

**The Effect of Placing Test Items in Different Positions  
in Listening Comprehension Tests:  
The Case of Unity College**

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## List of Acronyms

|       |                                                                            |
|-------|----------------------------------------------------------------------------|
| ANOVA | Analysis of variance                                                       |
| ARG   | After Reading Group (which read the test items before the listening text.) |
| BRG   | Before Reading Group (which read the test items after listening the text.) |
| SG    | Sandwich Group (which read the test items between two listenings.)         |
| TOEFL | Test of English as a Foreign Language                                      |

## Abstract

An experiment was conducted to explore the effect of placing test items in different positions in listening comprehension tests. In this experiment three groups were made to view listening comprehension test items in three different positions. The first group viewed these items before two listenings while the second one viewed them after two listenings. The third group, on the other hand, viewed the questions between two listenings.

First, Test of English as a Foreign Language (TOEFL) was used to divide the testees in to three groups which had comparable listening abilities. The data obtained from this standardized test was analysed using descriptive and inferential statistics. The result then showed that the three groups were comparable in their listening abilities.

After this was done, a test prepared for College English students by the Department of Foreign Languages and Literature at Addis Ababa University was administered to investigate the mentioned treatments.

To accept or reject the null hypothesis which stated that placing test items in different positions in a listening comprehension test has no effect on the testees' performance, a one-way ANOVA was employed. The ANOVA, then detected a significant mean difference in scores across the three approaches. The calculated value of  $F$  ( $F=8.440$  with degrees of freedom 2 and 132) exceeded the value of  $F$  tabulated at .05 probability level set for this study. As a result, the null hypothesis mentioned above was rejected. The Scheff's post-hoc comparison of means also helped to locate the direction of the difference. The result of this test, thus, showed that the 'Sandwich group' produced significantly higher scores in the listening comprehension test than did the 'After reading group' and the 'Before reading group'. On the other hand, these latter groups did not show a significant difference in their performances.

# **Chapter One**

## **Introduction**

### **1.1 Statement of the Problem**

On line and retrospective tasks are two of the possible listening test activities. The difference between the two listening exercises is the time of task response. In the case of the first, testees are required to respond to the test questions while listening to the text whereas in the latter case they are expected to answer the test items after listening the text (Rost 1990). These approaches, according to the above writer, have advantages and limitations. This paper, therefore, tries to explore the effect of placing test items in different positions on listening comprehension performance. Three possible positions, where we can place listening comprehension test items, are planned to be compared in comparable groups using a listening test. The difference among these approaches is the time in which testees view and respond to questions. The first group views the questions before listening to the text while the second group views the questions after two hearings. The third group listens to the text first and then views the questions and then completes its answers after the second listening. Determining the difference among these three approaches, if any, is the concern of this study.

## **1.2 Objective of the Study**

The main objective of this study is to compare the results obtained through the three possible approaches of testing listening and to determine their relative strengths or weaknesses, if any, in producing higher results. More specifically, it raises the following two related questions:

1. Is there a significant difference among the three approaches mentioned above in producing high results in a listening comprehension test?
2. If “yes”, what is the source of the difference?

## **1.3 Significance of the Study**

The significance of the study mainly lies in answering the questions raised above. The findings may generate useful insights regarding teaching and testing listening in a foreign/second language situation. It may in addition bring to light some potential research questions.

## **1.4 Organisation of the Study**

This paper consists of five chapters. The first one is an introductory chapter. The second deals with theoretical and research-based issues related to the teaching and the testing of listening. The third chapter portrays the methodology and general procedures followed in conducting the research. The fourth chapter presents the findings of the experiment. The final section is left for the conclusion and the implication of the study.

1.5 Limitation of the Study

The study was first aimed to be conducted at Addis Ababa University. However, due to the existing instability in the campus, the research was moved to another setting i.e. Unity College. This, as a result, has caused some limitations to the existing study.

Waiting for the freshman students of the Addis Ababa University to resume classes, consumed a lot of time. As a result, the planned research design was simplified so as to meet the schedule set for this study. The design that had been planned to be used is as follows.

|         |    |    |    |
|---------|----|----|----|
| Group 1 | AR | S  | BR |
| Group 2 | S  | BR | AR |
| Group 3 | BR | AR | S  |

Key: 'AR' = After Reading  
'BR' = Before Reading  
'S' = Sandwich

**Note:-** In this design, everyone in each group was supposed to experience the three approaches from three different tests.

The change in design consequently had resulted in dropping one of the objectives. This was the collection of the testees' opinions about the three approaches and the comparison of their opinions to their performances. In addition to this, three tests from three different genres which had been originally planned to be used, were left out. Accordingly, this recent study has used one test.

# **Chapter Two**

## **Review of Related Literature**

In this section a brief review of related literature is presented. The first half of this section deals with ideas related to listening comprehension and teaching listening while the latter presents issues related to testing listening.

### **2.1 Listening Skill**

Listening and reading skills were considered to be passive language skills as opposed to speaking and writing skills. Viewing listening as well as reading in narrow manner, however, was challenged later by many writers such as Alderson and Lynch 1988; Brown and Yule 1983; Richards 1985; Rixon 1981, and Harmer 1991. These writers have considered listening as an active language skill. They say listeners do not simply record spoken information as a tape recorder does but they exhibit different active mental processes such as selective listening, relating the spoken text with the background knowledge and inferring meanings.

The process of listening, according to Clark and Clark (1977: 49) has the following stages:

- a) Listeners retain in their memory the phonological representation after taking in the raw speech.
- b) They then try to organise the phonological representation into constituents identifying their contents and function.
- c) As they identify each constituent, they use it to construct underlying propositions, building continually on to a hierarchical representation of propositions.
- d) Once they have identified the propositions for a constituent, they retain them in their memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

In sum, listening is a more complex skill which exhibits active mental process. Underwood's definition of listening can also be taken to show the active nature of the skill. He says "listening is the activity of paying attention to and trying to get meaning from something we hear" (Underwood, 1989: 1).

## **2.2 Models of Listening Comprehension**

The listening process, according to the bottom-up model theorists, starts from the lower level of decoding input and ends with the higher level of the input. More specifically, this model suggests that "at the lowest level the acoustic input is decoded into phonemes and then the information obtained is used to identify individual words, after which processing continues on to the next stage, the syntactic level" (Buck, 1994 : 150). This, therefore, implies that the semantic content of an utterance is extracted after the syntactic level is completed. In sum,

bottom-up processing model assumes a fixed order of processing of an input. This is to mean a process of going through a number of consecutive stages in predetermined stages and orders.

Advocates of the top-down model, on the other hand, say that processing of a spoken input is more complex than the assumption considered in the bottom-up models. They say that “non-linguistic skills such as inferencing and the use of general background knowledge are important part of listening comprehension” (Buck, 1994: 150). Gillet and Temple (1990) as cited in Taye (1999) also say that listeners do not only process spoken texts by using their linguistic resources but also by using their content and formal schemata. This first schema refers to the background knowledge of the listener in relation to the text to be listened to while the latter refers to the organizational structure of the text. Activating these schemata, therefore, would result in better understanding of the text. In fact, culture, age, and religion may affect the content of a given schema to be activated (Taye, 1999).

The other comprehension model is known as interactive model. This model, according to Eskey and Grabe (1988: 224) as quoted in Taye (1999), subsumes both top-down and bottom-up strategies.

## **2.3 The Teaching of Listening Comprehension**

In the past, teaching listening was not given due attention. The reason was mainly attributed to the assumption that students would pick up listening ability in the process of learning a foreign language (Brown and Yule, 1983).

This assumption, however, was challenged as the understanding of the complexity of the listening skill developed (Morley, 1986). Teaching listening has been approached differently over the years in accordance with the existing theories on the process of listening.

In the traditional approaches, for example, most of the listening exercises emphasised the sound system of the target language. Thus, listening and repeating and distinguishing between similar sounding words were some of the typical listening activities. Such tasks were felt to be very important to develop listening as well as pronunciation skills (Brown 1977). Helping students to grasp the gist of a certain spoken text or developing inference skills from what students had listened to, received little or no attention in these approaches (Morley, 1986). Gradually, the notion that students do not only have to be exposed to isolated sounds of words, sentence structures, and/or word forms but also to complete spoken texts got developed.

In the recent approaches, teaching listening has focused at helping students develop strategies that are believed to be applied by effective listeners. Some of these strategies, according to Brown and Yule (1983), Ur (1984), Harmer (1991), Anderson and Lynch (1988), Underwood (1989) and Rost (1990), are predicting, deducing meaning from the context, setting up a purpose for listening, extracting relevant specific information, getting the general ideas, and inferring opinions.

To develop these strategies, language teachers can use the following three stages (Rixon, 1986: 63-4):

1. Pre-listening – preparing the students to achieve the most out of what they are going to hear;
2. While listening – challenging and guiding them to handle the information and messages in the passage.
3. Follow up – things to do once the class has come to grips with the meaning and content of the passage, and is ready to look back, to reflect on some of the language points in it, or to do some extension work based on the content of the passage.

## **2.4 The Testing of Listening**

If listening comprehension assumes a section in a certain teaching programme, assessing students' achievement in the area is an unquestionable matter. According to Valette (1977: 74), discrimination of sounds, understanding of specific elements, and overall comprehension of (a) text(s) are some of the many listening proficiency assessment requiring areas. Rivers (1968) says that the

grand purpose of a listening test is to evaluate testees' ability of comprehension. According to her, a listening test cannot be taken as an evidence of ability in this area, if the test is dependent on understanding and production of the written language.

The assessment of listening comprehension, according to Brown and Yule (1983), has become a difficult task due to having no deeper insight about what the process of listening comprehension involves.

#### **2.4.1 Essentials of a Good Listening Test**

Testing listening, though a complex area, should try to possess some of the following basic qualities. These essentials, according to Rost (1990) and Heaton (1975), are validity, reliability, practicality and washback validity.

