This process ensured that the final versions of the questionnaire and interview guide were reliable, valid, and effectively captured the desired information.

3.8 Data Analysis Technique and Procedure

The data analysis technique and procedure employed in this study played a crucial role in examining and interpreting the collected data. A combination of qualitative and quantitative approaches was used to gain a comprehensive understanding of the research topic and address the research questions.

For the qualitative data analysis, a content analysis approach was adopted. Content analysis involves systematically coding, categorizing, and organizing the qualitative data to identify patterns, themes, and emerging insights (Elo & Kyngäs, 2008). The open-ended responses from the questionnaire and interviews were transcribed and carefully reviewed to extract meaningful information. Codes and categories were developed based on recurring ideas, concepts, or themes related to the adequacy of speaking skills in the entrance examination.

The following are the process how the open ended questions analyzed: 1. Open-ended question: Participants were asked an open-ended question regarding their perception of the representation.

2. Initial coding: The responses were initially coded based on the participants' statements or descriptions. For example, a response stating, "The representation does not reflect my experiences accurately" was coded as "Does not represent me."

3. Review and refinement: The initial codes were reviewed to identify common themes or patterns within the responses. This involved carefully reading and analyzing the participants' statements to ensure accurate categorization.

4. Creation of categories: Based on the identified themes, categories were created to represent distinct perceptions. For example, the categories "Does not represent me," "Not sure," "More or less," and "Represents me" were established.

5. Recoding and categorization: The initially coded responses were then recoded into the newly created categories. Each response was carefully assessed to determine which category best represented the participant's perception.

6. Frequency calculation: The number of responses falling into each category was counted to determine the frequency. These frequencies were used to generate the "Frequency" column in Table 4.2.

7. Percentage calculation: The percentages were calculated by dividing the frequency of each category by the total number of responses and multiplying by 100.

The quantitative data obtained from the Likert scale questions in the questionnaire were analyzed descriptively. Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated to summarize the participants' responses. These statistical measures provided an overview of the distribution and central tendencies of the quantitative data, enabling the researcher identify trends and patterns in participants' perceptions.

3.9 Ethical Considerations

Ethical considerations are of utmost importance in any research study involving human participants. This study on the adequacy of speaking skills in the entrance examination adhered to ethical principles to ensure the protection of participants' rights, confidentiality, and informed consent.

Informed consent was obtained from all participants before their involvement in the study. Participants were provided with a clear explanation of the study's purpose, procedures, potential risks and benefits, and their right to withdraw at any time without penalty. They were assured of the confidentiality and anonymity of their responses, and their consent was documented in writing.

The privacy and confidentiality of participants' information were strictly maintained throughout the research process. Any personal identifiers were removed or anonymized to ensure that participants could not be individually identified in the reporting or dissemination of the findings. Data storage and management followed secure protocols to protect the confidentiality of participants' responses.

Participants' voluntary participation and their right to withdraw from the study at any stage were respected. They were assured that their decision to participate or withdraw would have no negative consequences for them.

Moreover, the research was conducted with integrity and honesty, ensuring the accuracy and transparency of the findings. The researchers adhered to professional codes of conduct and avoided any conflicts of interest that could compromise the objectivity and integrity of the study.

In summary, this study followed ethical guidelines and principles to protect the rights, confidentiality, and well-being of the participants. The research obtained informed consent, ensured confidentiality, maintained privacy, and respected participants' voluntary participation. Adhering to ethical considerations strengthens the trustworthiness and ethical integrity of the study and contributes to the ethical conduct of research.

4. CHAPTER FOUR

RUSULTS AND DISCUSSION

This chapter presents the discussion and analysis of the findings obtained from the research study on the adequacy of speaking skills in the Ethiopian University Entrance Examination. It examines the perceptions and experiences of participants, including students, language teachers, and experts. Through a comprehensive analysis of qualitative and quantitative data, the strengths and limitations of the current speaking skill assessment questions are explored. The chapter offers valuable insights into the research findings and provides recommendations for improving the measurement of students' speaking abilities in the examination.

4.1. Introduction

The purpose of this study is to investigate the adequacy of the speaking skill assessment questions in the Ethiopian University Entrance Examination (EUEE) in projecting the communicative capacity of students. The speaking skill assessment questions are an essential component of the examination, as they aim to evaluate students' ability to communicate effectively in spoken English.

The assessment of speaking skill is utmost importance as it reflects students' ability to express their thoughts, ideas, and opinions in a coherent and meaningful manner. It is essential that the assessment questions used in the EUEE accurately measure students' communicative capacity and provide a fair evaluation of their speaking skills.

To address this research objective, a questionnaire was designed to gather students' perspectives on the adequacy of the speaking skill assessment questions in the EUEE. The questionnaire included Likert scale questions to gauge students' agreements and disagreement with statements related to the effectiveness, appropriateness, fairness, satisfaction, and representation of the assessment questions. Additionally, open-ended questions were included to allow students provide more detailed feedback and suggestions.

In this analysis, I examined the responses from a sample of 50 freshman students from three students. The data collected were analyzed using descriptive statistics, including measures such as mean, median, mode, standard deviation, and range, to provide comprehensive understanding of the students' perceptions and attitudes towards the speaking skill assessment questions.

Table 4.1 Analysis of evaluation and effectiveness in the EUEE speaking assessment

Study Variables	Mean	Median	Mode	Std. Dev.
How well do the EUEE speaking skill assessment question represent your actual speaking skill?	1.8200	2.0000	1.00	.80026
What do you think about the communicative skill questions in the EUEE?	2.30	2.00	3	1.015
How well do you feel the speaking assessment in the EUEE measure your ability to use vocabulary and grammar?	3.12	4.00	4	.810
In your opinion what type of speaking tasks should be included in the EUEE?	3.14	3.50	4	1.050

The evaluation and effectiveness of the speaking assessment in the Ethiopian University Entrance Examination (EUEE) were examined through the analysis of participants' responses to specific variables. The findings are presented in Table X, which displays the mean, median, mode, and standard deviation for each variable.

Regarding the representation of actual speaking skills, participants reported a mean score of 1.82, indicating a relatively low perception of how well the EUEE speaking skill

assessment questions represent their actual speaking abilities. The median score of 2.00 and mode score of 1.00 further support this finding, suggesting that a majority of participants felt that the questions inadequately captured their true speaking skills. The standard deviation of 0.80026 indicates a relatively low level of variability among the responses, indicating a general consensus among the participants.

In terms of participants' opinions about the communicative skill questions in the EUEE, the mean score was 2.30. The median score of 2.00 and mode score of 3 indicate a mixed perception among the participants, with some expressing neutral or slightly positive views about the questions. The standard deviation of 1.015 suggests a moderate level of variability in the responses, indicating differing opinions among the participants.

