

**AN EXPLORATION OF THE WASHBACK EFFECT OF
THE ETHIOPIAN HIGHER EDUCATION ENTRANCE
CERTIFICATE EXAMINATION (EHEECE) OF ENGLISH
LANGUAGE**

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**An Exploration of the Washback Effect of the
Ethiopian Higher Education Entrance Certificate
(EHEEC) English Language Examination**

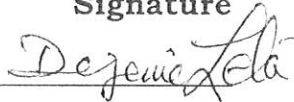
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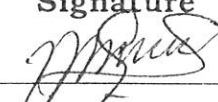
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CHAPTER ONE: INTRODUCTION

1.1 Background

In real life, we ask question to check whether people have understood certain information or because we wanted them to know the information. This shows that the need for testing is crucial in our lives and it is not artificial as it seems to be.

In education examinations are used to check whether someone has understood what he/she has learned or read. At one or other time in our lives, each and every one of us may be required to take an examination for validation, registration, admission, matriculation, qualification or certification. This is based on the assumption that every candidate has met the basic formal educational standards and has taken the required number of courses that have to be covered. Hughes (1989) underlines the needs for test and supports this view saying that:

Information about people's language ability is often very useful and sometimes necessary. It is difficult to imagine, for example, British and American universities accepting students from overseas without some knowledge of their proficiency in English. The same is true for organizations hiring interpreters or translators. They need dependable measures of language ability (1989:4).

He further proceeds arguing that:

Within teaching system, too, as long as it is thought appropriate for individuals to be given a statement of what they have achieved in a second or foreign language, then tests of some kind or other will be needed. They will also be needed in order to provide information about the achievement of groups of learners, without which it is difficult to see how rational educational decisions can be made (Ibid).

Madsen in Bender et al. (1976) explains that the purposes of national examinations are:

...To standardize and up-grade curriculum and instruction, to determine graduation (or measure academic achievement), to determine entrance (or predict academic success) in a higher level school, (1976:482).

Thus, to study the factors that affect this life-long process and the relationship between testing and teaching is very demanding and crucial issue in language education. Therefore, this study investigates whether the Ethiopian Higher Education Entrance Certificate English Language examination (EHEECE, hereafter) puts a washback effect on what happens in the preparatory English language classrooms either by fostering teaching/ learning or by delaying it. The study also considers to what extent it operates if the EHEECE affects the classroom teaching/learning and suggests possible ways of reducing the deficiencies (negative wash back).

1.1.1 The Educational Setting and the Role of the Entrance Examination

In Ethiopia, the English language has built its long-standing history since the liberation of the country from the Italian occupation in 1941. Taddle (1992) states that:

The use and substantive influences of English in Ethiopia are thought to have begun immediately after the restoration of independence in 1941 when schools, which had been closed during the Italian invasion, reopened and the rebuilding of the whole educational system was necessary (1992:16).

Dejenie (1990:11) also explains the role English plays as a second official language of Ethiopia. He emphasizes its significance as the official language of international agencies as well as some national organizations and its use as a compulsory subject to pass the national examination

(the then Ethiopian School Leaving Certificate Examination). Hence, English as a second language has various purposes in Ethiopia. It is a language of instruction in high schools, colleges and universities. It is also used for various international trade and social purposes and to undertake business with the outside world.

In Ethiopia students attend English as one subject starting from Grade 1 to Grade 12 and higher institutions and, beginning from Grade 7, they use English to study most other subjects in the curriculum. They must sit a national examination at the end of the 10th year. Their grades on the General Education National Examination determine whether they will be allowed to continue on into the preparatory courses as preparation for higher education. Those who could not continue their higher education will be eligible for attending other courses like vocational courses and seeking desirable employment sectors in the job world.

Students who join preparatory classes would also take the EHEECE examinations and English is a compulsory subject. The grades they get from these examinations determine their entrance into colleges and universities. The result they get in English together with their Mathematics result determines students joining universities since these are compulsory subjects.

Thus the EHEECE is an extremely important hurdle to join higher education, to get good employment, and as a ladder to step-up any social status.

1.2 Statement of the Problem

Despite the consideration of the importance of testing to teaching and learning, it is alleged that tests (examinations) negatively influence teaching and learning that takes place in the classroom. Some educationalists emphasized the negative impacts of tests on teaching and learning. For instance, Pearson (1988:99) states, "It is generally accepted that public examinations influence the attitudes, behavior and motivations of teachers, students, and parents." Vernon (1956:166) says that examinations 'distort curriculum'. Alderson and

Wall (1993:115) describe Vernon's feeling as follows; "He felt that teachers tended to ignore subjects and activities which did not contribute directly to passing the exam, and lamented what he considered to be excessive coaching for exam."

Other educationalists observe the impact or washback of tests positively. Morris (1972:75) views examinations as a means to check whether the curriculum is put into practice. Alderson et. al (1986: 104), on the other hand, claims innovations in language tests as a means for innovations in the language curriculum.

Therefore, it is crucial to investigate variables that may affect the relationship that exists between testing and the teaching-learning process either positively or negatively and suggest some relevant improvements.

Thus, the intent of this study is to explore the washback effect of the Ethiopian Higher Education Entrance Certification English Language Examination on the classroom language lesson and students' performance. The study also intends to investigate if there is a close relationship between language activities and tasks covered in the preparatory course textbooks and syllabus, and the language items represented in the EHEEC English Language Examination.

1.3 Objectives of the Study

1.3.1 General Objectives

The study has the following overall objectives. It tries to investigate whether the Ethiopian Higher Education Entrance Certificate English Examination is exerting a washback effect on learners, teachers and the teaching learning process. It is also aimed at assessing whether a nationwide study or survey has been made on the impact of the entrance examination of English language.

1.3.2 Specific Objectives

In its specific terms, the study has tried to:

1. investigate the impact the entrance examination has on learners and teachers attitudes and on the teaching-learning process.
- ✓ 2. explore whether the objectives of the preparatory courses (Grades 11 and 12) and the objectives of the entrance examination have close relationship.
3. check if the language skills and components taught in the preparatory courses are sampled fairly.
4. explore if positive or negative impacts of the entrance examination have been identified by test designers.
5. examine whether there is a mismatch between the activities, tasks and formats in the EHEECE and the activities, tasks and formats used in the preparatory course books or syllabus.
6. check if test constructors use table of specifications.

To attain these objectives, the research raises the following questions to be answered in the investigation process.

- Has the test any impact on students' and teachers' attitudes, in particular, and the teaching-learning process in general?
- Do the objectives of the preparatory courses (Grades 11 and 12) and the objectives of the entrance examination have close relationship?
- Does the entrance examination fairly represent samples of language skills and components practised in the course textbooks of preparatory classes (Grades 11 and 12)?
- Have test designers identified the positive or negative impacts of the entrance examination under discussion?
- Is there a mismatch between the activities and tasks presented in the textbooks and activities and tasks presented in the entrance English examination?

- Do the test constructors use test specifications when they write the entrance examinations?

1.4 Application of the Study

The research will have its own significance for those who need to use it. The results will be applicable in the teaching profession as a whole and in English language teaching and test designing in particular. In short, the findings of this research work are hoped to:

1. initiate teachers and experts to make further study on the topic,
2. give an insight to teachers and test constructors to develop appropriate tests and to anticipate impacts that may result from methods, formats in the future,
3. provide information about the impacts the entrance examination has on learners' learning style and performance,
4. help test constructors to be aware of the importance of considering activities and formats of course books while designing tests, and
5. help as a feedback for teachers and test designers .