##### **2.4.1.1 Validity**

To investigate the validity of the measurement instrument, Brown (1983: 67) asks the following questions: "What traits are measured by the test? Are the test items a representative sample of some defined domain? What behaviour can be predicted by the test scores? How accurately? Does the test supply information that can be used in making more accurate decision?" Generally speaking, a testing instrument is said to be valid when it exactly measures what the tester wishes to evaluate and nothing else (Harrison, 1983 and Hughes, 1989).

The validity of test items could be seen from different angles. However, content and face validity are considered to be the most significant for the teacher who sets his own test (Harrison, 1983: 11)

#### **2.4.1.2 Content Validity**

Alderson and his colleagues (1995: 173), citing Kerlinger (1973: 459), say the following about content validity:

Content validity is the representative or sampling adequacy of the content, the substance, the matter and the topic of a measuring instrument. Opinion of experts, comparison between test content and table of specification and course outline are some useful methods to carry out systematic analyses of content validity.

#### **2.4.1.3 Face Validity**

Heaton (1975: 153) says the following about face validity: “If a test item looks right to other testers, teachers, moderators, and testees, it can be described as having at least face validity”. Thus, teachers can ask the opinions, attitudes, feelings and reactions of examinees as well as of those people who have participated in the testing and marking of the test to assess face validity. This is so because an invalid appearance of a test for users probably may not be considered seriously (Alderson and his colleagues, 1995). This is to mean that face validity

may affect the response validity of the test. Hence, assessing face validity contributes highly to the betterment of the test quality.

#### **2.4.1.4 Reliability**

Teshome (1995: 8) citing two writers in the area of testing presents the idea of reliability in the following manner. For Weir (1988: 34), “the concern here is with how far we can depend on the results that a test produce could the results be produced consistently” and for Bachman (1990: 160), it “... is concerned with answering the question: How much of an individual’s test performance is due to measurement errors, or to factors other than the language ability we want to measure?”

The very idea which is emphasised, here, is the extent to which we trust tests in providing accurate, consistent, fair and dependable scores (Henning, 1987: 74). In a very ideal world, one may, of course, expect exactly similar scores of a test at any administration time. This, however, may not hold true in the real world where there are many extraneous factors. Being dubious about the possibility of having the same results on two occasions, Alderson and his colleagues (1995) asks the following: “... if candidates took the test again after taking it today, would they get the same results assuming no change in their ability?” Hughes (1989: 29) answers Alderson and his colleagues’ question by saying ‘no’. As a way of giving explanation to his answer, he says human beings do not behave in exactly the

same way on every occasion, even when the circumstances seem identical. Thus, we can safely conclude that scores on two different occasions may not be identical but they have to be approximately similar to be considered reliable. Heaton (1975) further explains why test scores might not be consistent by identifying some potentially affecting factors such as length of a test, condition of test administration, test instruction, personal factors and scoring the test. As possible ways of measuring reliability of tests, scholars such as Alderson and his colleagues (1995), Heaton (1975) and Hughes (1989) have identified some measurement devices. These are test-retest method, parallel form method, split-half method, Kuder Richardson 20 and 21 reliability indexes.

#### **2.4.1.5 Practicality**

Practicality is another important variable which determines the quality of any test. The availability or lack of required resources could positively or negatively affect the administration of a test. Hence, setting a test, which is impractical for a certain situation, is not recommended. For instance, if a teacher plans a test with several items in many copies in a school where there is scarcity of stencils and paper, this may be impractical. To this end, Harrison (1983: 13) suggests the following: "Tests should be as economical as possible in time and cost".

#### **2.4.1.6 Washback Effect**

Testing can have a positive or negative effect on teaching. Even though the effect of tests on teaching is not yet clearly known (Alderson and his colleagues, 1995), testers, according to Hughes (1989), can sample wide language area, test directly what they want to test, and make test criterion-referenced to achieve beneficial backwash.

#### **2.4.2 The Effect of Test Techniques on Performance**

After identifying skills and sub-skills to be tested, one can then move on to thinking about appropriate methods to elicit information on the desired behaviour. According to Heaton (1975: 25) "certain skills and areas of language may be tested far more effectively by one method than by another." What is more, scores on language tests differ as a consequence of testees' language ability and of the nature of test formats. Besides, the effect of one test method is also likely to vary from one testee to another (Bachman 1990). This, according to Alderson and his colleagues (1995) and Bachman (1990), is termed as the "method effect". They say this effect has to be lowered down as much as possible if it is known. Factors such as test takers cognitive and affective characteristics, their real world knowledge and factors such as their age, sex, and background are presumed to be potential sources of test bias (Bachman, 1990: 113).

Evidence in operating some of the testing techniques enlightens us to be very careful in regarding the method effect. For example, previous experience with a particular test method may help the testees to be cognisant of some strategies such as selecting an option that is suspiciously longer than the other distracter in a multiple choice item and so on (Alderson and his colleagues, 1995 and Bachman, 1990).

Thus bearing in mind the effect of test methods, testers should carefully choose test formats which suit their purposes. Due to dearth of knowledge in the effect of test formats, Alderson and his colleagues (1995) and Heaton (1988) advise testers to utilise more than one test technique for evaluating any given ability.

## **2.5 The Effect of Position of Test Task Response on Listening Test Performance**

Rost (1990: 125) has identified two tasks namely “on-line” tasks and “retrospective” tasks, which differ from each other on the time of task responses. These tasks are carried out at different times in a listening comprehension classroom. The first type of tasks is carried out while listening to the text. The second type, on the other hand, is carried out after listening to the text. This means that the time of task response is different. This variation in the response time, according to Rost (1990), may create different constraints on the testees who

provide answers to comprehension questions while listening and on those who give answers after listening to the text. In describing the possible constraints, Rost (1990: 124) says that “responses after listening are subject to intervening conditions that affect memory for detail, whereas responses while listening are subject to conditions of time pressure that may affect one’s ability to reflect upon the meaning carried by the overall text”. Accordingly, he advises that one needs to consider these possible constraints when interpreting testees’ performance on listening comprehension tests.

Some research findings like Divasta and Gray’s (1972), Dunkel’s, (1985) and Chaudron’s (1988) have indicated that there is no strong correlation between quality of notes and quality of understanding. Rost (1990) has attributed this lack of correspondence partly to the limitation of the listener’s attention. Mentioning Lindsay and Norman (1977), Rost (1990: 125) says the following: “There is a paradox in selecting what to note down as important: Note taking is a decision to defocus the text, and to focus on the act of writing. Listeners who are more attentive to the lecture and possibly understanding more of the lecture content, might take the fewest notes.”

On the other side, closed tasks which require limited writing and minimum visual interpretation may help listeners to use selection strategies. Such tasks may also “allow maximum attention to the spoken text ... and may provide useful evidence

of listener attention and understanding” (Rost 1990: 127). This does not mean that the limitation of attention that affects note-taking does not exist since testees are still required to write answers while listening. In the same way, multiple-choice questions, which may be answered while and after listening to the text, are considered to create extra difficulty by interfering with the nature of the listening process (Ur, 1984). Supporting this idea, Rost (1990: 133) says: “multiple-choice tests differ from summarising tasks in that the listener is given new text (i.e. the written test) and is asked to integrate a representation of the first text (i.e. the lecture text with this text).” This, therefore, may warn us to recognise the effect of test formats/methods when interpreting listening comprehension performances.

## **2.6 Advantages and Drawbacks of Prior Reading of Questions in Listening Comprehension Tests**

The effect of prior reading of questions on listening comprehension tests is considered to have different effects. Some writers in the area like Shohamy and Inbar (1991), and Cohen (1984), have identified some positive effect of preview questions while others such as Marslen-Wilson and Tyler (1980), Rost (1990) and Faerch and Kasper (1986) question the net advantage of preview questions.

As regards the advantages of prior reading in a listening comprehension test, some researchers believe that guiding students to the appropriate directions,

driving them into the proper mood for a particular text, helping them identify specified purpose(s) for listening, activating relevant schemata, and if possible, motivating them to listen to the text are some of the roles of pre-listening activities (Underwood, 1989; Harmer, 1991; and Rost, 1990). In a listening classroom, these objectives can be achieved in a number of ways ranging from teacher-led classroom discussions to pair- and/or group discussions

Even though the use of different pre-listening activities is limited in a testing situation, prior reading of questions in a listening comprehension test may be considered as an important way of providing vital information about the text to be listened to. Such questions, according to Shohamy and Inbar (1991) as quoted in Sharman (1997), supply testees in advance with a gapped schematic representation of the text and a framework for generating hypothesis. Similarly, Black (1978: 189) is of the opinion that “reading a question which paraphrases a main point and monitoring for the answer must represent more cognitive elaboration which should result in more extensive and accurate recall of the proposition covered.” If this is the case, then, we may expect prior reading of comprehension questions in listening tests to provide extra data, cognitive elaboration and schematic support, which may positively affect test performance.

On the other hand, concerning the drawbacks of prior reading of questions on listening comprehension test, Norman and Babrow (1975) as cited in Sharman

(1997) say that prior reading of questions in a listening comprehension test may supply additional data but may also tax cognitive resources.

This is so because testees are required to answer a question while listening to the text. In other words, writing answers to test questions may affect test scores and the existence of a target (something the testee is required to work for) may make testees abruptly abandon one area of attention. If such tasks reduce the cognitive resources, thinking and writing responses to the comprehension questions may bring about extra difficulty.

In the same manner, Mrsele Wison and Tyler (1980) ) as cited in Sharman (1997) say that prior reading of questions which commonly forces attention down to sentence level or below may make the discourse to be perceived less clearly in its totality. In other words, questions which require testees to focus on lower levels of understanding may slow down “take up at higher levels.” (Ibid). Barlett (1992) also backs this idea by saying that “the character of what is perceived is lost the moment we seek to analyse it into partial percepts”. If this is the case, then, prior reading of questions which propose single propositions may disturb attention from global meaning.