Regarding the measurement of vocabulary and grammar skills through the speaking assessment, participants reported a mean score of 3.12. The median score of 4.00 and mode score of 4 indicate a relatively positive perception among the participants, suggesting that they felt the assessment adequately measured their ability to use vocabulary and grammar. The standard deviation of 0.810 indicates a moderate level of variability in the responses, highlighting some diversity in opinions.

Participants' opinions on the types of speaking tasks that should be included in the EUEE revealed a mean score of 3.14. The median score of 3.50 and mode score of 4 indicate a generally positive perception among the participants, suggesting that they had specific preferences for certain types of speaking tasks. The standard deviation of 1.050 indicates a moderate level of variability in the responses, indicating some variation in participants' opinions on this matter.

Overall, the analysis of the evaluation and effectiveness of the EUEE speaking assessment indicates a need for improvement in the representation of actual speaking skills and a diverse range of speaking tasks. While participants expressed mixed opinions about the communicative skill questions, they generally felt that the assessment effectively measured their vocabulary and grammar skills. These findings provide valuable insights for the revision and enhancement of the speaking assessment in the EUEE.

Table 4.2 Representation of participants perception

Representation		
Variable	Frequency	Percent
Does not rep. me	14	28.0
Not sure	13	26.0
More or less	17	34.0
Rep. me	6	12.0
Total	50	100.0

The table presents the distribution of responses regarding the representation of participants' speaking skills in the Ethiopian University Entrance Examination (EUEE) speaking assessment.

Out of the 50 participants, 28.0% (14 participants) stated that the assessment questions did not represent their actual speaking skills. This suggests a significant portion of participants felt that the assessment failed to accurately reflect their abilities in speaking.

26.0% (13 participants) indicated that they were unsure or had mixed opinions about the representation of their speaking skills in the assessment. This implies a level of ambiguity or uncertainty regarding how well the assessment questions aligned with their actual abilities.

34.0% (17 participants) reported that the assessment questions represented their speaking skills to some extent, but not entirely. This suggests a moderate level of alignment between the assessment and their actual speaking abilities, with room for improvement.

12.0% (6 participants) believed that the assessment questions accurately represented their speaking skills. This indicates a relatively small number of participants who felt that the assessment effectively captured their speaking abilities.

In summary, the table reveals diverse perspectives among participants regarding the representation of their speaking skills in the EUEE speaking assessment. While a considerable number expressed concerns or uncertainty, there were also participants who felt that the assessment partially represented their skills. These findings highlight the

need for revising the assessment questions to enhance their alignment with students' actual speaking abilities and improve the overall validity of the assessment.

Table 4.3 Participants assessment of speaking skills presentation

Presentation		
Variable	Frequency	Percent
Not very well	21	42.0
Well	17	34.0
Very well	12	24.0
Total	50	100.0

The table presents the distribution of responses regarding the representation of participants' speaking skills in the Ethiopian University Entrance Examination (EUEE) speaking assessment.

42.0% (21 participants) reported that the assessment questions represented their speaking skills "Not very well." This indicates that a significant portion of participants felt that the assessment did not accurately or adequately capture their speaking abilities.

34.0% (17 participants) stated that the assessment represented their speaking skills "Well." This suggests that a considerable number of participants believed that the assessment reasonably reflected their speaking abilities, although there may be room for improvement.

24.0% (12 participants) indicated that the assessment represented their speaking skills "Very well." This implies that a smaller but still notable proportion of participants felt that the assessment accurately captured their speaking abilities, suggesting a high level of alignment.

In summary, the table demonstrates varying perspectives among participants regarding the representation of their speaking skills in the EUEE speaking assessment. While a significant number expressed that the assessment did not represent their skills well, there

were also participants who believed it represented their skills either "Well" or "Very well." These findings emphasize the need to further investigate and address the concerns raised by participants to improve the accuracy and fairness of the speaking assessment in the EUEE.

Table 4.4 Participants assessment of vocabulary and grammar

Vocabulary and Grammar		
Variable	Frequency	Percent
Not at all	2	4.0
More or less	4	8.0
Well	15	30.0
Very well	29	58.0
Total	50	100.0

The table presents the distribution of responses regarding the assessment of participants' ability to use vocabulary and grammar in the Ethiopian University Entrance Examination (EUEE) speaking assessment.

4.0% (2 participants) indicated that the assessment measured their ability to use vocabulary and grammar "Not at all." This suggests that a small number of participants felt that the assessment did not adequately assess their vocabulary and grammar skills.

8.0% (4 participants) stated that the assessment measured their ability to use vocabulary and grammar "More or less." This implies that a few participants had mixed views or were uncertain about the extent to which the assessment accurately captured their vocabulary and grammar skills.

30.0% (15 participants) reported that the assessment measured their ability to use vocabulary and grammar "Well." This indicates that a significant portion of participants believed that the assessment reasonably assessed their vocabulary and grammar skills, although there may still be room for improvement.

58.0% (29 participants) indicated that the assessment measured their ability to use vocabulary and grammar "Very well." This implies that a majority of participants felt that the assessment accurately measured their vocabulary and grammar skills, suggesting a high level of alignment.

In summary, the table demonstrates varying perceptions among participants regarding the adequacy of the EUEE speaking assessment in measuring their ability to use vocabulary and grammar. While the majority of participants felt that the assessment measured their skills either "Well" or "Very well," there were also participants who expressed that the assessment measured their skills "Not at all" or "More or less." These findings emphasize the importance of considering participant feedback and addressing any shortcomings to enhance the assessment's effectiveness in evaluating vocabulary and grammar proficiency in the EUEE.

Table 4.5 Participants preferred speaking tasks in the assessment

Speaking Tasks		
Variable	Frequency	Percent
Verbal speaking test	6	12.0
Excerpts from TV/ Radio	6	12.0
Dialogue writing	13	26.0
Extended dialogue	25	50.0
Total	100	100.0

The table displays the distribution of responses regarding the types of speaking tasks that participants believe should be included in the Ethiopian University Entrance Examination (EUEE).

12.0% (6 participants) suggested that a "Verbal speaking test" should be included as a speaking task in the EUEE. This indicates that a small portion of participants felt that a direct verbal assessment would be an appropriate and effective way to evaluate speaking skills. 12.0% (6 participants) recommended including "Excerpts from TV/Radio" as a speaking task. This implies that some participants believed that incorporating real-life

audio or video materials in the assessment would provide a realistic and practical context for assessing speaking abilities.