1.5 The scope and Limitation of the Study

1.5.1 Scope of the Study

In this research, the issue raised is a very challenging and national issue that needs comprehensive and organized nation-wide investigation. Hence, the scope is limited to some selected schools in Addis Ababa. However, a short survey like this may give an insight about the washback effect of the Ethiopian Higher Education entrance English language examination to future wider exploration.

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1.5.2 Limitations of the Study

The study has some critical limitations. One shortcoming is the absence of a responsible person at the ICDR (Institute of Curriculum Development and Research) to respond to the research interview. The researcher tried all the possibilities and talked to the organization's leaders, but the expert who was responsible has already been transferred to another organization. The other limitation is the problem of the change of textbooks. After the study is planned, a change of textbooks occurred. New English textbooks were distributed to preparatory classes. So, the researcher did not exhaustively analyze the newly published textbooks. This is because the grading and formats of the new textbooks were similar with the old textbooks, except the addition or deletion of some exercises and passages. The researcher did not use observation as the study instrument because the sample schools follow two different methods of teaching. One school was following teacher lead-teaching system using the new textbook. The other two sample schools were using plasma lesson and the old textbook. Hence, it was not favorable for the study to employ observation. Finally, the documents that refer to the objectives and table of specifications at IER are not allowed for inspection or to use for the study.

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CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 The Relation Ship between Teaching and Testing

Much has been said about the interrelatedness of testing and the teaching/learning process by educational and language experts and test designers. Many scholars view that language tests help to get information about students' language abilities and performance and about the success of a programme so that a pertinent decision could be made.

The relationship between language teaching and testing got greater attention in the communicative language-teaching era. Many scholars like Heaton (1975, 1988, and 1990) Canale and Swain (1980), Madsen (1983), Hughes (1989), Bachman (1990) and Weir (1990) focused on this relationship.

Harrison (1983) mentions that testing is accepted as an integral part of teaching and learning that provides teachers and students with the information that can serve as a basis for improvement. Bachman (1990:54) explains the importance of tests as, "Language... valuable sources of information about the effectiveness of learning and teaching. They can also be closed as sources of feedback on learning and teaching." Edgar, J. Lowe (1975) Supports this assertion stating that, "Good teaching and good testing are closely related" (1975:327).

Heaton (1988:5) discusses that "... both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other." Hughes (1988:42) notes, "The proper relationship of testing and teaching is surely one of partnership. And one function of testing is to provide the kind of information that will help keep its partner on the right track."

Hughes (1989) emphasizing the value of examinations or tests says, "We cannot expect testing only to follow teaching. What we should demand of it, however, is that it should be supportive of good teaching and, where necessary, exert a

corrective influence on bad teaching" (1989:2). Hughes (1989) further argues, "Testing would have a much better reputation amongst teachers if it always had a beneficial backwash on teaching."

Thus, the reflections of these scholars assure the close relationship that exists between teaching and testing. Hence investigating the effects examinations/tests exert on teaching and learning is of paramount importance. It is, therefore, with this intention that the investigation on the washback effect of the Ethiopian Higher Education Entrance certificate English Language Examination is undertaken.

2.2 The Notion of Washback

Researchers have forwarded several definitions to the concept of washback with a general agreement to the basic definition and considerable varieties in views as to how it works. In this sub-section I tried to cater for some scholarly definitions of washback. The term washback is a distinguished concept in applied linguistics and is defined in various ways. Messick (1996:241) defines washback as "The extent to which the introduction and use of a test influences language teachers and learners to do things they would not otherwise do that promote or inhibit language learning." Gates (1995:101) traces washback as "The influence of testing on teaching and learning." As to Shohany, Donitsa-Schmidt and Ferman (1996:298) washback is "The connection between testing and learning." Hughes (1989:1) used 'backwash' to mean the same as Washback and defined it as "The effect of testing on teaching and learning." Brown (2002:13) concludes saying that "Clearly, then, the washabck is roughly speaking the effect of testing on the teaching and learning process." Alderson and Hamp-lyons (1996:260) on the other hand defined washback as "The influence that writers on language testing, syllabus design and language teaching believe a test will have on the teaching that precedes it" Finally, Buck (1988), as quoted in Bailey (1996:257-58), viewed washback as the natural tendency of teachers and students to tailor their classroom activities to the

desires of the test as the test is considered very important to the students' future luck and to the teachers' success on students' passing measurement. In the general education or educational measurement literature as Hamp-Lyons (1997:297) states it, the term 'impact' is used to denote the effect of tests or assessments and their extended influence on the teaching/ learning process.

Alderson and Hamp-Lyons (1996:281) mentioned the following points of focus concerning the influence tests levy on curriculum:

1. Narrowing of the Curriculum.
2. Loss in instructional time.
3. Reduction of emphasis on skills that require complex thinking or problem solving.
4. Test score 'pollution' or increase in test scores without an accompanying rise in ability in the construct being tested.

Apart from the influence tests have on curriculum, Pearson (1988) considered other effects of examinations: He thus says,

It is generally accepted that public examinations influence the attitudes, behavior and motivation of teachers, learners and parents, and because examinations come at the end of a course, this influence is seen as working in back wards direction-hence the term 'Washback',(1988:98)

All the scholars quoted asserted that a test has influence on the teaching \learning process and on learners and teachers in one way or another.

However, they did not produce empirical and vivid evidences as to how testing affects the teaching /learning process and /or how washbak exists as Alderson and Wall (1993) questioned it. The likely and convincing reason may be as Brown (2002) mentions, the nature of complexity to separate the washback effect from other 'extraneous variables'.

When we see the naming of washbak, it has been given different names. Alderson and Hamp-lyons (1996:281) mention different educators for naming

washback in different phrases such as, 'test impact' (Baker, 1991), 'consequential validity' (Messick, 1989), or 'systemic validity' (Frederickson and Collines, 1989). Brown (2002) mentions that washback is also named as test feedback, curriculum alignment, and measurement driven instruction.

The namings quoted show that whatever different names we give, tests have a washback effect or impact on the classroom instruction, the language learning - teaching process, the curriculum and also tests affect the learners' performance and teachers' way of teaching in the language learning classroom. So impact and washback are interchangeably used in this study.

2.3 Searching for Washback

Research into washback is a recent phenomenon. Even though assessments or examinations have been important issues in the realm of education, emphasis has not been given how examinations affect the teaching-learning process positively or negatively in language classes (English in this case). Alderson and Wall (1993) support this view saying that the nature of washback and its existence is studied very little.

For solid underpinning of ideas as to how washback can be measured and as to how it affects the teaching-learning process, educators and test designers need to provide empirical wits. However, investigation into the washback effect is a difficult task for different reasons. One reason I think is washback tends to be more of perception. The Second and more dominant reason is the difficulty to screen out washback from other variables that affect teaching and learning and debilitate the education system. Bailey confirms this view saying "It appears that, except in the most artificial, laboratory-like conditions or experimental research, washback cannot be entirely separated from other variables that influence teaching and learning" (1996:272).