As Ur (1984) and Weir (1993) suggest, prior reading of questions in a listening test may also have an effect on the nature of the listening process. For example,

listening is considered to be characterised by inadequate operation of top-down strategies because of the time constraints. (Faerch and Kasper, 1986; O'Malley and Chamo, 1990; Hayashi, 1991, and Shohamy and Inbar, 1991). To this end, focusing on questions while listening may again have an impact on the balance at the processing levels.

Discourse comprehension, according to Alderson and Lukmani (1989) as quoted in Sharman (1997), is an individualised process which comes into play in accordance with different strategies and different individual knowledge. Understanding of discourse, according to Faerch and Lasper (1986: 23), is based on "the knowledge resources that are brought into play and in the process by which they are matched with the input." Buck (1991) also suggests that getting the right answer for a question may be a different process for every combination of listener and text. If this is the case, then, one could possibly expect that reading questions prior to the listening text may interfere with subjective processing.

In addition to the above two approaches of testing listening, the third option, according to Sherman (1997) is providing test questions between two listening. According to the finding of this writer this third approach is a "powerful aid to answering" test questions accurately. In sum, conducting an empirical research in this area may help to have valuable insight into placing test items in different positions in a listening comprehension tests.

## **Chapter Three**

### **Methodology**

#### **3.1 The Setting and the Sample**

The study was conducted at Unity College. The population of students in this college is over 8,500. Of these, 585 are regular first year degree program students. A population of 143 students from 13 sections were considered to be the sample of this study. This was done with the hope of securing a 25% representative sample of the regular degree programme students of the college. The procedure employed in selecting the students was as follows: students' roll numbers were first recorded on a piece of paper from their attendance sheet and lots were drawn to select 11 students from each of the 13 sections. This simple random sampling technique has therefore given equal opportunity for the entire population to be considered as representative sample of the study. The subjects, then, were divided into three groups and the three treatments were assigned to them on a lot basis. Eight of them, however, failed to show up in the pre- and post-tests. This, as a result, has reduced the sample to 135.

### **3.2 Variables**

The constants for the three groups were the same listening text, amount of time, and their listening abilities which were considered to be relatively similar. The differing variables were reading of the questions prior to listening to the passage, reading of questions between two hearings, and reading of questions after two hearings.

### **3.3 Instrumentation and Material**

The Test of English as a Foreign Language (TOEFL), which is one of the most popular standardized English language proficiency tests, was used to make the samples in the three groups have relatively comparable listening abilities. This test, according to Stevenson (1987) as cited in Taye (1999), has .95 reliability index. This test, according to writers like Yemashita (1999) quoted in Taye (1999) has become a center of question about its construct validity. Even then, it is considered to be “the best of its breed” according to (Stevenson, 1987: 81) quoted in Taye.

The listening component of this test, which was used for the purpose of this study, has 50 multiple choice questions. This section, as indicated in its general instruction (see appendix 1), has three parts. Parts ‘A’ and ‘B’ present short

spoken sentences and short conversations between two people respectively while part 'C' presents longer conversations and talks.

For the experiment, three College English listening tests prepared by the College English Testing Committee of Addis Ababa University were assessed for their reliabilities and the reliability of the tests were found to be .50, .51 and .76 (see Appendix 9). Finally, the most reliable one was considered for this study. The reliability index of the test used for this study thus, is .76 cronbach alpha. This test, in fact, was assumed to have content and face validities for it was prepared by a testing committee supervised by two testing experts. The title of the test text was "Women in the Industrialized World". The number of questions designed from this passage was 22. The test formats used to present these items were short answers, true/false, fill in the blank and multiple choice.

To meet the purpose of the study, three instructions were designed for the three groups of the experiment. The instructions were first read by six randomly selected students of the same level to check for the clarity. The instructions were as follows:

### **Instruction For the After-Reading Group**

“You are going to listen to a short text. Read the questions below for five minutes. Then you will listen to the text two times. Try to answer the questions. You will have five more minutes at the end to finish writing.”

### **Instruction For the Before-Reading Group**

“You are going to listen to a short text. You will listen to the text twice. Afterwards you will have to answer some questions from the text. You will be given ten minutes at the end to write your answers.”

### **Instruction For the Sandwich Group**

“You are going to listen to a short text. Afterwards, you will have five minutes to read the questions. Then, you will listen to the text again and will have a further five minutes to finish answering the questions.”

These three instructions were presented to the three groups orally by the tester. This was done with the hope of having sufficient opportunity to clarify the instructions.

### 3.4 Experimental Design

The experiment was carried out to see the effect of placing test items at different positions in listening comprehension tests. To do this, there were three comparable groups which were exposed to three different treatments, namely, AFTER READING, BEFORE READING, AND SANDWICH groups. More specifically, the first group previewed the listening comprehension questions and gave answers after two hearings. The second group listened twice and was then given the questions to answer. The third group listened once then read the questions, then listened again and answered the questions. The following is the visual model for the experiment:

$G_1 = RQ + L_1 + L_2 + \text{responding to questions}$

$G_2 = L_1 + L_2 + RQ + \text{responding to questions}$

$G_3 = L_1 + RQ + L_2 + \text{responding to questions}$

**Note:**  $G = \text{Groups}$

$RQ = \text{Reading of test questions}$

$L_1 \text{ and } L_2 = \text{Listening one and two}$

### **3.5 The Procedure**

The following is a step-by-step procedure used in this study:

1. select College English 102 students from 13 sections randomly. The alphabetically written attendance sheets of the instructors were used for this purpose.
2. administer a pre-test (the listening component of TOEFL) to assess the comparability of the students in the three groups;
3. assign subjects to the treatments on a lot basis;
4. expose the three groups to the experimental treatments, and
5. compare the performance of the groups on the post-test by using tests of statistical significance.

### **3.6 Methods of Data Analysis**

The descriptive statistics used to summarise the data were means and standard deviations. The inferential statistics employed to decide the significance of the mean difference among the three groups was one-way ANOVA. Following this, Scheffe's post hoc test (Multiple Comparison) was calculated to identify the variable which made the difference.

### **3.7 Scoring Guideline and Scorers' Reliability**

The scoring guideline used to mark the listening comprehension test was produced by the College English Testing Committee of the Department of Foreign Languages and Literature of Addis Ababa University. To maintain scorers' reliability, two colleagues were involved in marking the subjective items of the test. Since the test papers were photocopied and given to the individual scorers, the possibility of biasing one another is minimum. Each of the scorers was informed to award one or zero mark for each item based on the answer key they are provided with. Since some of the answers require rephrasing of ideas in one's own words, the scorers were informed to tolerate spelling and agreement errors so long as they do not affect the ideas of the answers. They were particularly informed to focus on the comprehensibility and appropriacy of the answers to the questions. Whenever there was variation between the two scorers for an item, the decision of a third person was used. This, therefore, has helped us to maintain inter-rater reliability.

### **3.8 Training Offered to the Experimental Groups**

The result of the unstructured interview in the pilot study has attested that students in the 'Before Reading' and the 'Sandwich groups' have got no experience in the above two test techniques. However, students in the 'After Reading' group have reported that they have the experience of the technique. Since using a test

format in which testees have no experience about is one of the factors which may affect students' performance (Alderson and his colleagues 1995 and Heaton 1975), listening test exercises in these approaches were offered to the subjects of the study. The training was offered using two different texts. One of the texts was used for the 'Sandwich' technique while the other one was used for the 'Before Reading' technique. Training, however, was not given to the 'After Reading' technique. This was so because all of the students had adequate experience in this format.

# **Chapter Four**

## **Results and Discussion**

### **4.1 Results of the Pre-test and the Experiment**

In this section results of the pre-test and the experiment will be presented. Following this, a brief discussion will be made about the findings of the study.

#### **4.1.1 Results of the Pre-test**

After the students were selected randomly from the 13 sections, the pre-test (the listening component of TOEFL) was administered to divide the testees into three comparable groups. The test was composed of 50 items. After the test papers were marked, the scores of the students were put in a rank order i.e. from the highest to the lowest score. Then, codes such as A, B and C were given to each score to make the grouping simple. The procedure used in giving the codes was as follows: The first top three scores were labelled as A, B and C, respectively, while the second top three scores were coded in an inverted way as C, B and A, respectively. Similarly, the next three scores were labelled as A, B and C while the other three were coded as C, B and A. The same procedure was used until the 135 scores were given these codes. After this was done, students whose scores were labelled as A, B and C were considered to be in groups 1, 2 and 3, respectively.

Appendices 3 and 4 show the rank-order of scores together with their codes and the grouping of students based on the pre-test results.

After the students were grouped in the above way, descriptive and inferential statistics were run to ascertain the comparability of the groups statistically. The following tables (1 and 2) present the results of the pre-test:

Table 1: Descriptive Summary of the Pre-test Results

| Groups         | Statistical Values |         |       |                    |
|----------------|--------------------|---------|-------|--------------------|
|                | Minimum            | Maximum | Mean  | Standard deviation |
| After Reading  | 5                  | 43      | 19.60 | 8.22               |
| Before Reading | 5                  | 42      | 19.60 | 8.29               |
| Sandwich       | 4                  | 42      | 19.62 | 8.49               |

Table 2: The Pre-test Results of the One-way ANOVA

| Sources of Variation | Sum of Squares | Degree of Freedom | Mean Square | F    | Sig   |
|----------------------|----------------|-------------------|-------------|------|-------|
| Between groups       | .01481         | 2                 | .007407     | .000 | 1.000 |
| Within groups        | 9170.178       | 132               | 69.479      |      |       |
| Total                | 9170.193       | 134               |             |      |       |

As indicated in Table 1, all of the three groups had comparable mean and standard deviation results. This was further investigated by a more powerful statistical device known as ANOVA. The results of the one-way ANOVA ( $F=.000$  with degrees of freedom 2 and 132) has confirmed that there is no statistically significant listening comprehension ability difference among the three groups.