26.0% (13 participants) expressed that "Dialogue writing" should be included as a speaking task. This suggests that a significant portion of participants considered written dialogues as a valuable means of evaluating speaking skills, possibly assessing participants' ability to construct and convey spoken language through writing.

50.0% (25 participants) suggested including "Extended dialogue" as a speaking task. This indicates that a majority of participants favored a task that involved engaging in longer, more in-depth conversations or dialogues, possibly allowing for a more comprehensive evaluation of speaking skills.

In summary, the table highlights the diverse opinions among participants regarding the types of speaking tasks that should be included in the EUEE. The suggestions ranged from verbal speaking tests to incorporating real-life audio or video materials, as well as written dialogues and extended dialogues. These findings underscore the importance of considering various task formats and designing assessments that encompass a range of speaking skills, including spontaneous conversation, listening comprehension, and written expression, to provide a comprehensive evaluation of students' speaking abilities in the EUEE.

Table 4.6 Analysis of Test-takers satisfaction on the EUEE speaking assessment

Study Variables	Mean	Median	Mode	Std. Dev.
Do you think the speaking assessment questions are up to your expectation?	50	2.2000	2.000	.78246
The speaking skill assessment questions measure a wide range of speaking skill	50	2.9200	3.000	.92229

The table presents the descriptive statistics for two variables related to the participants' perceptions of the speaking assessment questions in the study.

1. "Do you think the speaking assessment questions are up to your expectation?"

- Mean: 2.2000
- Median: 2.0000
- Mode: No mode
- Standard Deviation: 0.78246

The mean score of 2.2000 suggests that, on average, participants rated the speaking assessment questions slightly above the midpoint of the scale. This indicates that the participants' overall perception of the speaking assessment questions was slightly positive, but not significantly high. The median of 2.0000 indicates that the middle value of the responses falls exactly on the rating of 2, which signifies that a considerable number of participants rated the questions similarly. The lack of a mode suggests that no specific rating occurred most frequently among the participants. The standard deviation of 0.78246 indicates that the responses were somewhat dispersed, implying that there was some variation in the participants' ratings.

2. "The speaking skill assessment questions measure a wide range of speaking skill"

- Mean: 2.9200
- Median: 3.0000
- Mode: No mode
- Standard Deviation: 0.92229

The mean score of 2.9200 indicates that, on average, participants rated the extent to which the speaking skill assessment questions measure a wide range of speaking skills slightly below the midpoint of the scale. This suggests that participants had a slightly negative perception or felt that the questions did not adequately capture a wide range of

speaking skills. The median of 3.0000 indicates that the middle value of the responses falls exactly on the rating of 3, suggesting that a significant number of participants rated the questions similarly. Similar to the previous variable, there is no mode, indicating that no specific rating occurred most frequently. The standard deviation of 0.92229 suggests that the responses were moderately dispersed, indicating some variability in the participants' ratings.

In summary, the participants' ratings of the speaking assessment questions in terms of meeting their expectations were slightly above the midpoint of the scale, while their perceptions of the questions' ability to measure a wide range of speaking skills were slightly below the midpoint. These findings suggest that there is room for improvement in the speaking assessment questions in terms of meeting participants' expectations and capturing a diverse range of speaking skills.

Table 4.7 Assessment effectiveness of speaking skill in the EUEE

Study Variables	Mean	Median	Mode	Std. Dev.
Overall, I believe the speaking skill assessment questions in EUEE are an effective way of measuring communicative capacity.	2.1000	2.00002	2.00	1.11117
The speaking skill assessment questions in the EUEE are appropriately weighted in the overall assessment of students' language proficiency.	2.3800	2.0000	2.00	1.04764
The speaking skill assessment questions in the EUEE encourage us to use different strategies to communicate our ideas.	1.9400	2.0000	2.00	.93481

The analysis of the data reveals interesting insights into the perception of the speaking skill assessment questions in the EUEE. Participants provided their feedback on various aspects of the assessment, including effectiveness, weighting, and encouragement of different strategies.

Regarding the effectiveness of the assessment questions, the findings indicate a moderate perception, with a mean score of 2.1. This suggests that participants have varying opinions on the extent to which the questions effectively measure their communicative capacity. The mode score of 2.0, which was the most frequently chosen response, indicates a tendency towards perceiving the questions as somewhat effective. However, the standard deviation of 1.11 suggests a moderate level of dispersion in responses, indicating diverse perspectives on the effectiveness of the assessment questions.

In terms of the weighting and representation of the speaking skill assessment questions, participants expressed a moderate perception of appropriateness, as evidenced by a mean score of 2.38. The median score of 2.0 suggests a neutral perception, indicating an even distribution of responses around the midpoint. The mode score of 2.0 further supports this perception, indicating that it was the most frequently chosen response. However, the standard deviation of 1.05 indicates a moderate level of dispersion in responses, suggesting varying opinions regarding the weighting and representation of the assessment questions.

Furthermore, the analysis reveals a relatively low perception of the assessment questions encouraging the use of different strategies to communicate ideas, with a mean score of 1.94. The median score of 2.0 suggests a relatively even distribution of responses around the midpoint, indicating a neutral perception. The mode score of 2.0 suggests that it was the most frequently chosen response, but with a considerable number of participants perceiving a lack of encouragement for diverse strategies. The standard deviation of 0.93 indicates a moderate level of dispersion in responses, highlighting varying perceptions regarding the promotion of different communication strategies.

In summary, the findings point to a moderate perception of the effectiveness of the speaking skill assessment questions, mixed opinions on their weighting and

representation, and a relatively low perception of encouragement for diverse strategies. These insights highlight the need for further examination and potential improvement in these areas to better align the assessment questions with the expectations and perceptions of the participants.

4.3 Content and Interview Analysis

4.3.1 Content Analysis

Language assessment plays a crucial role in evaluating learners' language proficiency and their ability to effectively communicate in real-life contexts. In designing language assessments, considerations such as authenticity, linguistic complexity, and interactive communication are vital for ensuring validity and reliability. Bachman and Palmer (1996) emphasize the importance of authenticity in language testing, highlighting the need to create assessments that reflect real-life language use. Shohamy (2001) further discusses the power of tests and offers a critical perspective on their uses. Addressing linguistic complexity, Norris and Ortega (2009) explore the notion of complexity in second language acquisition, emphasizing its relevance in assessing learners' language abilities. Similarly, Robinson (2007) delves into the criteria for complexity, accuracy, and fluency, shedding light on the importance of measuring these dimensions in language assessments. When it comes to interactive communication, Seedhouse (2004) examines the interactional architecture of the language classroom, emphasizing the significance of understanding communication patterns and dynamics. Pica and Doughty (2016) advocate for an interactional approach to classroom discourse, highlighting the role of interaction in language learning and assessment. These sources collectively emphasize the significance of authenticity, linguistic complexity, and interactive communication in designing effective language assessments that accurately evaluate learners' language proficiency and their ability to engage in authentic communicative tasks.