To investigate how washback works, Shohamy (1992), Hughes (1989), Alderson and Wall (1993), Bailey (1996) followed different approaches. Shohamy (1992)

as quoted in Bailey (1996) develops a model containing six principles to show how washback functions. These include:

1. *Achievement and proficiency*
2. *Diagnostic information*
3. *Connecting teaching with learning*
4. *Involvement of the agents of change*
5. *The need for comparative information*
6. *The need for communicative tests, (1996:266-7).*

The model focuses on the connection between testing and the curriculum. Concerning this interrelation of washback and the curriculum, Shohamy (1992:514) discusses:

Such information can be useful for judging students' language in relation to the expectation of the curriculum, to determine whether the school as a whole performs well in relation to other schools that share the same curriculum, to ascertain whether teaching methods and textbooks are effective tools for achieving those goals, and to determine whether the goals are realistic and appropriate. Once conclusions are reached based on such information, it is possible to implement change in teaching methods, textbooks or expectations.

Hughes (1993) develops the trichotomy model that encompasses participants, process and product to indicate how washback works. He describes:

The trichotomy into participants, process and product allows us to construct basic model of backwash. The nature of a test may first affect the perceptions and attitudes of the participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect the learning outcomes, the product of the work, (1993).

Hughes (1993) believes that the nature of the test affects the three aspects of the model and this is how washback functions. Alderson and Wall (1993:120-121) enumerated the Washback Hypotheses to enlighten how washback works

taking different factors into account. These include:

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

Alderson and Wall considered factors affected by tests ranging from attitudes of learners and teachers to the quality and quantity of teaching and learning. Bailey (1996) also considered the effect of tests as washback to the learner and washback to the programmer.

I will refer to the effect of test-derived information provided to the test-takers and having a direct impact on them as 'Washback to the learners'. Results of test-derived information provided to teachers, administrators, curriculum developers, counselors, etc, I will call Washback to the Programme, (1996:263-264).

2.4 Fostering Positive Washback

Anything bestowed by testing on the teaching-learning process is considered positive if it encourages and motivates students to learn more and enhances good learning. Many scholars listed different strategies that support this view and that would promote positive washback. Among these, Hughes (1989,) Heyneman and Ranson (1990), Shohamy (1992), Kellaghan and Greaney (1992), Bailey (1996) and Wall (1996) are mentioned in many education and language literatures for developing strategies which enhance washback effect to influence the classroom teaching positively.

Hughes (1989:44-47) listed the following means of attaining positive washback:

1. *Test the abilities whose development you want to encourage.*
2. *Sample widely and unpredictably.*
3. *Use direct testing.*
4. *Make testing criterion-referenced.*
5. *Base achievement tests on objectives.*
6. *Ensure the test is known and understood by students and teachers.*
7. *Where necessary provide assistance to teachers.*

According to Mesick (1996), two important variables that are related to properties of the test or to properties of the educational system affect authentic and direct performance tests' not to give positive washback. These are 'construct under representation and construct irrelevant variables' (Mesick 1996:245). Mesick believes that minimizing these factors increases positive washback. Bailey (1996:268-69) forward the following points as a means of promoting positive or beneficial washback:

1. *Incorporate language goals*
2. *Incorporate (foster) learner autonomy and self-assessment*
3. *Building in authenticity*
4. *Detailed score reporting*
5. *To reflect and encourage good classroom practice.*

Bachman (1990) advises that employing similar tasks and activities for both testing and teaching will enhance the educational importance of the activities and it will also decrease negative washback effect of a test method.

By using testing techniques that are similar to activities used for learning, the test developer will minimize the possible negative bias of test method, since students will be expected to perform familiar tasks on the test. At the same time, this will maximize the positive washback of testing procedures on teaching procedures. (1990:47).

Morrow (1991) as mentioned in Bailey (1996:260), further traces the following five characteristics of a test that fosters educational development in communicative language teaching system.

1. *Test single skills (writing, reading, listening and speaking)*
2. *Tests of performance: 'Tests are designed to be direct measure of performance'*
3. *Task based: Communication through language involves the participants in carrying out tasks in the production....*
4. *Criterion referenced*
5. *To reflect and encourage good classroom practice.*

Brown (2000) grouped the strategies developed by different language educators and test designers to emulate positive washback into four categories. These include design strategies, test content strategies, logistic strategies and interpretation strategies. He arranged the suggestions of educators under these four categories as:

A. test design strategies

1. *Sample and widely unpredictably*
2. *Design tests to be criterion-referenced*
3. *Design the test to measure what the programs intend to teach*
4. *Base the test on sound theoretical principles.*
5. *Base achievement tests on objectives*
6. *Use direct testing*

7. Foster learner autonomy and direct assessment

B. Test content strategies

1. Test the abilities whose development you want to encourage
2. Use more open ended items (as opposed to selected-response items like multiple choice)
3. Make examinations reflect the full curriculum, not merely a limited aspect of it
4. Assess higher-order cognitive skills to ensure they are taught
5. Use a variety of examination formats, including writing, oral aural, and practical
6. Do not limit skills to be tested to academic areas (they should also relate to out of-school tasks)

C. Logistical strategies

1. Ensure that test-takers, teachers, administrators, curriculum designers understand the purpose of the test
2. Make sure language learning goals are clear
3. Where necessary provide assistance to teachers to help them understand the test
4. Provide feedback to teachers and others so that meaningful change can be effected
5. Provide detailed and timely feedback to schools on levels of pupils performance and areas of difficulty in public examinations
6. Make sure teachers and administrators are involved in different phases of the testing process because they are the people who will have to make changes
7. Provide detailed score reporting

D. Interpretation strategies

1. Make sure exam results are believable, credible, and fair to test takers and score users
2. Consider factors other than teaching effort in evaluating published examination results and national rankings

3. *Conduct predictive validity studies of public examinations*
4. *Improve the professional competence of examination authorities, especially in test design*
5. *Ensure that each examination board has a research capacity*
6. *Have testing authorities work closely with curriculum organizations and with educational administrators*
7. *Develop regional professional networks to initiate exchange programs and to share common interests and concerns*

Many of the points included in the strategies mentioned under (A-D) are the responsibilities of different bodies. Some are administrative and they need management skills. Some of them require professional skills. Some of the strategies need knowledge. Thus, the practical implementation of these strategies require the unity of many organizations and groups like, university scholars, test designers, curriculum planners, school administrators and teachers as well as parents, all assisted and supervised by the Ministry of Education.

Brown supports this claim as, "...the majority of these strategies would probably only work if there was comprehensive teamwork and collaboration between examination writers, and instructors who teach high school English," (Brown 2000:8). Brown (Ibid) also suggests this large-scale collaboration as a means to achieve positive washback from entrance examinations.

Does the Ethiopian Higher Education Entrance Examination (EHEECE) in English language follow the strategies mentioned to foster beneficial washback, Is the question raised by this research and which the study endeavors for the answer in the findings?

2.5 The Nature of the Teaching/Learning Approach in the Preparatory Course Materials

The preparatory (Grade 11 and 12) courses follow an integrated approach that employs written or oral texts where all the activities emanate from the given texts or are based on the written or oral texts provided.

The course is also 'integrated,' that is to say the teaching materials and the learning activities frequently integrate the main language aspects specified by the syllabus: listening, speaking, reading, writing, vocabulary and grammar" (Taylor, 1997:3).

Taylor (1997) further states that the course is student centered and communicative, which employs pair and group work as its main strategies of learning. Students are expected to collaborate to communicate, to plan and to organize activities, notes and change the notes into compositions or short synopsis.