#### **4.1.2 Results of the Experiment**

As indicated in the previous sections, three groups were given a listening comprehension test in three different positions to explore the effect of placing test items in different positions in a listening test. Thus, the following null ( $H_0$ ) and alternative ( $H_1$ ) hypotheses were made:

- $H_0$  placing of test items in different positions in a listening comprehension test has no effect on the testees' performance.
- $H_1$  Placing of test items in different positions in a listening comprehension test has an effect on the testees' performance.

Descriptive and inferential statistical analyses were employed to study the data obtained. The result of the descriptive statistics (Table 3) shows that the mean performances of the 'AFTER READING', the 'BEFORE READING' and the 'SANDWICH' groups were 10.93, 10.09 and 12.69, respectively. Similarly, the standard deviations of these groups were found to be 3.36, 3.25 and 2.50, respectively.

Table 3: Descriptive Summary of the Post-test

| Groups         | Statistical Values |         |       |                    |
|----------------|--------------------|---------|-------|--------------------|
|                | Minimum            | Maximum | Mean  | Standard Deviation |
| After Reading  | 4                  | 17      | 10.93 | 3.36               |
| Before Reading | 5                  | 17      | 10.09 | 3.25               |
| Sandwich       | 5                  | 16      | 12.69 | 2.50               |

The above statistical values may in fact give us some pictures about the differences in the approaches. They, however, cannot tell us whether the differences are significant. To this effect, One-way ANOVA was carried out to determine the difference among the three approaches. The ANOVA, then, detected a significant difference in scores across the different approaches. As shown in Table 4, the calculated value of F ( $F=8.440$  with degrees of freedom 2 and 132) exceeded the value of F tabulated at .05 probability level set for this study. The probability that these differences occurred by chance alone was less than 5%. This, then, allowed us to reject the null hypothesis which stated that the position of questions in a listening comprehension test has no effect on the testees' performance.

Table 4: An ANOVA Table for (Mean) Differences Among Approaches

| Sources of Variation | Sum of Squares | Degree of Freedom | Mean Square | F     | Sig  |
|----------------------|----------------|-------------------|-------------|-------|------|
| Between groups       | 158.326        | 2                 | 79.163      | 8.440 | .000 |
| Within groups        | 1238.089       | 132               | 9.379       |       |      |
| Total                | 1396.415       | 134               |             |       |      |

Since the ANOVA result indicated that at least one of the individual means was significantly different from the others, locating the direction of the difference was found to be another area of interest. To this end, Scheff's post-hoc test at 0.05 level was utilised to compare the three means. The result is presented in the following table:

Table 5: Post-hoc Comparison of Means

| Groups                          | Mean Difference | Sig  |
|---------------------------------|-----------------|------|
| Sandwich Vs Before Reading      | 2.60*           | .000 |
| Sandwich Vs After Reading       | 1.758*          | .027 |
| After Reading Vs Before Reading | 0.85            | .427 |

Note: \* Shows significance.

As can be seen from the above table, the Scheff's post-hoc result indicated that the 'Sandwich group' appeared to be significantly different in score from the others. On the other hand, the 'After Reading' and the 'Before Reading' groups have secured a non-significant mean difference.

## **4.2 Discussion**

The One-Way ANOVA and the post-hoc test have attested significant mean differences among the three approaches ( $F = 8.440$  with degrees of freedom 2 and 132) and thus indicated the approach that made the difference respectively. Accordingly, the 'After Reading' and the 'Before Reading' groups were found to have a non-significant mean difference. On the other hand, the 'Sandwich' group was found to have a statistically greater mean difference over the other two approaches.

Why is it different? The following lines discuss possible guesses as to why the 'Sandwich' group has performed significantly better than the 'Before Reading' group. The difference between these two groups is that the first viewed the test items between two hearings while the latter viewed them after two listenings.

### **Speculation 1**

Reading the test questions before the second listening may help to have selective and focused listening. Besides, the five minutes given to read the questions between the listenings may as well have a positive role to answer some of the questions. This may be true because the notes the testees have taken or the information they have recorded in their memories from the first listening may help them to answer some of the questions. This, however, is not the experience of the 'Before Reading' group.

### **Speculation 2**

The sandwich approach seems to help testees utilize top-down as well as bottom-up processes in a balanced manner. In the Sandwich approach, the first listening seems to encourage top-down processing of the text since the testees are exposed to experience the wider context. Similarly, the placement of the test items before the second listening may facilitate bottom-up processing since the testees process the information in the text by going from specific questions to the complete text. The 'Before Reading' approach, on the contrary, seems to encourage the text to be processed by letting the testees go from the general to specific processing

### **Speculation 3**

If not knowing test questions in advance creates anxiety and if this, as a result, has a negative effect on the performance of the testees, listening two times before knowing the questions seems to be the worst of all.

When we come to the other side of the comparison, we find the Sandwich and the After Reading groups. The basic difference between these approaches is that the first has read the test questions in between two listenings while the latter has read them before the two listenings.

On the other hand, the possible speculations as to why the 'Sandwich' group has out-performed the 'After Reading' group can be presented as follows:

### **Speculation 4**

The sandwich approach seems to lay a good ground for testees to focus their attention on the main idea(s) of the text since they do not have the test items before the first listening. In the 'After Reading' group, however, reading of the questions prior to listening the text may push the testees to do two things- answering and listening. This, as a result, may make them abandon one area of attention (Norman and Bobrow, 1975). If this is a possible condition, the chance of the 'After Reading' group to fully grasp the message of the text is at least lowered by a factor than the other group. If this can be considered as an

advantage, the 'Sandwich' group then seems to be in a better condition than the 'After Reading' group.

### **Speculation 5**

It seems logical to think that activation of relevant background is maximum when one gets adequate information about something from a certain stimulus.

Otherwise, the possibility of activating less important or irrelevant schemata may be possible if a stimulus provides an incomplete input. In connection to this idea, Anderson and Pearson (1984) say that a particular sub schema may not necessarily activate the schema it belongs to. They also say the reverse is possible. We may, therefore, say that the interaction effect between the fragmented representations of the text and the background knowledge of the testees in the 'After Reading' group may not be as powerful as the interaction effect between the whole text and the background knowledge of the testees in the 'Sandwich' group to activate proper schema.

### **Speculation 6**

Some testees in the 'After Reading' group may face some difficulties to comprehend the test questions properly or may find the nature of the test questions having bad appearance before listening to the text. This, consequently, may create anxiety which possibly affects the degree of attention that should be

paid to the listening of the text. This, as a result, may lead to mask the trait to be tested. This likely negative effect of the text appearance, however, may not have equal strength to that of the sandwich group because this group has got no exposure to the comprehension questions before the first listening.

paid to the listening of the text. This, as a result, may lead to mask the trait to be tested. This likely negative effect of the text appearance, however, may not have equal strength to that of the sandwich group because this group has got no exposure to the comprehension questions before the first listening.

## **Chapter Five**

### **Conclusion and Implication**

#### **5.1 Conclusion**

The study was aimed at investigating the effect of placing test items in different positions in listening comprehension tests. To this effect, testees were made to view questions in different positions in a listening comprehension test. The first group viewed the test questions before listening to the text two times while the second group viewed the questions after two hearings. The third group listened to the text first and then viewed the questions and then completed its answers after the second listening.

The three groups were compared for their listening abilities by a standardized international language proficiency test (TOEFL). After this was done, a listening comprehension test prepared by the Department of Foreign Languages and Literature of Addis Ababa University was administered to the three groups using the above three approaches.

The finding seems to suggest that reading listening comprehension test items in different positions has an effect on performance. Accordingly, presenting questions between two hearings is found to have strong support to respond to listening comprehension test questions correctly. On the other hand, knowing questions before and after listenings seems to have and lack some advantages. Sherman (1997) has done similar study by using different texts, subjects and research design and has come up with a finding which is in line with this study.

Similarly, Norman's and Babrow's (1975) conclusion which stated that previewing test items may supply additional data but may also tax cognitive resources seems also to be in agreement with the finding of the present study.

This current study is limited in scope. Even then, it has attempted to generate insight into the effect of position of test items in listening comprehension tests.

## **5.2 Implication**

Based on the findings of the study the following implications may be drawn:

1. The finding of the study seems to imply that testing a given ability or trait in different methods may result in different performances. Thus, recognising a method effect in testing seems to be very important.
2. This study has only demonstrated the difference that the three approaches (i.e. reading the test questions before two listenings, reading the test questions after two listenings and reading the test questions between two listenings) may bring about in

the listening comprehension performance. The reasons for the differences, however, are speculations. To this effect, further research of this sort should be done with a better research design so that more reliable and valid information on the effect of questions' positions in listening comprehension tests can be attained.

3. All of the three testing listening approaches considered in this study have got their own advantages and disadvantages. However, the weight of each advantage in each approach to enhance listening test scores may not be equally significant. Similarly, the power of each disadvantage in each approach to affect test scores may not also have the same level of significance. Thus further study should be planned to investigate the significance level of each advantage and disadvantage across the approaches.
4. Experimenting these approaches with different types of texts, texts formats/techniques, levels of students and collecting students' opinions about these approaches and comparing these opinions against the students performances may also give us valuable insights about placing test items in different positions in listening comprehension tests.

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TEST OF ENGLISH AS A FOREIGN LANGUAGE

General Directions

This is a test of your ability to use the English language. It contains three sections. Each section has more than one part. Each section or part of the test begins with a set of specific directions and sample questions. Be sure you understand the directions before you begin to work on each section.

The supervisor will tell you when to start and stop each section. You should work quickly but carefully. Do not spend too much time on any one question. If you finish a section early, you may review your answers on that section only. You may not go on to the next section, and you may not go back to a section you have already worked on.