The speaking questions in the EUEE were analyzed to assess their adequacy for evaluating students' communicative capacity. The analysis revealed several shortcomings related to the authenticity and format of the questions.

Authenticity: The analysis highlighted a significant concern regarding the authenticity of the speaking questions in the EUEE. Many of the questions consisted of short dialogues with multiple-choice options, which often led to inauthentic communication scenarios. This format limited students' ability to engage in spontaneous and meaningful conversation. In order to better assess students' real-life communicative skills, it is crucial to incorporate more authentic tasks that reflect genuine communication situations and require open-ended responses.

Linguistic Complexity: Another notable finding was the limited linguistic complexity of the speaking questions. The questions predominantly focused on basic vocabulary, grammar structures, and sentence-level communication. This restricted students from showcasing their ability to use more advanced language features, such as complex sentence structures, varied vocabulary, and idiomatic expressions. Enhancing the linguistic complexity of the questions would provide a more comprehensive evaluation of students' language proficiency and their capacity to express themselves effectively in a range of contexts.

Interactive Communication: The analysis revealed a lack of emphasis on interactive communication in the speaking questions. The majority of the questions followed a pattern where students were simply required to select the correct response from the given options, without actively engaging in meaningful interaction. This approach missed an opportunity to assess students' ability to engage in back-and-forth communication, negotiate meaning, and demonstrate effective listening and response skills. It is important to include tasks that encourage interactive communication, such as role-plays or discussions, to better evaluate students' communicative competence.

Improving the Speaking Questions: Based on the analysis, it is evident that there is a need for improvement in the design and format of the speaking questions in the EUEE. It is recommended to revamp the questions by incorporating more authentic and open-ended tasks that promote spontaneous and meaningful communication. Additionally, increasing the linguistic complexity of the questions and focusing on interactive communication would provide a more accurate assessment of students' communicative capacity.

By addressing these shortcomings and enhancing the authenticity, linguistic complexity, and interactive nature of the speaking questions, the EUEE can better evaluate students' communicative abilities and ensure that the assessment aligns with the intended learning outcomes. Analyzing the three sample questions provided, we can delve into a deep and sound analysis from the perspectives of authenticity, limited interaction, inadequate linguistic complexity, and the multiple-choice format.

Example 1

Bontu:

Chaltu: Sorry, I am not going to the post office.

Mother: It is hot inside...

Question: What are you going to do after class?

Authenticity: The context of Bontu's statement is missing, making it difficult to determine the authenticity of the question. However, the response from Chaltu suggests a conversation about not going to the post office, which can be seen as authentic.

Limited Interaction: The question does not foster significant interaction as it is a straightforward query with no indication of a follow-up or exchange of ideas between the speakers.

Inadequate Linguistic Complexity: The question demonstrates limited linguistic complexity, employing simple sentence structure and common vocabulary. It lacks more advanced grammatical structures or specialized vocabulary that would challenge students' language skills.

Format (Multiple-choice): The question is presented in a multiple-choice format, offering various response options. This format allows for easy assessment and quick identification of the correct answer.

Example 2

Mother: It is hot inside.....

Daughter: Sure. Which one do you want me to open?

Authenticity: The dialogue between the mother and daughter reflects a realistic situation where someone offers to open a window to alleviate the heat. The question maintains authenticity in this context.

Limited Interaction: The question does not provide significant opportunities for interaction. It is a closed-ended query, prompting a simple response without engaging in a more extensive conversation or exchange of ideas.

Inadequate Linguistic Complexity: The linguistic complexity of the question is relatively low, utilizing basic grammatical structures and vocabulary. It lacks more intricate language elements, such as complex sentence structures or nuanced vocabulary.

Format (Multiple-choice): The question is presented in a multiple-choice format, offering response options to select from. This format simplifies the assessment process and provides clear choices for students to consider.

Example 3

Nina:

Markos: That is because they never stop criticizing me.

Authenticity: The missing part of Nina's statement makes it challenging to establish the authenticity of the question fully. However, Markos's response suggests a conversation about being criticized, which can be seen as authentic in certain contexts.

Limited Interaction: The question does not encourage substantial interaction. It is a closed-ended query seeking a specific reason, not leaving much room for extended conversation or exploration of different perspectives.

Inadequate Linguistic Complexity: The question exhibits moderate linguistic complexity, incorporating more varied sentence structures and vocabulary compared to the previous questions. However, it still lacks higher-level linguistic elements that would challenge students' language proficiency further.

Format (Multiple-choice): The question is presented in a multiple-choice format, providing response options for students to choose from. This format allows for concise and straightforward assessment.

In conclusion, the analysis of the three sample questions reveals varying degrees of authenticity, limited interaction, inadequate linguistic complexity, and the utilization of a multiple-choice format. While some questions capture authentic communication scenarios, the limited interaction restricts the depth of communication. The questions generally lack higher-level linguistic complexity, potentially hindering students' language development. The multiple-choice format facilitates efficient assessment but may limit open-ended communication. Enhancements in authenticity, increased interactive elements, and higher linguistic complexity could lead to more robust language assessment.

4.3.2 Interview with teachers

The interview presents insights and perspectives of ten English language teachers who represent both private and government schools. These teachers bring a wealth of experience and expertise in teaching English as a second language, and their valuable input sheds light on various aspects of the English Language Proficiency Exam (EUEE). Through their diverse backgrounds and teaching contexts, they offer unique perspectives on the assessment and its impact on students' language development. Their collective knowledge and dedication to fostering effective language skills make their opinions and observations invaluable in understanding the challenges and opportunities associated with the EUEE.

During the interview, we had the opportunity to hear from ten English language teachers about their perspectives on the EUEE and how they prepare their students for the speaking component. Each teacher shared their 1. Emphasizing Authentic Communication:

- Teachers highlighted the importance of creating a supportive and inclusive environment where students feel comfortable expressing themselves in English.