Taylor also elaborates that the aims of the preparatory class courses are to consolidate students' proficiency of their English language skills and to prepare the students for the entrance examination by the end of Grade 12. "*The senior secondary English course (Grades 11 and 12) is designed to meet the requirements of the English syllabus and to prepare students for the national examination in English at the end of Grade 12*" (Taylor, 1997:1).

2.6. The use of Test Specifications and Formats

These are very important elements that affect teaching and learning as well as learners' performance either negatively or positively if they are not applied properly.

2.6.1 Using Test Specification

Test specifications are important devices to achieve more reliable and valid tests. Alderson et al. (1995) claim that test specifications are crucial and central elements to ensure test construct evaluation process. "The specifications are blue prints to be followed by test and item writers, and they are also essential in the establishment of the test's construct validity" (Alderson, J. et al, 1995:9). They also stated that specifications offer "official statement about what the test tests and how it tests it" (Alderson et al. Ibid).

"Most modern language testers believe that the writing of a successful instrument begins with specifications, and that instrument constructed devoid of specifications are likely to go astray" (Jafarpur, 2003:57). Alderson et al. (1995) add that test specifications provide test writers with a clear picture of who the testees are, the tests purpose, the contents to be covered, the method to be used and what language components and skills are to be used.

These quotations noted the values and importance of specifications in writing good tests. However, the importance of test specifications is not yet recognized in many language programmes.

In general, employing test specifications is of paramount importance to the Ethiopian Entrance English language examination to make it more reliable and to foster positive washback.

2.6.2. Using Test Format

Unequal treatment of the formats students practice in the classroom will have its impact on learners' performance and the way they practice the formats to develop their language skills and abilities. The Ethiopian national examinations, including the entrance English language examination, are dominated by multiple-choice format. This will lead learners to ignore learning through other test formats and to focus on multiple-choice format because learners incline to tailor on what appear in the examinations. Dejenie (1990)

reported:

Multiple-choice question format dominates all classroom teaching exercises and tests to the extent that the ESLCE English language exam and its format gain importance from year to year until, at the final year of secondary education, they almost assume the role of a teaching syllabus (1990:15).

Even after the change of the formats of the tasks and activities in the textbooks in the 1997 editions of Grades 11 and 12 texts, the formats in the entrance (EHEEC) English language examination are still in multiple-choice format. This mismatch between the formats in the textbooks activities and tasks and entrance examination formats tends to make the test less valid and to produce a negative washback effect.

Other scholars, for example, Heaton (1975, 1988), Baker (1989), Hughes (1989), Davies and Upshur (1993) pointed out that test formats could alter learners' performance and the scores each candidate could obtain in the examinations if the formats do not consider test-taker characteristics and do not include different formats.

Thus, from the discussions so far, we can realize that to produce evidences that show whether the flaws that hinder the construction of good examinations, on the one hand, and the inappropriate testing methods on the other, have negatively influenced most Ethiopian students with their English language proficiency and performance is of great importance.

CHAPTER THREE: METHODS of THE STUDY

The study employs qualitative and quantitative data gathering methods to get relevant information from the selected samples of students, teachers, and test designers as well as curriculum planners for the research.

3.1. Sampling

3.1.1. Selection of schools

Among the 10 government preparatory schools in Addis Ababa, three schools were randomly selected for the study. These were Higher 23, Addis Ketema secondary Schools and Higher 4 Vocational -Technical and Preparatory School.

3.1.2. Selection of Sample Subjects

The samples of the study comprises 150 Grade 12 students randomly selected from the three sample schools, 9 teachers who are teaching in preparatory classes, and one official from test designers who is working in the Institute of Educational Research(IER), the organization which is directly related with the research scenario, the entrance examination designing.

3.2. Instruments

The study employs three types of instruments to collect the data necessary for the research. These are questionnaire, interview and document inspection.

3.2.1. Questionnaires

Questionnaires are administered to the students focusing on variables such as: students' awareness of the examinations (entrance exam, in this case), their attitudes towards the tests and test formats, and test preparation. The questionnaires contain closed-ended and open-ended questions. The study also administered questionnaires to teachers who are teaching English preparatory

classes addressing skill representation, test methods, test contents and their attitudes towards the Ethiopian Higher Education Entrance Certificate English Language Examination.

3.2.2. Interview

Structured interviews were held with the test designer focusing on the relationship of course objectives and test objectives, test impact (washback), use of test formats, his views concerning test qualities and the use of test specification.

3.2.3. Document Inspection

In this section, the textbooks, teacher's guides and the syllabus used to teach English for preparatory classes (Grades 11 and 12) were analyzed. Besides, the 1997 E.C. and 1998 E.C. EHEEC English language examinations are assessed for the contents, formats, and representation of the language skills and language components (grammar, vocabulary, punctuation and spelling).

3.3. Procedure

This study follows the following procedures in the research process: First, the data were collected by the aforementioned instruments, i.e. questionnaires were administered to students and teachers that are prepared for each sample differently. Secondly, interviews were administered with the test-designing expert. The questions designed to interview the curriculum planners were not implemented. The reason is that the expert at ICDR has transferred to another organization and there is no one to represent him. Finally, the data were analyzed and conclusions and suggestions are forwarded based on the data results and findings.

Chapter Four: Discussion and Interpretation of The Research Results

In this chapter, the results of the students' and teachers' questionnaires, the interview results, the Grade 11 and Grade 12 teaching/learning materials, and the 1997/2005 and 1998/2006 sampled EHEEC English Language examinations are analyzed. The research results are interpreted in the following sub-sections.

4.1 Questionnaire Analysis

4.1.1. Analysis of the Students' Questionnaire

The students' questionnaire was designed to get information about students' attitude towards the entrance examination concerning representation and focus of language skills, contents, test formats, activities and tasks in the EHEEC English examination. Some questions were purposely repeated in the questionnaire to cross-check students' attitudes towards the points mentioned in each question.

In the study, 150 students were taken from the three sample schools 50, from each (85 males and 65 females). The following tables show the results of the findings in the students' questionnaire:

Table 1: Students' Responses whether they practice EHEEC exams and work in groups

Q.No.	Statement	Response			
		Yes	%	No	%
1	Do you read and practise previous EHEEC English examination papers?	97	64.7	53	35.3
2	Do you like to work in pairs or groups in the classroom?	121	80.7	29	19.3

23

As Table 1 Q.1 shows 64.7% of the students replied that they read and practice the previous entrance English examinations paper and 35.3% said that they do not practice previous entrance English exam papers. This shows that most students are tailoring for the examination rather than developing their language skills and study skills, which the preparatory English courses aimed at.

Concerning their liking or disliking of working in pairs or groups in the classroom (Q. No.2 in Table 1), 80.7% students like to work in groups. The remaining 19.3% students do not like to work in groups. The preparatory (Grades 11 and 12) textbooks, as mentioned in the Review of Literature (2.5), employ pair and group work as the main strategies of the course. Hence, the majority of the students are interested to implement these strategies. However, a considerable number of students, (19.3%) do not like to work in pairs and groups, which may affect the practice of language proficiency development.

Table 2. Students Response concerning similarity of Language items, activities and relevance, of tasks and activities.