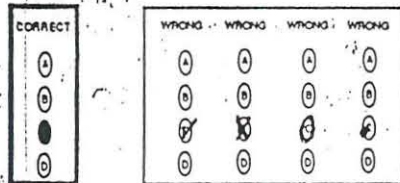
Some of the questions are more difficult than others, but try to answer every one. Your score will be based on the number of questions you answer correctly. If you are not sure of the answer to a question, make the best guess you can. It is to your advantage to answer every question, even if you have to guess.

You must mark all of your answers on the separate answer sheet. Do not mark your answer in the test book. When you mark your answers on your answer sheet, you must:

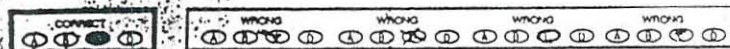
- Use a medium-soft (#2 or HB) black lead pencil.
- Mark the space that corresponds to the answer you choose for each question. Also, make sure you mark your answer in the row with the same number as the number of the question you are answering. You may not make any corrections after time is called.
- Mark only one answer to each question.
- Carefully and completely fill each intended oval with a dark mark so you cannot see the letter inside the oval; light or partial marks may not be read properly by the scoring machine.
- Erase all extra marks completely. If you decide to change an answer, completely erase your old answer and then mark your new answer.

The ovals on the answer sheet are arranged in either a horizontal or a vertical format. The examples below show the correct and wrong ways of marking both answer sheet versions. Be sure to fill in the ovals on your answer sheet the correct way.

Vertical Answer Spaces



Horizontal Answer Spaces



Many of the passages in this test have been adapted from published material. To make the passages suitable for testing purposes, the style, content, or point of view of the original may have been altered. The ideas contained in the passages do not necessarily represent the opinions of the TOEFL Policy Council or Educational Testing Service.

Print your full name here

(last)

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(middle)

LEVEL I TOEFL, FORM 3NTF11



Test of English as a Foreign Language

NO TEST MATERIAL ON THIS PAGE



SECTION 1  
LISTENING COMPREHENSION

In this section of the test, you will have an opportunity to demonstrate your ability to understand spoken English. There are three parts to this section, with special directions for each part. Do not read ahead or turn the pages while the directions are being read. Do not take notes or write in your test book at any time.

Part A

Directions: For each question in Part A, you will hear a short sentence. Each sentence will be spoken just once. The sentences you hear will not be written out for you.

After you hear each sentence, read the four choices in your test book, marked (A), (B), (C), and (D), and decide which one is closest in meaning to the sentence you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space completely so that the letter inside the oval cannot be seen.

Listen to an example.

On the recording, you hear:

Sample Answer

(A) (B) (C) (D)

In your test book, you read:

- (A) Please lock your room when you leave.
- (B) Turn the key to the left to enter your room.
- (C) Please return your room key before leaving.
- (D) You must leave your room by four o'clock.

The woman said, "Please turn in the key to your room before you leave." Sentence (C), "Please return your room key before leaving," is closest in meaning to what the woman said. Therefore, the correct choice is (C).

Now listen to another example.

On the recording, you hear:

Sample Answer

(A) (B) (C) (D)

In your test book, you read:

- (A) Will Mary be traveling tomorrow?
- (B) What are Mary's plans for tomorrow?
- (C) Who will be with Mary tomorrow?
- (D) Does Mary have to do it tomorrow?

The man said, "What's Mary going to do tomorrow?" Sentence (B) "What are Mary's plans for tomorrow?" is closest in meaning to what the man said. Therefore, the correct choice is (B).

WAIT

1. (A) Cathy's grades are the best in the class.  
(B) Nobody has a better job than Cathy.  
(C) Cathy is in much better condition now.  
(D) Nobody knows Cathy's grades.
2. (A) The information will be available next week.  
(B) I won't be back until next week.  
(C) First get the information, then call me.  
(D) I need some information from you next week.
3. (A) His class finished early.  
(B) He's always on time for class.  
(C) He doesn't come to class at all.  
(D) He's very often late for class.
4. (A) The course has become more popular recently.  
(B) So few people attend the course that it may be canceled.  
(C) The course was once more popular than it is now.  
(D) That course has been popular for many years.

5. (A) Marty was eager to vote in the election.  
(B) Marty was the only one to read about politics.  
(C) Marty was anxious to find out the election results.  
(D) Marty spent the day at home, listening to the news.
6. (A) How talented is she?  
(B) She's very talented.  
(C) Is she very talented?  
(D) She has little talent.
7. (A) The faculty lounge is beside the admissions office.  
(B) The admissions officer went into the faculty lounge next.  
(C) The admissions officers will hold their next meeting in the faculty lounge.  
(D) Next year, the faculty lounge will be used for offices.
8. (A) He doesn't want to pay a penalty.  
(B) He buys fine art objects.  
(C) He doesn't have the time to play.  
(D) He wants to define his objectives.

GO ON TO THE NEXT PAGE

9. (A) She said the wrong thing, so she probably will lose her job.  
(B) She accidentally closed the door on her foot.  
(C) She started to enter the room for an interview.  
(D) She doesn't have the job, although she's still being considered.
10. (A) Peter arrived at eight.  
(B) Everyone but Peter was on time.  
(C) Everyone except Peter had a plate.  
(D) Peter paid a high exchange rate.
11. (A) I used my ticket to New York.  
(B) I lived in New York four months ago.  
(C) I go to New York every month.  
(D) I went to New York often in the past.
12. (A) The plan of their apartment was in the paper.  
(B) The new plant was delivered to their home.  
(C) They expect to receive their paper at home.  
(D) There was a lot of litter in the park.

13. (A) She didn't hear the telephone ring.  
(B) She had so much to do, she couldn't answer the phone.  
(C) She called, but the line was busy.  
(D) She sounded busy when she answered the phone.
14. (A) The supermarket is closed on Saturday.  
(B) That store carries a wide variety of groceries.  
(C) I prefer to get my groceries during the week.  
(D) I do all my shopping at the same supermarket.
15. (A) It always looks worse before it gets better.  
(B) It's a good thing you went to the doctor this morning.  
(C) Do try to go to the doctor right away.  
(D) There's nothing worse than having a sore throat.
16. (A) I hadn't heard the news about the scholarship.  
(B) It's amazing that no one got the scholarship.  
(C) I was afraid her scholarship might be too small.  
(D) I felt sure she would receive the scholarship.

GO ON TO THE NEXT PAGE

17. (A) The teacher didn't like the paper.  
 (B) The teacher thought the paper was adequate.  
 (C) The teacher discussed the paper with the student.  
 (D) The teacher praised the paper.
18. (A) I wish the rain would stop.  
 (B) It will probably stop raining soon.  
 (C) The rain has just stopped.  
 (D) At least it's only raining.

19. (A) Harry has finished working at the laboratory.  
 (B) Harry has worked there over ten years.  
 (C) Harry's workplace overlooks the laboratory.  
 (D) Harry thinks he works too hard.
20. (A) She wishes she had the right title.  
 (B) She wants silence when she writes.  
 (C) She may choose not to speak.  
 (D) She wants to write during the remaining time.

GO ON TO THE NEXT PAGE →

Part B

Directions: In Part B you will hear short conversations between two people. After each conversation, a third person will ask a question about what was said. You will hear each conversation and question about it only one time. After you hear a conversation and the question about it, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

On the recording, you hear

Sample Answer

(A) (B) (C) (D)

In your test book, you read

- (A) He doesn't like the painting either.  
 (B) He doesn't know how to paint.  
 (C) He doesn't have any paintings.  
 (D) He doesn't know what to do.

You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A). "He doesn't like the painting either." Therefore, the correct choice is (A).

WAIT

21. (A) Studying.  
(B) Sleeping.  
(C) Speaking to his roommate.  
(D) Talking on the phone.
22. (A) She expects to earn much more money.  
(B) There's a lot of fine material to sew.  
(C) She thinks the man is in love.  
(D) There's a lot in the course to memorize.
23. (A) It's too long.  
(B) He's looked everywhere for it.  
(C) He found that it wasn't clean.  
(D) It should be tied differently.
24. (A) Who will cook dinner.  
(B) Where their friend is.  
(C) Whether the chicken is ready.  
(D) How their friend hurt his back.
25. (A) The party will be more fun later on.  
(B) She wanted to leave earlier.  
(C) She wants to leave in a little while.  
(D) The party has beautiful decorations.
26. (A) Make another appointment.  
(B) Return later in the morning.  
(C) Wait to see the dean.  
(D) Find out whether he's next in line.
27. (A) The woman should ask about the requirements for each class.  
(B) It doesn't matter which course the woman takes first.  
(C) He's curious about why the woman is taking swimming lessons.  
(D) The woman doesn't need either class to graduate.
28. (A) They could work on the assignment at once.  
(B) There's nothing wrong with the assignment.  
(C) They wrote down the assignment.  
(D) They should go to their assigned places.
29. (A) She might have to return to the hospital.  
(B) She can resume normal activities soon.  
(C) She might have to stay at a nursing home.  
(D) She will be too weak to move around by herself.
30. (A) Just gotten married secretly.  
(B) Guessed Mary's secret.  
(C) Invited many guests.  
(D) Told his secret only to Mary.
31. (A) She has plenty of help already.  
(B) She is ready to help her brothers.  
(C) She doesn't have to move now.  
(D) She shouldn't do her brother's work.
32. (A) Gail returned them to the store.  
(B) The students put them away.  
(C) They were forgotten after the party.  
(D) They were left all over the floor.
33. (A) He thought he played baseball well.  
(B) He thought he acted a little strangely.  
(C) He liked him immediately.  
(D) He disagreed with his opinions.
34. (A) Gave the woman his geology notebook.  
(B) Tripped on the way to class.  
(C) Finished writing a paper.  
(D) Apologized for misplacing the woman's notes.
35. (A) She wants to go to the market first.  
(B) Ron is going to drive her to the store.  
(C) She prefers to go shopping alone.  
(D) She wants to buy a car soon.