- They emphasized engaging students in interactive activities such as group discussions and role-plays to foster authentic communication.
2. Linguistic Complexity and Grammar:
- Teachers stressed the significance of linguistic complexity in preparing students for the EUEE speaking component.
 - They mentioned designing speaking tasks that require the use of a wide range of vocabulary and complex sentence structures.
 - Improving grammatical accuracy was also identified as a priority.
3. Pronunciation and Intonation:
- Teachers acknowledged the crucial role of pronunciation and intonation in overall speaking fluency.
 - Some mentioned providing explicit instruction and practice in these areas to enhance students' speaking skills.
4. Authentic Tasks and Resources:
- Teachers highlighted the effectiveness of incorporating authentic speaking tasks such as debates and presentations.
 - They mentioned using multimedia resources like videos and audio clips to expose students to different accents and speaking styles.
5. Continuous Assessment and Feedback:
- Teachers emphasized the importance of continuous assessment and feedback to help students monitor their progress and identify areas for improvement.
 - They mentioned conducting practice speaking tests aligned with the EUEE format and providing detailed feedback.
 - Encouraging self-assessment and reflection exercises was also mentioned.
6. Task-Based Learning:

- Some teachers mentioned adopting a task-based learning approach, where students engage in meaningful and purposeful speaking activities that require problem-solving and collaboration.

7. Integration of Academic Language:

- Teachers emphasized integrating academic vocabulary and language functions commonly found in the EUEE speaking tasks into their teaching.
- They mentioned using structured dialogues and role-plays to gradually increase linguistic complexity.

8. Individualized Support:

- Teachers mentioned providing individualized support to address specific areas where students need additional practice or support.
- They offered personalized instruction, tailored speaking tasks, and one-on-one feedback to help students reach their full potential.

9. Development of Critical Thinking and Communication Skills:

- Teachers emphasized the importance of developing critical thinking and communication skills for the EUEE speaking component.
- They mentioned incorporating thought-provoking discussion topics and debates to foster persuasive speaking and logical reasoning.

10. Integration of Technology:

- Some teachers highlighted the use of technology to enhance students' speaking skills, such as virtual discussions, video recordings for self-reflection, and speech recognition tools for immediate feedback.

These themes represent the various perspectives and strategies shared by the teachers regarding the EUEE speaking component and its assessment.

insights and strategies, providing a diverse range of perspectives.

The teachers were asked a series of questions to elicit their perspectives and strategies regarding the EUEE speaking component. The questions focused on areas such as the assessment's authenticity, format, linguistic complexity, and interactive communication. Each teacher's response provided valuable insights and strategies related to their specific teaching approaches and experiences.

By gathering these diverse perspectives, it is evident that the English language teachers approach the EUEE speaking component with a variety of strategies tailored to their students' needs. The teachers recognize the importance of creating an authentic and supportive learning environment, integrating linguistic complexity, providing continuous assessment and feedback, and fostering critical thinking and communication skills. Additionally, they acknowledge the potential of technology in enhancing speaking skills. These insights contribute to a deeper understanding of how teachers prepare students for the EUEE and provide valuable considerations for improving the assessment and supporting students' language development.

5.CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides a summary, conclusion, and recommendations based on the findings and analysis presented in the preceding chapters. It offers a concise overview of the key findings, highlighting the main insights regarding the adequacy of speaking skills in the Ethiopian University Entrance Examination. The chapter then draws conclusions based on the research study, reflecting on the effectiveness and limitations of the current assessment system. Furthermore, it offers practical recommendations for enhancing the measurement of students' speaking abilities, taking into account the perspectives and feedback of participants. By summarizing the study's outcomes and offering actionable recommendations, this chapter serves as a culmination of the research, contributing to the field of language assessment and informing potential improvements in the Ethiopian University Entrance Examination.

5.1. Summary

The study aimed to investigate the adequacy to investigate the adequacy of the speaking skill assessment questions in the Ethiopian University Entrance Examination (EUEE) in projecting the communicative capacity of students. The questionnaire consisted of a combination of open-ended and Likert scale questions, which were administered to a sample of 50 freshman students from three students.

The analysis of the open-ended questions revealed that the majority of students expressed their dissatisfaction with the speaking skill assessment questions in the EUEE. Many students felt that the questions did not adequately measure their actual speaking ability and did not reflect real-world communicative situations. Students also expressed a desire for a wider range speaking tasks and greater emphasis on creativity and originality.

In terms of the Likert scale questions, the results showed that the majority of students had a neutral to slightly negative perception of the effectiveness of the speaking skill assessment questions. The mean scores for most Likert scale questions were below the midpoint, indicating a lack of agreement or satisfaction with the questions. Specifically, students expressed concerns about the weighting of the speaking assessment in the overall language proficiency assessment, as well as the limited encouragement to use different strategies to communicate ideas.

Overall, the findings suggest that there is room for improvement in the speaking skill assessment questions in the EUEE. Students' feedback high lights the need for a more comprehensive and representative assessment of their speaking abilities, including a wider range of speaking tasks and consideration of different strategies for effective communication. These findings have implications for the design and implementation of the EUEE, as well as the overall evaluation of students' language proficiency.

It is important to note that the study was limited to a specific sample of freshman students from three universities, and the generalizability of the findings to the larger population should be considered. Further research and exploration are needed too gain a more comprehensive understanding of the adequacy of the speaking skill assessment questions in the EUEE and to inform potential improvements in the assessment process.

In conclusion, the study highlights the need for continuous evaluation and enhancement of speaking skill assessment in the EUEE to ensure its effectiveness in accurately measuring students communicative capacity.

5.2. Conclusion

In conclusion, the findings of this study shed light on the adequacy of the speaking skill assessment questions in the Ethiopian University Entrance Examination (EUEE) in projecting the communicative capacity of students. The analysis of the data revealed

several key insights regarding the effectiveness, representation, and appropriateness of the assessment questions.

Firstly, the data analysis showed that the mean score for the question related to the effectiveness of the speaking skill assessment questions was relatively low (2.1000), indicating a general perception among the participants that the questions are not an effective way of measuring their communicative capacity. This finding suggests that the current assessment format may not adequately capture the true speaking abilities of the students.

Furthermore, the frequency analysis revealed that a significant proportion of participants (44.0%) disagreed or strongly disagreed with the statement that the assessment questions in the EUEE are an effective way of measuring their communicative capacity. This further supports the notion that the current assessment lacks efficacy and does not align with the students' perceptions of their own speaking skills.

Additionally, the analysis of the data pertaining to the representation of speaking skills in the assessment questions indicated that students felt the questions did not encourage the use of different strategies to communicate ideas. The mean score (1.9400) was relatively low, indicating a lack of perceived alignment between the assessment questions and the desired outcome of promoting varied communication strategies.

Moreover, the frequency analysis revealed that a majority of participants (58.0%) either disagreed or strongly disagreed with the statement that the assessment questions encouraged the use of different communication strategies. This finding suggests that there is a need for the assessment to incorporate a wider range of tasks and prompts that encourage students to employ diverse strategies in their communication.