Q. No	Statements	Responses						No Response
		Often		Sometimes		Never		
		Frequency	%	Frequency	%	Frequency	%	
3 3	Do you think the language items included in the textbooks and learning materials are similar with language items that appear in the EHEEC English examination?	11	7.3	119	79.3	19	12.7	1
4 4	Do you think the learning activates, exercises and tasks included in the preparatory textbooks for you to practise are relevant to the coming English language iterance' examination?	26	17.3	86	57.3	38	25.4	—
5 5	The English language textbooks for preparatory classes focus on developing your language proficiency	39	26	83	55.3	28	18.7	—
6 6	The English language course materials (textbooks) focus on copping with EHEEC English language examination.	9	6	84	56	53	35.3	4

(24)

As to the similarities between language items, which appear in the preparatory learning materials and in the EHEEC English examination (as shown in Table 2, Q. No. 3), the majority of the students (79.3%) responded that the language items included in the textbooks and learning materials are sometimes similar with the items that appear in the EHEEC English language examinations, whereas 7.3% of the respondents said the items are often similar and 12.7% said the items are not similar. The response to this question shows a positive relation. However, the researcher expected the majority of the students will say 'Often'. Here the argument is that the quotations in the review of literature (2.4) state sampling language items widely and employing similar tasks and activities for both testing and teaching fosters positive washback and minimizes negative washback effect. But the students' response to Q.No.3 (Table 2) shows that language items included in the textbooks are sometimes similar with the items in the EHEEC English examination. This obliges us to ask the question: "why are the language items included in the textbooks and learning materials are not 'often' similar with the language items that appear in the entrance examination?" Probably, it may be the problem of item representation in the examinations.

Question No.4 (In Table 2) asks students whether the learning activities, tasks and exercises included in the textbooks are relevant to the coming English entrance examination. As shown in Table 2, 57.3% of the subjects responded that the activities, tasks and exercises are sometimes relevant, while 17.3% replied that they are often relevant and 25.4% replied that the mentioned tasks included in the textbooks are not relevant to the coming entrance examination. This means that the majority of the respondents said the activities; exercises and tasks included in the preparatory textbooks are sometimes relevant to the coming entrance examination. However, considerable percentage of the students (25.4%) said the activities, exercises and tasks included in the textbooks are not relevant to their future exams. (25)

As shown in Table 2, (Q. No. 5), the majority of the subjects replied that the English language textbooks for preparatory classes sometimes focus on developing students language proficiency(55.3%) and 26% said the textbooks often focus on developing language proficiency. The remaining 18.7% replied the textbooks never do so. Here, the question is why the textbooks do not often focus on developing language proficiency? The Grade 11 and 12 syllabus tells us the textbooks are intended to develop students' language proficiency. Many students (56%) responded to Q. No. 6 (in Table 2) saying that the English textbooks “sometimes” focus on helping them to cope with the entrance English examination where as 6% said the text books often help them. Some students (35.3%) said the textbooks never help them to cope with the exam.

Table 3: Students’ Response to the study techniques they use while preparing themselves for the EHEEC English Language examinations

Q. No	Statement	Responses							
		Often		Sometime s		Never		No respons e	
		F	%	F	%	F	%	F	%
7	7.1 Referring to Previous EHEEC English Examinations	71	47.3	61	40.7	15	10	3	2
	7.2 Practice language items similar in format to those items on the EHEEC English Examination	54	36	73	48.7	21	14	2	1.3
	7.3 Practicing using the language inside and outside the classroom.	17	11.3	93	62	40	26.7	—	—
	7.4 Enrolling in EHEEC English exam preparation courses out side regular class time	16	10.7	57	38	74	49.3	3	2
	7.5 Reading a lot of English grammar books	34	22.7	94	62.7	22	14.6	—	—

(26)

The items in Table 3 (7.1-7.5) are used to crosscheck the students response to the 'yes' or 'no; questions. They are also put under one category because they refer to students study techniques.

As shown in Table 3, Q. No. 7.1, 47.3% of the respondents answered that they "often" refer to previous EHEEC English Examinations while preparing for the entrance examinations, 40.7% replied they "sometimes" refer to previous examinations and 10% said they "never" refer to previous entrance exams. The students' emphasis on the entrance examination indicates that there is a bias in the students' method of learning the language. This contradicts the goals and objectives of the preparatory courses. The aims of the preparatory course books, as mentioned in Chapter Two (Section 2.5), are to enhance students language proficiency and to develop their study skills as well as to prepare students for the entrance examination, but the students' response pointed out the students' strong needs of attaining high scores in the entrance examinations.

In Table 3, Item No. 7.2, 36% of the subjects answered they "often" practise language items that are similar in format to those items in the EHEEC English examination, 48.7% responded that they "sometimes" practise such items and 14% replied they never practice the items mentioned. The response implies that many of the students practise language items that contain similar format as the entrance exam. This may negatively influence students' attitude to practice the skills to develop their language proficiency and may consume their time of practising skill development activities.

As shown in Table 3 (item. No 7.3), 11.3% of the subjects stated that they "often" practise using the language in and out of the classroom and 62% replied they "sometimes" do this. The remaining 26.7% responded they never practise using the language in and out of the classroom. Many of the students responded that they sometimes practise using the language. However, the researcher expected that many students would say, they often practise using(27)

the language in and out of the classroom because the aim of the textbook's activities is to make student proficient. Considerable percent of the subjects are also still test-oriented.

Students also put the following reflection to Q. No. 7.4. As cited in Table 3, 10.7% of the students reflected that they "often" attend EHEEC English examination preparation courses, 38% replied that they "sometimes" attend such preparation courses and 49.3% (the majority) responded they "never" participate in such exam preparation courses outside regular class time. The response reveals that almost half percent of the subjects (49.3%) are not tailoring for the entrance examinations (positive washback). Nevertheless, about half of the students (48.7) are still working for the examinations (a negative impact).

Concerning the books the students read, (In Table 3, Question No. 7.5), 22.7% of the respondents replied they "often" read grammar books, 62.7% said they "sometimes" read grammar books, while the remaining 14.6% replied they "never" read grammar books.

The students' response to this question still shows the need students have to achieve high scores in the entrance examination and the emphasis they give to grammar. This creates a bias on students' attitude towards the methods and techniques they employ in the learning/ teaching process, which most likely is a negative washback. (28)

~~to~~ ~~starts~~
reply

Table 4: Students' ^{reply} concerning teachers' focus on exercises and language items and skills

Q.No.	Item	Responses						
		Often (f)	%	Sometimes (f)	%	Never (f)	%	NoResponse
8	How often does your English teacher focus on the following exercise types in order to prepare you for the EHEEC English examination							
	8.1 Grammar Exercise	42	28	75	50	53	22	_
	8.2 Vocabulary exercises	57	38	88	56.7	5	3.3	_
	8.3 Reading exercises	57	38	70	46.7	22	14.7	1
	8.4 Speaking exercises	33	22	91	60.7	25	16.7	1
	8.5 Listening exercises	20	13.3	94	62.7	35	23.3	1
	8.6 Writing exercises	47	31.1	91	60.7	11	7.3	1
9	How often does you English teacher focus on the following language skills and language elements while teaching English?							
	9.1 Grammar	49	32.7	76	50.7	25	16.7	_
	9.2 Vocabulary	56	37.3	88	58.7	6	4	_
	9.3 Reading	55	36.7	76	50.7	19	12	_
	9.4 Speaking	38	25.3	85	56.7	25	16.7	2
	9.5 Listening	25	16.7	96	64	29	19.3	
	9.6 Writing	53	35.3	85	56.7	12	8	_
10	How frequently does your teacher include the following language skills and elements in the classroom examinations or tests?							
	10.1 Grammar	93	62	52	34.7	5	3.3	_
	10.2 Vocabulary	87	58	61	40.7	1	0.7	1
	10.3 Reading	69	46	58	38.7	23	15.3	_
	10.4 Speaking	9	6	63	42	76	50.7	2
	10.5 Listening	5	3.3	40	26.7	104	69.3	1
	10.6 Writing	28	18.7	81	54	40	26.7	1

As described in Table 4, concerning the frequency the preparatory English teachers focus on the type of exercises listed in Q. 8.1-8.6, the majority of the students answered that their teachers sometimes focus on each exercise mentioned. However, 38% students responded that their teachers focus on grammar and vocabulary exercises. This table shows there is a chance for students to focus on limited language exercises and to ignore practising other exercises because their teachers sometimes give attention to some language exercises that could help to develop students' ability of those skills and language proficiency. This could be a source of negative washback.