GO ON TO THE NEXT PAGE

# Part C

Directions: In this part of the test, you will hear longer conversations and talks. After each conversation or talk, you will be asked some questions. You will hear the conversations or talks only once. The questions about them will be asked only one time. Then you will be asked to write out for you.

After you hear a question, read the four possible answers in your test book and decide which one is the best answer to the question you heard. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Answer the questions on the basis of what is stated or implied by the speakers in the talk or conversation.

Here is an example. On the recording, you hear:

Now listen to a sample question.

Sample Answer

(A) (B) (C) (D)

In your test book, you read:

- (A) To demonstrate the latest use of computer graphics.  
(B) To discuss the possibility of an economic depression.  
(C) To explain the workings of the brain.  
(D) To dramatize a famous mystery story.

The best answer to the question "What is the main purpose of the program?" is (C). "To explain the workings of the brain." Therefore, the correct choice is (C).

Now listen to another sample question.

Sample Answer

(A) (B) (C) (D)

In your test book, you read:

- (A) It is required of all science majors.  
(B) It will never be shown again.  
(C) It can help viewers improve their memory skills.  
(D) It will help with course work.

The best answer to the question "Why does the speaker recommend watching the program is (D). "It will help with course work." Therefore, the correct choice is (D).

Remember, you are not allowed to take notes or write in your test book.

WAIT

36. (A) A test.  
(B) Photography.  
(C) A book report.  
(D) Student identification cards.

37. (A) Movie reviews.  
(B) Assigned articles.  
(C) A photo manual.  
(D) A campus guide.

38. (A) Lend them a textbook.  
(B) Show them the slides again.  
(C) Call them over the weekend.  
(D) Meet them in the library.

39. (A) Sunday.  
(B) Tuesday.  
(C) Wednesday.  
(D) Friday.

40. (A) Go to the library.  
(B) See a photography exhibit.  
(C) Begin work in the laboratory.  
(D) Start doing their homework.

41. (A) The origin of a nickname.  
(B) The travels of early prospectors.  
(C) The weather in Alaska.  
(D) The process of oven baking.

42. (A) It doesn't contain sugar.  
(B) It contains little flour.  
(C) It doesn't need to rise.  
(D) It has a golden crust.

43. (A) Once a week.  
(B) Every other day.  
(C) Each night.  
(D) Twice a day.

44. (A) By mixing it often.  
(B) By carrying it in their clothing.  
(C) By wrapping it in blankets.  
(D) By keeping it near a fire.

45. (A) They dug it out of the snow.  
(B) One cook was assigned to make it for the others.  
(C) They took some from a large pot.  
(D) Each person kept some dough from one batch to use for the next.

46. (A) Cold temperatures of the Antarctic.  
(B) Food resources of the Antarctic.  
(C) Mineral resources of the Antarctic.  
(D) Exploration in the Antarctic.

47. (A) Huge fish were caught in the Antarctic.  
(B) Fishing ports were set up in Antarctica.  
(C) The Antarctic became known as a rich fishing ground.  
(D) People realized it was too cold to fish in the Antarctic.

48. (A) It has potential for becoming a major source of protein for the world.  
(B) It is the only animal that can thrive in the cold Antarctic waters.  
(C) It is causing other creatures in the area to die out.  
(D) It is considered a delicacy by many people.

**GO ON TO THE NEXT PAGE** →

49. (A) It may lead to extinction for the krill.  
(B) It may deny necessary food to other creatures in the area.  
(C) It has already created international competition for the fishing areas.  
(D) It puts the ships' crews in danger from other creatures.

50. (A) Special feeding programs for Antarctic animals have been started.  
(B) Fishing for Antarctic cod has been temporarily suspended.  
(C) A specific fishing area has been assigned each of the interested nations.  
(D) A regulatory body representing several nations has been formed.

**THIS IS THE END OF SECTION 1, LISTENING COMPREHENSION.**  
**STOP WORK ON SECTION 1.**

DO NOT READ OR WORK ON ANY OTHER SECTION OF THE TEST  
THE SUPERVISOR WILL TELL YOU WHEN TO BEGIN WORK ON SECTION 2.



## Appendix 2

### Answer Key for the Testing of English as a Foreign Language

|       |       |       |       |
|-------|-------|-------|-------|
| 1. A  | 5. C  | 9. D  | 13. B |
| 2. A  | 6. B  | 10. B | 14. C |
| 3. B  | 7. A  | 11. D | 15. C |
| 4. A  | 8. A  | 12. C | 16. D |
| 17. A | 21. B | 25. C | 29. B |
| 18. A | 22. D | 26. C | 30. D |
| 19. D | 23. B | 27. B | 31. A |
| 20. C | 24. B | 28. A | 32. B |
| 33. C | 37. B | 41. A | 46. B |
| 34. C | 38. C | 42. A | 47. C |
| 35. C | 39. D | 43. C | 48. A |
| 36. A | 40. C | 44. B | 49. B |
|       |       | 45. D | 50. D |

## Appendix 3

### Rank Order of Scores and Codes for the Pre-test

| Students | Rank Order of Scores | Codes |
|----------|----------------------|-------|
| 1        | 43                   | A     |
| 2        | 42                   | B     |
| 3        | 42                   | C     |
| 4        | 41                   | C     |
| 5        | 37                   | B     |
| 6        | 34                   | A     |
| 7        | 34                   | A     |
| 8        | 32                   | B     |
| 9        | 32                   | C     |
| 10       | 31                   | C     |
| 11       | 31                   | B     |
| 12       | 31                   | A     |
| 13       | 30                   | A     |
| 14       | 30                   | B     |
| 15       | 30                   | C     |
| 16       | 29                   | C     |
| 17       | 29                   | B     |
| 18       | 28                   | A     |
| 19       | 28                   | A     |
| 20       | 28                   | B     |
| 21       | 28                   | C     |
| 22       | 28                   | C     |

| Students | Rank Order of Scores | Codes |
|----------|----------------------|-------|
| 23       | 28                   | B     |
| 24       | 27                   | A     |
| 25       | 27                   | A     |
| 26       | 27                   | B     |
| 27       | 26                   | C     |
| 28       | 26                   | C     |
| 29       | 26                   | B     |
| 30       | 26                   | A     |
| 31       | 26                   | A     |
| 32       | 26                   | B     |
| 33       | 26                   | C     |
| 34       | 25                   | C     |
| 35       | 25                   | B     |
| 36       | 25                   | A     |
| 37       | 25                   | A     |
| 38       | 24                   | B     |
| 39       | 24                   | C     |
| 40       | 24                   | C     |
| 41       | 24                   | B     |
| 42       | 23                   | A     |
| 43       | 23                   | A     |
| 44       | 23                   | B     |
| 45       | 23                   | C     |

| Students | Rank Order of Scores | Codes |
|----------|----------------------|-------|
| 46       | 23                   | C     |
| 47       | 23                   | B     |
| 48       | 23                   | A     |
| 49       | 22                   | A     |
| 50       | 22                   | B     |
| 51       | 22                   | C     |
| 52       | 22                   | C     |
| 53       | 22                   | B     |
| 54       | 22                   | A     |
| 55       | 22                   | A     |
| 56       | 22                   | B     |
| 57       | 21                   | C     |
| 58       | 20                   | C     |
| 59       | 20                   | B     |
| 60       | 20                   | A     |
| 61       | 20                   | A     |
| 62       | 19                   | B     |
| 63       | 19                   | C     |
| 64       | 19                   | C     |
| 65       | 19                   | B     |
| 66       | 19                   | A     |
| 67       | 19                   | A     |
| 68       | 19                   | B     |

| Students | Rank Order of Scores | Codes |
|----------|----------------------|-------|
| 69       | 19                   | C     |
| 70       | 18                   | C     |
| 71       | 18                   | B     |
| 72       | 18                   | A     |
| 73       | 18                   | A     |
| 74       | 18                   | B     |
| 75       | 18                   | C     |
| 76       | 18                   | C     |
| 77       | 18                   | B     |
| 78       | 18                   | A     |
| 79       | 18                   | A     |
| 80       | 18                   | B     |
| 81       | 17                   | C     |
| 82       | 17                   | C     |
| 83       | 17                   | B     |
| 84       | 17                   | A     |
| 85       | 17                   | A     |
| 86       | 17                   | B     |
| 87       | 17                   | C     |
| 88       | 17                   | C     |
| 89       | 16                   | B     |
| 90       | 16                   | A     |
| 91       | 16                   | A     |

| Students | Rank Order of Scores | Codes |
|----------|----------------------|-------|
| 92       | 16                   | B     |
| 93       | 16                   | C     |
| 94       | 15                   | C     |
| 95       | 15                   | B     |
| 96       | 15                   | A     |
| 97       | 15                   | A     |
| 98       | 15                   | B     |
| 99       | 14                   | C     |
| 100      | 14                   | C     |
| 101      | 14                   | B     |
| 102      | 13                   | A     |
| 103      | 13                   | A     |
| 104      | 12                   | B     |
| 105      | 12                   | C     |
| 106      | 12                   | C     |
| 107      | 12                   | B     |
| 108      | 12                   | A     |
| 109      | 11                   | A     |
| 110      | 11                   | B     |
| 111      | 11                   | C     |
| 112      | 11                   | C     |
| 113      | 11                   | B     |
| 114      | 11                   | A     |

| Students | Rank Order of Scores | Codes |
|----------|----------------------|-------|
| 115      | 10                   | A     |
| 116      | 10                   | B     |
| 117      | 10                   | C     |
| 118      | 10                   | C     |
| 119      | 10                   | B     |
| 120      | 10                   | A     |
| 121      | 10                   | A     |
| 122      | 9                    | B     |
| 123      | 9                    | C     |
| 124      | 9                    | C     |
| 125      | 8                    | B     |
| 126      | 8                    | A     |
| 127      | 8                    | A     |
| 128      | 8                    | B     |
| 129      | 7                    | C     |
| 130      | 7                    | C     |
| 131      | 6                    | B     |
| 132      | 6                    | A     |
| 133      | 5                    | A     |
| 134      | 5                    | B     |
| 135      | 4                    | C     |