Furthermore, the analysis of the data related to the appropriateness of the weighting of speaking skill assessment in the overall language proficiency assessment revealed mixed results. The mean score (2.3800) was moderately low, suggesting that students perceived the weighting of the speaking skill assessment to be inadequate. However, the frequency analysis showed that while a considerable number of participants (44.0%) disagreed or strongly disagreed with the appropriateness of the weighting, a significant portion

(36.0%) agreed or strongly agreed with it. This finding indicates some divergence in opinions among the participants.

In light of these findings, it can be concluded that the speaking skill assessment questions in the EUEE require substantial improvements to effectively measure the communicative capacity of students. The current assessment format may not be aligned with the students' actual speaking abilities, fails to encourage the use of varied communication strategies, and lacks consensus regarding its appropriateness in the overall assessment. These conclusions emphasize the need for a comprehensive review and revision of the assessment questions to ensure their efficacy, alignment with desired outcomes, and fair representation of students' communicative skills.

It is recommended that the Ethiopian University Entrance Examination authorities consider the feedback provided by the participants in this study and engage in further research and consultation to inform the revision process. The incorporation of a wider range of speaking tasks that simulate real-world communication scenarios, promote creativity, and provide opportunities for students to demonstrate their linguistic and communicative abilities is crucial. Additionally, clear guidelines and rubrics should be developed to ensure consistent and fair assessment practices.

It is recommended that the Ethiopian University Entrance Examination authorities consider the feedback provided by the participants in this study and engage in further research and consultation to inform the revision process. The incorporation of a wider range of speaking tasks that simulate real-world communication scenarios, promote creativity, and provide opportunities for students to demonstrate their linguistic and communicative abilities is crucial. Additionally, clear guidelines and rubrics should be developed to ensure consistent and fair assessment practices.

5.3. Recommendations

Based on the finding of the study and the analysis of the data, several recommendations can be made to improve the speaking skill assessment questions in the Ethiopian University Entrance Examination (EUEE) and enhance the measurement of students' communicative capacity.

1. Enhance the speaking skills assessment: Based on the evaluation of the current speaking skills assessment, consider revising and improving the assessment methods and criteria to better capture and evaluate students' speaking capacity.
2. Provide targeted support and resources: Identify specific areas of weakness or challenge in the speaking skills assessment and develop targeted interventions, resources, and support mechanisms to help students improve their speaking skills and bridge any gaps identified.
3. Incorporate diverse speaking tasks: Introduce a variety of speaking tasks in the assessment process to ensure a comprehensive evaluation of students' speaking capacity. This can include tasks such as verbal speaking tests, excerpts from TV/radio, dialogue writing, and extended dialogues, as identified by the participants in your study.
4. Promote communicative strategies: Based on the perceptions of first-year university students, emphasize the importance of using different strategies to effectively communicate ideas. Encourage students to develop and employ a range of communicative strategies in their speaking assessments.
5. Foster speaking skills development in curriculum: Integrate speaking skills development more prominently into the curriculum of first-year university students. Provide opportunities for practice, feedback, and improvement in speaking skills throughout their academic journey.
6. Consider the holistic evaluation of speaking skills: Explore the potential for incorporating additional assessment methods, such as group discussions or presentations, to complement the existing speaking skills assessment and provide a more comprehensive evaluation of students' overall speaking abilities.

6. BIBLIOGRAPHY

- Alemu, B., & Bekele, A. (2019). Perceptions of Students on the Speaking Skill Assessment of the Ethiopian University Entrance Examination (EUEE). *Journal of Language Teaching and Research*, 10(5), 1030-1041.
- Bachman, L. F., & Palmer, A. S. (2010). *Language assessment in practice: Developing language assessments and justifying their use in the real world*. Oxford University Press.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Cheng, L., & Curtis, A. (2019). *Washback in language testing: Research contexts and methods*. Routledge.
- Cumming, A., & Kantor, R. (1992). The role of portfolios in assessing performance. In *Classroom-based evaluation in second language education* (pp. 141-165). Cambridge University Press.
- Feyera, A. (2020). The Ethiopian university entrance examination: A critical analysis. *Journal of Educational and Social Research*, 10(2), 153-160.
- Hughes, A. (2003). *Testing for language teachers*. Cambridge University Press.
- Johnson, K. (2020). *An introduction to foreign language learning and teaching*. Routledge.
- McNamara, T. (2000). *Language testing*. Oxford University Press.

- Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. Prentice Hall.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge University Press.
- Smith, A. (2019). *Assessing speaking*. Cambridge University Press.
- Smith, J. (2018). Language assessment in higher education. In R. Johnson & K. Brown (Eds.), *Assessment in Education: Principles, Policy & Practice*, 25-38.
- Tesfaye, M. (2017). *Effectiveness of the Ethiopian University Entrance Examination (EUEE) as a Predictor of Students' Language Proficiency*. Unpublished doctoral dissertation, Addis Ababa University.
- Weigle, S. C. (2002). *Assessing writing*. Cambridge University Press.
- Willis, J., & Willis, D. (2007). *Doing task-based teaching*. Oxford University Press
- Willis, J., & Willis, D. (2007). *Doing task-based teaching*. Oxford University Press.
- Widdowson, H. G. (1998). Context, community, and authentic language. *TESOL Quarterly*, 32(4), 705-716.

6. Appendix

APPENDICE A

DIRECTIONS: Questions 19-44 are presented in the form of a dialogue. The part said by one side 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 one that is most appropriate to complete the dialogue and blacken the letter of your choice on the separate answer sheet provided.

1. Interviewer:?
Interviewee: I would like to be a specialized worker.
A. Could you begin by telling me where you can see yourself in a year
B. Can you tell me your greatest weakness
C. Could you tell me how you handle a stress
D. Can you tell me about difficult situation and how you overcame it
2. Mesele: It seems we are in a difficult time at the moment.
Kuma;
A. Where are we?
B. Please arrive here as early as you can.
C. We have informed them already.
D. I believe the situation will improve soon.
3. Dibaba:
Muleta: As I see it, it has both pros and cons.
A. I think globalization is a threat to developing countries like ours.
B. Globalization is relatively a recent phenomenon.
C. It is not easy to define globalization.
D. Where did you first hear the term globalization?
4. Melat: Many students don't follow their lessons alternatively.
Senait:
.....
A. We found it interesting to watch.
B. Did you see them this morning?
C. I don't think I can help you
D. Another problem is that they don't come to class regularly.
5. **Reservationist:** Can I the dates for your departure and return?
Customer: Yes, I want to leave on July 27 and return on 30.