Question No. 9 in Table 4, refers to the frequency the preparatory English teachers give due attention to language skills and components. A large percentage of the respondents answered that teachers sometimes focus on the language skills and components listed from Qs.9.1-9.6. Nevertheless, 32.7%, 37.3% and 36.7% of the students reacted that their teachers often focus on grammar, vocabulary and reading respectively. When we refer to the students' response to Q.No.9 in Table 4, we can state that some skills like speaking and listening are given less attention by teachers.

Question No 10 in Table 4, asks students about the frequency teachers include language skills and components in the classroom tests or examinations. The tabulation in Table 4, question 10 implies that 62%, 58% and 46% of the respondents portrayed teachers often include grammar, vocabulary and reading in the classroom exams or tests respectively. This shows the focus teachers give to some skills.

Generally, Table 4 particularly Q. No. 10, shows that there is a bias in the teachers' method of testing language skills and components. Teachers tend to focus on exercises that deal with developing some language skills, for example the highest percentage of students traced that their teachers often include grammar, vocabulary and reading skills in the classroom tests (the numbers(30)

traced above). Not only this but teachers also tend to ignore to include some language skills in the classroom tests or examinations. For instance, 50.7% of the students proved that their teachers never include speaking in the classroom tests. Large percent of students (69.3%) also said that their teachers never include listening skills in the classroom or teacher made examinations. This may be the reflection of the entrance examination.

Table 5: Students' Emphasis on Language Items while studying for the Entrance exam.

Q. No	Options	A	B	C	D	E	A B	ABC	ABCE	ABDE	AC	AD	AE	ABE	ACDE	ACE	BC
11	Response	49	0	0	0	0	9	3	2	1	10	1	58	10	1	5	1
	%	32.7	0	0	0	0	6	2	1.3	0.7	6.7	6.7	38.7	6.7	0.7	3.3	0.7

Note: The Options are possible responses or combinations of possible response because the students were asked to choose more than one of the alternatives.

Where: A: Grammar, vocabulary and punctuation

B: Writing composition, letters, etc. D: Practising listening

C: Practising speaking

E: Practising reading

Students portrayed the emphasis they give to the language items when they study for their entrance English exam as indicated in Table 5. 32.7% of the learners answered that they focus on grammar, vocabulary and punctuation while studying for their entrance English exam. 38.7% replied they focus on grammar, vocabulary, punctuation and practicing reading skills. No student has answered that he/she focuses on writing compositions, letters, etc, practicing speaking, or listening. This also contradicts with the students' response to Q.No.7.3, which says they practice using the language in and out of the classroom. The students' response to question No.11 clearly shows the adverse effect of the entrance examination on language skills that are not focused more in the examination. Students, being exam oriented, tend to ignore(31)

language items that do not frequently appear in the exams. Table 5 confirms this fact and this is a harmful washback effect.

Table 6. Students' Response to the kind of books they read while preparing for EHEEC English exams

Q.No.	Options	A	B	C	AB	BC	ABC	AC	No Response
12	Response	29	3	8	84	11	10	2	3
	%	19.3	2	53	56	7.3	6.7	1.3	2

Note: The options are possible responses or combinations of the following three alternatives, since more than one answer is possible. Where:

A: Grammar books C: Books that help you to develop speaking, listening, writing and reading skills.

B: Vocabulary books

Table 6 refers to the type of books students read during their preparation for the entrance exam. The majority of students (56%) pointed out that they read grammar and vocabulary books. 19.3% replied they read grammar books. Some insignificant number of students replied to other options.

Generally, Table 6 shows there is less tendency for students to use books that refer to language skills and components which are presented in the textbooks but that are not sampled in the entrance examinations. This in turn affects the classroom teaching/learning process, which is one sign of negative washback of the entrance examinations. Students' response to the open-ended question (Q.No.14) confirms this. They said they read grammar, vocabulary books and books which deal with reading comprehension because these language items repeatedly appear in the examinations. (32)

Table 7: Students' ranking of Language Skills and Elements they wanted their teachers to teach them intensely

Q. No	Language skills and language components	Rank						Total	No Response
		1	2	3	4	5	6		
13									-
	13.1 Grammar	85	31	13	7	9	5	150	-
	13.2 Vocabulary	35	75	21	9	4	6	150	-
	13.3 Reading	9	14	27	47	24	28	149	1
	13.4 Speaking	21	16	39	25	28	21	150	-
	13.5 Listening	4	11	13	24	54	43	149	1
	13.6 Writing	7	11	29	32	29	41	149	1

As presented in Table 7, students ranking of how intensely their teachers should teach the language skills and elements revealed the following results. 85 (56.7%) respondents out of 150 students, who ranked grammar, made it their first choice. They need their teachers to teach grammar intensely. 75 (50%) students out of 150 subjects who ranked vocabulary put it in the second position. 39 (26%) students out of 150 (the majority) ranked Speaking third and 47 (31.3%) students (majority) out of 149 students who ranked reading put it in the 4th position. Then, 54 (36%) out of 149 students (still majority) put listening in the fifth position and 41(27.3%) out of 149 students (majority) who ranked writing put it in the sixth position.

To Sum up, Table 7 Shows that student's attitude is biased by the language skills and language components that repeatedly appear in the entrance examination. Grammar and vocabulary are highly emphasized in the students ranking interest. This is an indication of a negative wash back effect of the entrance examination on students' attitudes to deal with other language skills. The reason students mentioned for their ranking (Q. No. 14) is that grammar, Vocabulary and reading comprehension covering large part of the entrance English exam. (33)

4.1.2 Analysis of Teachers' Response to the Questionnaire

Teachers' questionnaire was designed to obtain preliminary data on teachers' reaction to the effects of the entrance examination, their perceptions and understanding of the entrance English examination regarding skill representation, content and test format. It also assessed the problems teachers face in using English textbooks and preparing classroom tests.