## Appendix 4

### Grouping of Students Based on the Pre-test Results

| Students | Group A | Group B | Group C |
|----------|---------|---------|---------|
| 1        | 43      | 42      | 42      |
| 2        | 34      | 37      | 41      |
| 3        | 34      | 32      | 32      |
| 4        | 31      | 31      | 31      |
| 5        | 30      | 30      | 30      |
| 6        | 28      | 29      | 29      |
| 7        | 28      | 28      | 28      |
| 8        | 27      | 28      | 28      |
| 9        | 27      | 27      | 26      |
| 10       | 26      | 26      | 26      |
| 11       | 26      | 26      | 26      |
| 12       | 25      | 25      | 25      |
| 13       | 25      | 24      | 24      |
| 14       | 23      | 24      | 24      |
| 15       | 23      | 23      | 23      |
| 16       | 23      | 23      | 23      |
| 17       | 22      | 22      | 22      |
| 18       | 22      | 22      | 22      |
| 19       | 22      | 22      | 21      |
| 20       | 20      | 20      | 20      |
| 21       | 20      | 19      | 19      |
| 22       | 19      | 19      | 19      |

| Students | Group A | Group B | Group C |
|----------|---------|---------|---------|
| 23       | 19      | 19      | 19      |
| 24       | 18      | 18      | 18      |
| 25       | 18      | 18      | 18      |
| 26       | 18      | 18      | 18      |
| 27       | 18      | 18      | 17      |
| 28       | 17      | 17      | 17      |
| 29       | 17      | 17      | 17      |
| 30       | 16      | 16      | 17      |
| 31       | 16      | 16      | 16      |
| 32       | 15      | 15      | 15      |
| 33       | 15      | 15      | 14      |
| 34       | 13      | 14      | 14      |
| 35       | 13      | 12      | 12      |
| 36       | 12      | 12      | 12      |
| 37       | 11      | 11      | 11      |
| 38       | 11      | 11      | 11      |
| 39       | 10      | 10      | 10      |
| 40       | 10      | 10      | 10      |
| 41       | 10      | 9       | 9       |
| 42       | 8       | 8       | 9       |
| 43       | 8       | 8       | 7       |
| 44       | 6       | 6       | 7       |
| 45       | 5       | 5       | 4       |

Addis Ababa University  
Institute of Language Studies  
Department of Foreign Languages and Literature

College English Listening Test (1999/2000 A.Y.)  
Talk - script ( Code 1)

**To the Instructor :-** Read out this talk - script only twice . The first reading is to introduce the students to the entire theme of the text while the second is aimed to let the students take detailed notes. Therefore, encourage students to read all the questions in their papers before you start reading out the script.

*Women in the Industrialised World*

One of the greatest economic and social changes of the post-war years has gone largely unnoticed. It is that more and more women are going out to work. Today in the United States, in Japan and in the United Kingdom, almost 40 per cent of the work force is female.

In theory this should mean that women are becoming better-off, liberated, equal. But in practice it is a different story.

Most women now work far longer hours than men-in factory, shop or office as well as in the home as cook, cleaner, child rearer, shopper and homemaker. This 'double burden' means that the average woman who goes out to work is now putting in an 80-hour working week-twice as long as most men.

So equality depends not only on women sharing in paid employment but also on men sharing in the tasks of the home. At the moment husbands in all industrialised countries contribute very little to domestic work and recent research shows that this contribution does not increase when the wife goes out to work. American researcher, Joan Vanek, for example, found that the average father in the United States spends only 12 minutes a day with his children. Overall, women's unpaid work in the U.S.A. is estimated at about 40 per cent of the Gross Domestic Product. But even in the work-place itself, women's wages are everywhere lower than men's. In the U.K. women are paid an average of 25 per cent less. In the U.S.A. they are paid 40 per cent less. And this is despite equal pay legislation in most industrialised countries

The reasons why women earn less than men go deeper than legislation. And again the main cause is the 'double burden' of home responsibilities which means that many women have to take part-time jobs, or less demanding jobs, and that they have less time for training and less opportunity for promotion.

As children, girls are educated and conditioned either for no employment at all or for more menial and lower-paid jobs. As workers, they are crowded into industries like textiles, food, clothing, retailing—where they compete with each other for low-paid and insecure jobs which require little skill or training and offer little chance of promotion. A recent survey in Sweden shows that women have a choice of about 25 different occupations whereas a man chooses from over 300 careers. Indeed certain countries, have come to rely on a supply of female labour which costs little and enjoys little protection.

The result of this inequality is that women have more than their fair share of poverty. And particularly hard-hit are the families dependent on a woman's earnings.

Single parent families are increasing in almost every industrialised country. In Britain at least 600,000 families are now headed by single mothers and the number is growing by 6 per cent a year. The main cause is the rise in divorce rates which have doubled in many countries during the last 15 years.

It is these single-parent families, says the International Labour Organisation, which make up the fastest rising group in any classification of the poor population. Even after the receipt of benefits, the incidence of poverty is only just below that of pensioners and is much higher than in any other group.

As the ILO notes, pensioners are the poorest social group in the industrialised world. But here too it is the women who are worst off—partly because they tend to live longer than men and partly because inequality during their working lives is reflected in reduced pensions. In the United States, for example, the 8 million women who are over the age of 65 make up by far the poorest group of people in America—with almost half of them living below the official poverty line.

For women at work, the final irony is that the trades unions—which have done so much to improve the pay, conditions and benefits of work forces in the industrialised world—are also dominated by men. In America's garment industry, 80 per cent of the union members are women but 21 of the 22 member board of the union are men. In New Zealand only 15 of the country's 323 unions have any women executives despite the fact that women carry over a third of all union membership cards.

The first half of the U.N. Decade for women has now gone and the vast majority of women in the industrialised countries have seen little or no benefit. Equal-pay legislation in almost all industrialised countries has been one of the big achievements of these five years. The task for the next five years is to achieve equal work which will give substance to pay. The biggest barrier is that working women now do two jobs. And overcoming that barrier is as much of a challenge to men as it is to women.

## Appendix 6

### The Listening Comprehension Questions and Their Answers

Addis Ababa University

Institute of Language Studies

Department of Foreign Languages and Literature

College English Listening Test (1999/2000 A

Code 1

Name \_\_\_\_\_ I.D. \_\_\_\_\_ Section \_\_\_\_\_

Instruction:- You will hear a talk about the situation of women in the industrialised world twice. During the first talk, try to identify the overall idea. During the second talk, take detailed points and use them to complete the notes and tables, and the questions below (½ marks each).

1. What is the main argument of the speaker?

Ans: Practically women are not liberated and hence there is no equality between women and men in the industrialised world.

2. Most women work less hours than men do in factory, shop or office, but longer hours in the home. (True/False)

Ans: False

3. According to the passage, equality depends on:

Ans: a. Women sharing in paid employment.

b. men sharing in the tasks of the home.

4. Women's wages in UK is better than that of the women's in US.

(True/False)

Ans: True

5. The phrase 'double burden' that the speaker uses refers to:

Ans: The longer hours women do both outside and in the home.

6. According to the American researcher Joan Vanck, a father in United States spends 23 hours and 48 minutes for some other business while the remaining minutes are spent with his children. (True/False)

Ans: True

7. Examples of industries which require little skill of training, and thus pay low wages are,

Ans: textiles, food, clothing and retailing.

8. Some countries want to use female labour because it is cheap and requires little protection. (True/False)

Ans: True

9. Except being loaded by domestic and productive chores, women in the industrialized world have an equal access to participate in different works.  
(True/False)

Ans: False

10. What is the cause for the increment of single parents in the industrialised countries?

Ans: The rise in the divorce rates.

11. What is the fastest rising group of the poor population?

- a) Pensioners                      c) man working in factories  
b) single parent families       d) women working in factories

Ans: B

12. According to the speaker, women pensioners lead the worst life because of:
- A. \_\_\_\_\_
- B. \_\_\_\_\_

Ans: A. They tend to live longer than men live.

B. Inequality during their working lives is reflected in reduced pensions.

13. The longer women live, the worse life they lead. (True/False)

Ans: True

14. The trade unions in the industrialized world, which have got balanced gender members, have done their level best to improve the pay conditions and benefits of the work forces in the industrialised world. (True/False).

Ans: False

15. According to the speaker, which of the followings is false?
- a) There are 22 unions trades in America.
  - b) There are 323 unions trades in New Zealand.
  - c) Only one women is a member of the board union for America's garment industry.
  - d) Union trades are dominated by men, though the number of men is insignificant compared to that of the women's.

Ans: a

16. What is the main achievement of the five years?

Ans: Equal-pay legislation in almost all industrialised countries.

17. What is the main task for the next five years?

Ans: To achieve equal work.