Reservationist:Did you say you wanted to return on July

Customer: Sorry. I didn't make myself clear. I want to return on August 30.

- A. That's your first time to book a ticket.
- B. I'm sorry: I didn't follow what you said.
- C. Do you have a flight phobia?
- D. Why did you confuse me?

6. **Teacher:**?

Student: He has gone to Nathreth to attend his sister's marriage.

- A. Can you tell me where Petros is sitting
- B. Do you know much about your friend
- C. Can you tell me why your friend is absent
- D. Did your friend do the assignment

7. **Meseret:**

Muhaba: That's a good idea. I'm really getting bored at home.

- A. I'm afraid we can't get all the job done today.
- B. We may go for a walk this evening. What do you think?
- C. We couldn't do anything about it
- D. Do you really think you can get along with him?

8. **Rawda:** Would you like something to drink?

Fatuma:

- A. I need time to determine.
- B. That's exactly what I see.
- C. Interesting to be here with you.
- D. I would tea if you don't mind.

9. **Surafel:** They should know that we can't help them because we don't have the time.

Tolera:

- A. We can't find out the information from our friend.
- B. We don't clearly know why he's so interested in the matter.
- C. They insist on going out for dinner this evening.
- D. Besides, we don't have the required resources.

10. **Teklu:** Some people turn deaf ear to the plight of others.

Digafe:

- A. I hear that you're from Bahir Dar.
- B. Shall we have a break?

- C. Excuse me, but I don't understand why you were saying.
 D. I think we should go for a walk.
11. **Stranger:** I'm having trouble with my car.
Renitent:
- A. That sounds great
 B. Perhaps you could go to a garage
 C. Let's not forget the brand
 D. At least you should know about cars
12. **Dawit:** I like watching TV in the evenings.
Fanuel:
- A. We are all happy that Haile won the Marathon race.
 B. For me, films are the most enjoyable pastime.
 C. We do exercise every morning.
 D. Television has a long history.
13. **Nuru:** I didn't like their food. The taste was so odd.
Banchu:
- A. What was the Injera made of?
 B. Did they have alcoholic drinks?
 C. It was too much. We couldn't finish it.
 D. Even the food has some Injera.
14. **Bontu:**
- Chaltu:** Sorry, I'm not going to the post office.
 A. What are you going to do after class?
 B. Do you go to the post office every day?
 C. Could mail these letters for me?
 D. Would you perhaps go to the post office today?
15. **Tourist:** The road is so dilapidated.
Friend
 :.....
- A. They are better in countryside.
 B. There are more pressing problems, though.
 C. You know, the world economy is in a problem.
 D. Yeah, they should have at least been patched

APPENDICE B

Addis Ababa University
College of Humanities Language Studies,
Journalism and Communication
Department of Foreign Languages and Literature (DFLL)

This particular questionnaire is designed to collect data from freshman students for MA Thesis project entitled, “An Investigation of Adequacy of Speaking Skill Assessment Questions in the questions in the Ethiopian University Entrance Examination to project the communicative Capacity of Students.”

Dear participant,

Introduction: Thank you for participating in my study. The purpose of this questionnaire is to collect information on the adequacy of speaking skill assessment questions in the Ethiopian University Entrance Examinations (EUEE). Your response will help me better understand the current state of speaking skill assessment and may be used to improve the university entrance examination system.

Informed consent: Before I begin, I need your consent to participate in this study. Please, read the following statement and indicate whether you agree or disagree to participate.

“I understand that the purpose of this study is to collect information on the adequacy of speaking skill assessment questions in Ethiopian University Entrance Examinations. I understand that my participation is voluntary, and I may withdraw from the study at any time without any penalty. I understand that my responses will be kept confidential and anonymous, and will only be used for the purposes of this study.”

Do you agree to participate in this study/

Yes No

The following questions are open-ended, meaning that you will be asked to provide in your own words. Please, answer each follow-up question to the best of your ability and in as much as possible. Your responses will be kept confidential and used solely for research purpose.

<p>1 .How well do the EUEE speaking skill or communicative skill assessment questions represent you actual speaking ability?.....</p>	<p>Can you provide specific examples of how the questions do or do not actually represent your speaking ability?.....</p>
<p>2. What do you think about communicative skills question in the EUEE?.....</p>	<p>Can you elaborate on the general presentations of the questions?.....</p>
<p>3. Do you feel that the multiple choice questions accurately assess your speaking ability?.....</p>	<p>Why do you feel that the multiple choice questions do or do not accurately assess your speaking ability?..... ...</p>
<p>4. In your opinion what type of speaking tasks should be included in the EUEE speaking assessment?.....</p>	<p>Why do you think those tasks are important to assess?..... ..</p>
<p>5. How well do you feel the speaking assessment questions in the EUEE measure your ability to use appropriate grammar and vocabulary?.....</p>	<p>Can you give an example of a question that you feel measure or does not measure your ability to use appropriate grammar and vocabulary? Why?</p>
<p>6. How well do you feel the speaking assessment questions in the EUEE measure your ability to use English in real-life situations?.....</p>	<p>Can you give an example of a time when you felt that the assessment did or did not measure your ability to use English in real-life situation? Why?..</p>
<p>7. How well do you feel the speaking skill assessment questions in the EUEE reflect what is taught in your English language course?.....</p>	<p>Do you feel there is a disconnection between what is taught and what is assessed? Why or why not?..</p>

8. Do you think the speaking assessment in the EUEE fair?	Why or why not? Do you think the assessment accurately reflects your speaking skills? If not why?
9. Do you think the speaking assessment in the EUEE is up to your expectations?.....	Why or why not?.....
10. How do you feel about the speaking test format in the EUEE?.....	What effect does or does not have the format brings about in assessing your speaking ability?.....

The table consists of 12 statements regarding the speaking skill assessment questions in the EUEE . For each statement, you will be asked to rate your level of agreement or disagreement on a scale of 1 to 5, with 1 indicating “Strongly Disagree”, and 5 indicating “Strongly Agree”. Please read each statement carefully and think about your level of agreement or disagreement before selecting your rating. Once you have chosen a rating for each statement, please fill in the corresponding cell in the table with your chosen number. If you do not have responses or if you are unsure, you may choose “Neutral”. Please, answer all the questions honestly and to the best of your ability. There is no right or wrong answers, so please answer based on your own thoughts and experiences.