Nine teachers, who were teaching preparatory class students in the three sample government schools in Addis Ababa, filled the questionnaire (seven male, and two female teachers). The first part of the teachers' questionnaire asks general information on the teachers' age, sex, work place, qualification, and experience. All were experienced teachers aged between 40 and 56. They have 18-37 years of service. The second part of the questionnaire was designed to get information about sampling of language items, content relevance and test formats both in the textbooks and in the EHEEC English exams. Teachers were asked to respond to some particular questions with 'yes' or 'No' answer. Then they were asked to choose from the given alternatives to some of the questions. Finally, they were inquired to give their own views and to comment on the open-ended questions. (34)

Table 8: Teachers' Response concerning the sampling of language skills in the EHEECE, mismatch of tasks and activities, and teachers' change of their methodology

Q.No	Items	Yes	%	No	%	No Response
1	Do you think the EHEEC English examination samples the four language skills and language components (grammar, vocabulary etc.) practiced in the preparatory learning materials proportionally?	7	77.7	2	22.2	-
2	Do you think that learners' proficiency on the productive language skills (speaking and writing) can be exactly measured through multiple-choice items?	1	11.1	8	88.9	-
3	Do you think there is a mismatch between the activities, exercises and tasks in the textbooks and the activities and tasks that appear in the EHEEC English Examination?	5	55.6	4	44.4	-
4	Do your students like to work on the activities included in the textbooks?	6	66.7	3	33.3	-
5	Do you have any problem in using the English textbooks to teach your preparatory class students?	3	33.3	6	66.7	-
6	Have you ever changed your teaching methodology because of the entrance examination?	5	55.6	3	33.3	1

As described in Table 8.Q.No 1, 77% of the teachers replied the entrance English examination samples the four language skills and language components that are practised in the preparatory learning materials proportionally. 22.2% replied that the entrance English examination does not (35)

represent the skills and language components stated in the learning materials proportionally.

Looking into the effect of the multiple-choice item format (Table 8 Q. No. 2), 88.9% of the teachers responded that the multiple, choice item format of a test does not exactly measure the speaking, listening and writing skills. 11.1% teachers replied that the multiple choices item could exactly measure these skills. The response reveals that there is attitudinal difference among teachers on the impact of multiple-choice item though it is little percentage. This may influence teachers' way of teaching and way of treating language skills.

As tabulated in Table 8 Question No.3, 55.6% of the teachers pointed out that there is a mismatch between the activities, exercises and tasks that appear in the textbooks and the EHEEC English Examinations whereas, 44% of the teachers answered there is no mismatch between the stated activities and tasks. This difference may have influenced teachers' attitude and their methods of teaching either negatively or positively and this is an indication for the existence of wash back effect.

Responding to question No. 4 Table 8, 66.7% of the teachers said yes, students like to work on the activities included in the textbooks and 33.3% replied saying no. For question No. 5 in that same table, 33.3% of the subjects said they have problem in using the textbooks to teach their preparatory class students. Many of the subjects (66.7%), replied to the same question saying they have no problem in using the textbooks. On the other hand, 55.6% of the subjects replied to question No.6 (Table8) saying they have changed their method of teaching because of the entrance examination and 33.3% replied they have not changed their teaching methodology. This shows a bias in the teachers' attitudes.

The reasons teachers forwarded for their change of the way they teach (Question 24) are the following. In the first place, some skills like listening and (36)

speaking and study skills like composition writing, note making are not included in the entrance examination. Secondly, language components such as comprehension, grammar and vocabulary are highly focused in the entrance examination. Hence, they said they are forced to change their teaching methods and to focus on those skills that are highly focused and represented in the entrance examination.

Table 9: Teachers' response to the extent (degree) the contents covered in the preparatory textbooks and syllabuses are sampled in the EHEEC English examination.

Q.No	Item	Responses								No
		Very Much	%	Much	%	Little	%	Never	%	
7	To what extent do you think all contents covered in the preparatory textbooks and syllabuses are sampled in the EHEEC English examination	1	1.1	-	-	6	66.7	1	1.1	1

The teachers' response to Q. No. 7 of Table 9 revealed the EHEEC English examination samples the contents covered in the preparatory textbooks and syllabuses in a little degree. 66.7% of the teachers replied the EHEEC English examination samples the contents covered in the preparatory course materials little. 11.1% replied very much and 11.1% said never one Teacher did not give response. This belief of the teachers has an impact on teaching attitude and way of treating content areas of language. This also could be a source of negative wash back of the entrance examination. (37)

Table 10. Teachers' Response to questions concerning skill and format representation, pressure from students and classroom tests

Q.No.	Item	Responses					
		Often	%	Sometimes	%	Never	%
8	The entrance English examination represents language skills reading, speaking, writing, listening proportionally	1	11.1	6	66.7	2	22.2
9	The entrance English examination represents language components (grammar, vocabulary comprehension, punctuation) proportionally	3	33.3	5	55.6	1	11.1
10	Is there any pressure from students to focus on EHEEC English exam-like activities?	2	22.2	6	66.7	1	11.1
11	The entrance English examination employs a mixture of test formats (multiple-choice, gap-filling, composition writing, essay, etc)	2	22.2	3	33.3	3	33.3
12	Do you prepare classroom tests or examinations in a similar way as the EHEEC English examination in terms of content, format and method?	3	33.3	6	66.7	-	-

(38)

With regard to the representation of language skills in the entrance examinations,(Q. No.8 of Table 10), 11.1% of the teachers said the language skills are often represented proportionally and 66.7% said the language skills are sometimes represented in the EHEEC English examination proportionally. The remaining 22.2% replied the skills are never represented proportionally. Teachers also responded for question No 9 (Table 10) the following. 33.3% teachers confirmed that grammar, vocabulary, comprehension and punctuation are often represented proportionally, 55.6 replied they are sometimes represented proportionally and 11.1% said these language elements are never represented proportionally. 22.2% teachers replied to question no 10 (Table 10) that students often force them to focus on EHEEC exam-like activities and 66.7% replied students sometimes force them to focus on such activities 11.1% said students never force them to do so. This implies that students are very curious about the examinations and are running for it.

Concerning the use of Formats,(Q. No 11 in a similar table), 22.2% of the subjects answered that the entrance English exams often employ a mixture of test formats. 33.3% said the exams sometimes employ such formats and 33.3% teachers replied the entrance exams never employ a mixture of formats. The result shows many of the teachers believe that the EHEEC English examinations use a mixture of format. However, 33.3% of the teachers believe the EHEEC English examinations never use a mixture of formats and this belief may affect these teachers' attitudes negatively.

Question No. 12 (Table 10) refers to the frequency classroom (teacher made) tests. 33.3% teachers responded that they often prepare tests in a similar way as the EHEEC. English examination and 66.7% said they sometimes do so. No one choose the alternative 'never'. This routine practice of exam-like formats, methods and contents affects the use of other formats and contents. This is highly negative washback effect. (39)

Table 11: Teachers response concerning formats they include in classroom tests or exams

Q. No 13	Item	Responses					
		Text book formats		EHEEC English exam type formats		Formats similar to different books available in the market	
		F	%	F	%	F	%
	Which format do you follow when you prepare classroom English tests for your preparatory class students?	3	33.3	6	66.7	0	0

Question No. 13 is designed to crosscheck teachers' response to Q. No 12 (in Table 11). So, 33.3% of the teachers replied to question No.13 (table 11) saying that they follow textbook format types, whereas 66.7% of the teachers' response indicates that they focus on entrance exam-like formats, which shows that the entrance examination has considerable impact on teachers' way of designing classroom tests. Hence, the responses of the two questions correspond.

Table 12. Teachers' response to questions if the Multiple-choice item EHEEC Examination influences the contents and methods of their teaching.