## Appendix 7

### Results of the Post Test

| Students | Sandwich | Before Reading | After Reading |
|----------|----------|----------------|---------------|
| 1        | 15.00    | 9.00           | 17.00         |
| 2        | 15.00    | 14.00          | 16.00         |
| 3        | 14.00    | 9.00           | 16.00         |
| 4        | 14.00    | 7.00           | 6.00          |
| 5        | 15.00    | 10.00          | 6.00          |
| 6        | 15.00    | 9.00           | 7.00          |
| 7        | 14.00    | 7.00           | 16.00         |
| 8        | 13.00    | 16.00          | 11.00         |
| 9        | 14.00    | 13.00          | 8.00          |
| 10       | 16.00    | 14.00          | 15.00         |
| 11       | 14.00    | 10.00          | 14.00         |
| 12       | 15.00    | 17.00          | 14.00         |
| 13       | 16.00    | 13.00          | 15.00         |
| 14       | 16.00    | 11.00          | 15.00         |
| 15       | 16.00    | 5.00           | 14.00         |
| 16       | 14.00    | 16.00          | 14.00         |
| 17       | 14.00    | 11.00          | 13.00         |
| 18       | 14.00    | 13.00          | 14.00         |
| 19       | 16.00    | 7.00           | 14.00         |
| 20       | 13.00    | 6.00           | 11.00         |
| 21       | 14.00    | 14.00          | 10.00         |
| 22       | 15.00    | 5.00           | 11.00         |

| Students | Sandwich | Before Reading | After Reading |
|----------|----------|----------------|---------------|
| 23       | 14.00    | 7.00           | 11.00         |
| 24       | 14.00    | 12.00          | 11.00         |
| 25       | 14.00    | 7.00           | 10.00         |
| 26       | 9.00     | 6.00           | 10.00         |
| 27       | 9.00     | 8.00           | 11.00         |
| 28       | 9.00     | 6.00           | 10.00         |
| 29       | 5.00     | 8.00           | 12.00         |
| 30       | 10.00    | 14.00          | 12.00         |
| 31       | 8.00     | 10.00          | 12.00         |
| 32       | 10.00    | 14.00          | 12.00         |
| 33       | 12.00    | 7.00           | 10.00         |
| 34       | 12.00    | 8.00           | 12.00         |
| 35       | 11.00    | 15.00          | 11.00         |
| 36       | 11.00    | 8.00           | 12.00         |
| 37       | 11.00    | 7.00           | 7.00          |
| 38       | 11.00    | 14.00          | 6.00          |
| 39       | 12.00    | 10.00          | 4.00          |
| 40       | 12.00    | 10.00          | 6.00          |
| 41       | 10.00    | 7.00           | 6.00          |
| 42       | 11.00    | 10.00          | 7.00          |
| 43       | 12.00    | 9.00           | 8.00          |
| 44       | 10.00    | 11.00          | 6.00          |
| 45       | 12.00    | 10.00          | 9.00          |

Appendix 8. The Pilot Study Results on the performance of each item in the experiment test.

|    | var00001 | var00002 | var00003 | var00004 | var00005 | var00006 | var00007 | var00008 | var00009 | var00010 | var00011 | var00012 | var00013 | var00014 | var00015 | var00016 | var00017 | var00018 | var00019 | var00020 | var00021 | var00022 |
|----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 1  | 1.00     | .00      | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 2  | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     |
| 3  | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | .00      | .00      | .00      | .00      |
| 4  | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | .00      | .00      | 1.00     | .00      | .00      | .00      | .00      | 1.00     | .00      | .00      |
| 5  | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | .00      | .00      | 1.00     | .00      | .00      | 1.00     | .00      | .00      | .00      | .00      |
| 6  | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | .00      | .00      | .00      | .00      | .00      | .00      |
| 7  | .00      | 1.00     | .00      | 1.00     | 1.00     | .00      | 1.00     | .00      | 1.00     | 1.00     | .00      | .00      | 1.00     | .00      | 1.00     | .00      | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 8  | 1.00     | .00      | .00      | .00      | .00      | .00      | 1.00     | .00      | 1.00     | 1.00     | .00      | .00      | 1.00     | .00      | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 9  | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 10 | 1.00     | .00      | 1.00     | .00      | 1.00     | 1.00     | .00      | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 11 | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | .00      | 1.00     | .00      | 1.00     | 1.00     | 1.00     |
| 12 | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | .00      | .00      | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 13 | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 14 | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 15 | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     |
| 16 | 1.00     | 1.00     | .00      | .00      | .00      | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 17 | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 18 | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 19 | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 20 | 1.00     | 1.00     | 1.00     | .00      | 1.00     | 1.00     | 1.00     | .00      | .00      | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | .00      | .00      | 1.00     |
| 21 | 1.00     | .00      | .00      | .00      | .00      | 1.00     | 1.00     | .00      | .00      | 1.00     | .00      | .00      | 1.00     | 1.00     | .00      | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 22 | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | 1.00     | .00      | .00      | 1.00     | .00      | .00      | .00      | .00      | .00      | 1.00     | 1.00     | .00      | 1.00     | 1.00     |

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|    | var00001 | var00002 | var00003 | var00004 | var00005 | var00006 | var00007 | var00008 | var00009 | var00010 | var00011 |
|----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 23 | 1.00     | .00      | 1.00     | 1.00     | .00      | 1.00     | .00      | .00      | .00      | .00      | 1.00     |
| 24 | .00      | .00      | .00      | .00      | .00      | .00      | .00      | .00      | .00      | .00      | .00      |
| 25 | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | .00      | .00      | .00      | .00      | .00      |
| 26 | .00      | 1.00     | .00      | .00      | .00      | .00      | .00      | .00      | .00      | .00      | .00      |
| 27 | 1.00     | 1.00     | .00      | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     | 1.00     | .00      |
| 28 | .00      | .00      | .00      | .00      | .00      | 1.00     | 1.00     | .00      | .00      | 1.00     | .00      |
| 29 | .00      | .00      | .00      | 1.00     | 1.00     | .00      | .00      | .00      | .00      | .00      | .00      |
| 30 | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     |

|    | var00012 | var00013 | var00014 | var00015 | var00016 | var00017 | var00018 | var00019 | var00020 | var00021 | var00022 |
|----|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 23 | 1.00     | .00      | .00      | .00      | .00      | .00      | .00      | 1.00     | 1.00     | .00      | 1.00     |
| 24 | .00      | .00      | .00      | .00      | .00      | .00      | 1.00     | .00      | .00      | .00      | .00      |
| 25 | .00      | 1.00     | .00      | .00      | .00      | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 26 | .00      | .00      | .00      | .00      | .00      | .00      | .00      | 1.00     | .00      | .00      | .00      |
| 27 | .00      | .00      | .00      | .00      | .00      | .00      | .00      | .00      | 1.00     | 1.00     | 1.00     |
| 28 | .00      | 1.00     | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 29 | .00      | .00      | 1.00     | 1.00     | 1.00     | .00      | .00      | 1.00     | 1.00     | 1.00     | 1.00     |
| 30 | .00      | .00      | .00      | .00      | .00      | .00      | .00      | 1.00     | .00      | .00      | .00      |

## Appendix 9

### Results of the Pilot Study in Selecting the Best Test for the Experiment

Descriptive Statistics and Reliability Analysis of Test One

#### Descriptive Statistics

|            | N  | Minimum | Maximum | Mean  | Std. Deviation |
|------------|----|---------|---------|-------|----------------|
| VAR 00001  | 30 | .00     | 1.00    | .8333 | .3700          |
| VAR 00002  | 30 | .00     | 1.00    | .500  | .4983          |
| VAR 00003  | 30 | .00     | 1.00    | .500  | .5085          |
| VAR 00004  | 30 | .00     | 1.00    | .5333 | .5074          |
| VAR 00005  | 30 | .00     | 1.00    | .500  | .5085          |
| VAR 00006  | 30 | .00     | 1.00    | .733  | .4493          |
| VAR 00007  | 30 | .00     | 1.00    | .7667 | .4302          |
| VAR 00008  | 30 | .00     | 1.00    | .4667 | .5074          |
| VAR 00009  | 30 | .00     | 1.00    | .5667 | .5040          |
| VAR 000010 | 30 | .00     | 1.00    | .5667 | .5040          |
| VAR 000011 | 30 | .00     | 1.00    | .4667 | .5074          |
| VAR 000012 | 30 | .00     | 1.00    | .5333 | .5074          |
| VAR 000013 | 30 | .00     | 1.00    | .6333 | .4901          |
| VAR 000014 | 30 | .00     | 1.00    | .4667 | .5074          |
| VAR 000015 | 30 | .00     | 1.00    | .6333 | .4901          |
| VAR 000016 | 30 | .00     | 1.00    | .5000 | .5085          |
| VAR 000017 | 30 | .00     | 1.00    | .3333 | .4795          |
| VAR 000018 | 30 | .00     | 1.00    | .2333 | .4302          |
| VAR 000019 | 30 | .00     | 1.00    | .6000 | .4983          |
| VAR 000020 | 30 | .00     | 1.00    | .7000 | .4661          |
| VAR 000021 | 30 | .00     | 1.00    | .6667 | .4795          |
| VAR 000022 | 30 | .00     | 1.00    | .7000 | .4661          |

### Reliability Analysis of Test One

| Mean    | Standard<br>Deviation | Number of<br>Variables | Number of<br>Cases | Reliability<br>Co-efficient |
|---------|-----------------------|------------------------|--------------------|-----------------------------|
| 12.5333 | 4.3528                | 22                     | 30                 | alpha .7624                 |

N.B. This is the test of the experiment

### Reliability Analysis of Test Two

| Mean   | Standard<br>Deviation | Number of<br>Variables | Number of<br>Cases | Reliability<br>Co-efficient |
|--------|-----------------------|------------------------|--------------------|-----------------------------|
| 9.8333 | 2.6769                | 19                     | 30                 | Alpha .5118                 |

### Reliability Analysis of Test Three

| Mean    | Standard<br>Deviation | Number of<br>Variables | Number of<br>Cases | Reliability<br>Co-efficient |
|---------|-----------------------|------------------------|--------------------|-----------------------------|
| 10.9667 | 2.79                  | 19                     | 30                 | alpha .5011                 |

## DECLARATION

I, the undersigned declare that this thesis is my original work, and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Aytaged Sisay

Signature: 

Place: Institute of Language Studies, Addis Ababa University

Date of Submission: June, 2001