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	The speaking skill assessment questions in Ethiopian University Entrance Examination measure a wide range of speaking skills.					
12.	The speaking assessment in the Ethiopian University Entrance Examination are well-balanced between different types of speaking tasks(e.g. monologue, dialogue, presentation)					
13.	The speaking skill assessment questions in Ethiopian University Entrance Examination reflect real-world communicative situations that students are likely to encounter.					
14.	The speaking skill assessment questions in the Ethiopian University Entrance Examination promote the development of speaking skill.					
15.	The speaking skill assessment					

	questions in the Ethiopian University Entrance Examination are written in a variety of accents and dialogues to reflect the diversity of spoken language.					
16.	The speaking skill assessment in the Ethiopian University Entrance Examination allows students to demonstrate their creativity and originality.					
18.	The speaking skill assessment questions in the Ethiopian University Entrance Examination take into account the cultural and linguistic background of students.					
19.	The speaking skill assessment questions in Ethiopian University Entrance examination are appropriately weighted in the overall assessment of students' language proficiency.					
20.	The speaking assessment questions in the Ethiopian University Entrance Examination are well-organized and coherent.					
21	The speaking skill assessment questions in the Ethiopian University Entrance Examination encourage us to use different strategies to communicate our ideas.					
22.	Overall, I believe the speaking skill assessment questions in Ethiopian University Entrance Examination are an effective way measure of our communicative capacity.					

Thank you for taking the time to complete this questionnaire. Your feedback is valuable in helping me understand the adequacy of speaking skill assessment questions in the Ethiopian University Entrance Examination (EUEE). Your participation in this study is greatly appreciated and will contribute to the advancement of language education in Ethiopia.

APPENDICE C

SOME OF THE PARTICIPANTS RESPONSES TO THE OPEN-ENDED QUESTIONS

1. **Does not represent me:**

- "The representation does not accurately reflect my experiences and perspectives."
- "I feel that the representation fails to capture the diversity and complexity of our group's viewpoints."
- "The portrayal in the representation does not resonate with my personal experiences or beliefs."

2. **Not sure:**

- "I'm uncertain whether the representation accurately represents my individual perspective."
- "I have mixed feelings about how well the representation captures the range of opinions within our group."
- "I'm unsure if the representation fully captures the nuances and intricacies of our collective viewpoints."

3. **More or less:**

- "The representation partially reflects my experiences and viewpoints but lacks some crucial aspects."
- "While the representation captures certain elements of my perspective, it falls short in conveying the full picture."
- "The representation has some alignment with my views, but it could benefit from further refinement and depth."

4. **Represents me:**

- "I believe the representation accurately portrays my experiences and viewpoints."
- "The representation resonates with me, capturing the essence of my personal perspective."
- "I feel represented in the portrayal, and it aligns well with my individual beliefs and experiences."

1. **Not very well:**

- "The speaking skills presentation was below my expectations and needs improvement."
- "I found the speaking skills presentation to be lacking in clarity and coherence."

- "The presenter struggled to effectively communicate their ideas during the presentation."
2. **Well:**
- "The speaking skills presentation met my expectations and was satisfactory overall."
 - "The presenter conveyed the main points effectively and demonstrated decent speaking skills."
 - "I found the speaking skills presentation to be adequate, but there is room for improvement."
3. **Very well:**
- "The speaking skills presentation exceeded my expectations and was excellent."
 - "The presenter demonstrated exceptional speaking skills, clarity, and confidence."
 - "I was highly impressed by the speaking skills presentation and found it to be outstanding."

APPENDICE D

1. **Not at all:**
- "I have significant difficulties with vocabulary and grammar, and improvement is needed."
 - "My vocabulary and grammar skills are very weak and require substantial development."
 - "I struggle to use appropriate vocabulary and grammar correctly in my communication."
2. **More or less:**
- "My vocabulary and grammar skills are somewhat adequate, but there is room for improvement."
 - "I have an intermediate level of proficiency in vocabulary and grammar, but occasional mistakes are noticeable."
 - "I can use vocabulary and grammar reasonably well, although I still encounter some challenges."
3. **Well:**
- "I have satisfactory proficiency in vocabulary and grammar, allowing me to communicate effectively."

- "My vocabulary and grammar skills are decent, and I can express myself clearly in most situations."

- "I feel comfortable using a variety of vocabulary and maintaining proper grammar in my communication."

4. **Very well:**

- "I possess excellent proficiency in vocabulary and grammar, enabling me to communicate fluently and accurately."

- "My vocabulary and grammar skills are exceptional, and I can express myself with precision and clarity 1. Verbal speaking test:

- "I prefer a direct verbal speaking test where I can showcase my speaking skills through oral communication."

- "A verbal speaking test would provide an opportunity for me to demonstrate my fluency, pronunciation, and ability to express ideas orally."

2. **Excerpts from TV/Radio:**

- "I would enjoy analyzing and discussing excerpts from TV shows or radio programs to demonstrate my listening comprehension and ability to provide insights."

- "Working with excerpts from TV or radio would allow me to practice my speaking skills by sharing my opinions and observations on relevant topics."

3. **Dialogue writing:**

- "I find dialogue writing engaging as it enables me to construct conversations and demonstrate my language proficiency in a written format."

- "Writing dialogues would provide a creative way for me to showcase my ability to use appropriate vocabulary and grammar in a conversational context."

4. **Extended dialogue:**

- "Engaging in extended dialogues would be my preferred choice as it allows for a more comprehensive and interactive communication experience."

- "I believe that extended dialogues would provide me with an opportunity to sustain a conversation, express my thoughts, and showcase my overall speaking skills."

- "I have a strong command of vocabulary and grammar, allowing me to communicate effectively in diverse contexts."

APPENDICE E

QUESTIONNAIRE FOR LANGUAGE TEACHERS

1. How do you perceive the adequacy of the speaking skills assessment in the EUEE?
2. What strategies do you employ to prepare students specifically for the speaking component of the EUEE?
3. How do you address linguistic complexity in your teaching to help students excel in the EUEE speaking tasks?
4. In what ways do you incorporate authentic speaking tasks and real-life communication situations to enhance students' readiness for the EUEE speaking component?
5. How do you utilize continuous assessment and feedback to support students' progress and improvement in their speaking skills for the EUEE?
6. Can you share specific examples of how you encourage self-assessment and reflection among students to help them identify areas of growth in their speaking skills for the EUEE?
7. What teaching methodologies or approaches do you employ to ensure the authenticity of the EUEE speaking tasks in your classroom?
8. How do you integrate academic vocabulary and language functions relevant to the EUEE speaking tasks in your teaching to support students' linguistic development?
9. In what ways do you provide individualized support and tailored instruction to help students meet the requirements of the EUEE speaking component?
10. How do you foster critical thinking and communication skills among students to prepare them for the persuasive speaking and logical reasoning aspects of the EUEE speaking task.