Q.No	Item	Responses			
		Positively		Negatively	
		Frequency	%	Frequency	%
14	The fact that the EHEEC English examination consists of multiple-choice items influences the contents and methods of your teaching	7	77.8	2	22.2

Table 12 describes the influence of the multiple choice-itemed EHEEC English examination on the teachers' method and contents of teaching, which 77.8% of (40)

the teachers responded to Q. No 14 in Table 12 saying that the multiple choice itemed EHEEC English examination influences positively the contents and methods of their teaching. 22.2% of the teachers replied that the multiple choice influences their way of dealing with the contents negatively. The teachers were asked to provide their reasons (Q.No.23 in the teachers' questionnaire). Those teachers who said the multiple choice-itemed entrance exams influenced the contents and methods of their teaching positively, explained that looking through the many years' entrance exams helped them to adjust themselves to follow similar contents and formats. Those who said the multiple choice-itemed EHEEC English exam influenced the contents and methods of their teaching negatively replied to the same question (Q.23) saying the multiple choice dominates the entrance exam and narrows the room to practice other formats. They further said it forced them to depend on limited items and formats similar to the exam.

Table 13 Teachers Response to questions on students interest of books and activities

Q. No	Item	Alternatives	Response	%
15	When you teach preparatory class students, which materials do your students want to use more?	▪ Test-like worksheets and previous entrance exams	5	55.6
		▪ Textbooks and readers	1	11.1
		▪ Materials that help to develop language skills (reading speaking, listening and writing)	3	33.3
16	Which activities and tasks do your students like to practice in the classroom?	▪ Activities and tasks that are presented in the textbooks	3	33.3
		▪ Exam-like activities	6	66.7
		▪ Debating, informal discussion and writing composition	0	0

As shown in Table 13 (Q. No 15), 55.6% percent of the teachers replied that their students want to practice more test-like worksheets and previous exams; (41)

11.1% said textbooks and readers and 33.3% of the teachers stated that their students want to use materials that help to develop the four language skills.

The percentage of teachers that choose textbooks and readers is very low but the use of test-like work sheets and previous entrance exams takes the highest percentage (55.6%). This clearly is an indication of a very bad negative impact (Wash back). For Q. No. 16 in the same table, 66.7% of the teachers pointed out that their students want to practice exam-like activities, which the students acclaimed in the students questionnaire (Q. No 7.2, In Table 3).

Table: 14. Teachers' Response concerning language skills and elements students are interested and not interested

Q. No	Item	Alternative	Frequency
17	Which area of language are your preparatory class students most interested in? (More than one answer is possible).	<input type="checkbox"/> Grammar	9
		<input type="checkbox"/> Vocabulary	4
		<input type="checkbox"/> Reading	2
		<input type="checkbox"/> Speaking	2
		<input type="checkbox"/> Listening	2
		<input type="checkbox"/> Writing	0
18	Which skills and language elements are not assessed in the EHEEC English Examination? (More than on answer is possible)	<input type="checkbox"/> Grammar	0
		<input type="checkbox"/> Vocabulary	0
		<input type="checkbox"/> Reading	0
		<input type="checkbox"/> Speaking	2
		<input type="checkbox"/> Listening	8
		<input type="checkbox"/> Writing	7

Note: The frequency in this table is more than the total number of subjects because one teacher can choose more than one answer.

The teachers' responses to Q. No.17 (in Table 14), indicate that most preparatory class students are highly interested in grammar, vocabulary and reading activities. The highest frequency of interest (9) is given to grammar. Vocabulary comes second with frequency 4 and reading, speaking and listening third with frequency 2. (42)

Listening and writing are considered skills that are not assessed in the EHEEC English entrance examination in table 14, No. 18, with a frequency number 8 and 7 respectively. Such a mismatch in the assessment of skills deters the practice of some language skills that are not assessed (a negative washback).

4.2 Interview analysis

The interview was held with an expert at IER (Institute of Educational Research) who is responsible for test designing. The interviewee was male. He is the head of the Testing center. He has an M.A degree in TFL and he has served five years at the present position. He has a total of 17 years' service. The interview lasted 35 minutes and was documented with detailed notes, and whenever possible direct quotations.

The expert described the aim of the EHEEC English language examination, as part of the entrance exam, is placement. He said, "Its purpose is to get high predictive value of the learners' placement into higher institutions. I asked my interviewee to provide me with documents or specifications that describe details of the aims and general process of test implementation to back up his statements. Unfortunately, it was said that it is the organizations' (Testing center) secret.

Concerning the compatibility of the goals of the EHEEC English examination and the goals of secondary (Preparatory) English course materials, the expert stated that compatibility of goals of the entrance examination and goals of the syllabus and textbooks is not the main concern of the test. He further said that his organization is not concerned with compatibility of goals and the entrance exam focuses on the future higher education placement not on course coverage. The Testing center at IER has relation with ICDR (Institute of Curriculum Development and Research) and the Ministry of Education, but the organization has not created strong tie with high school teachers concerning the entrance examination and test development. The only thing secondary school teachers(43)

do, according to the expert, is that they send feedback during the examination time, which is more of administrative.

Where as the curriculum developers, as the interviewee stated it, provide the test designers with specifications and some revised information of the syllabus and learning materials. He added based on this information his organization prepares test specifications.

The interviewee believes the EHEEC English examination measures students' language proficiency more than the syllabus expects students to attain but there is no research evidence in his organization to assure this fact.

For the question that refers to the multiple-choice item the interviewee agrees that the multiple-choice item examination does not test students ability of speaking, listening and writing (essay, composition, etc). The interviewee further stated, though it is theoretical and his organization has not made any research, the multiple-choice item has a negative impact on students' ability of the skills that are not measured. This may also negatively influence the content and methods students and teachers implement in the classroom.

According to the interviewee, vocabulary, language use, comprehension and verbal reasoning abilities are areas the entrance English examination focuses on. He believes that the entrance English exam does not fairly represent language skills. He said, 'for example, listening and oral test are not implemented" These are skills given due attention in the learning materials and textbooks. He also explained that his organization does not strictly follow the English syllabus and textbooks designed for preparatory classes (Grades 11 and 12) while developing the English entrance exam. The reason he gave is that the aim of the entrance exam is placement based on students' language proficiency not content coverage.

Another question posed to the interviewee refers to the difference between the ESLCE and EHEEC English examinations. The expert states that the deference (44)

lies on the underling purpose of both tests. He further stated that the aims of the ESLCE of English are selection and administration. So coverage item by item is very crucial and (passing and failing are its characters. Whereas, the interviewee stated the EHEEC English examination is aimed at placing students based on their language ability and proficiency. It intended to stream students in the fields they choose based on their proficiency. There is no passing or failing.

Lastly, for my question whether the expert's organization has undertaken a research on the impact of the entrance examination, the expert answered, "I have no evidence but the organization is planning to conduct the overall effect of the EHEECE.

4.3. Material Inspection

In this section, the teaching/learning materials for preparatory classes (Grades 11 and 12) and the sample EHEEC English examinations are analyzed. The course materials for grades 11 and 12 include a syllabus, students' textbooks and teachers' guides'. The syllabus is intended to be used as a quick reference for English language teachers. It is also the base for students' textbooks and teachers' guides' development. The syllabus states the general objectives of the course, the specific objectives of the topics, the number of periods allotted for each topic and the list of items that are to be taught. It also suggests the methods to be used and techniques of assessment to be applied.

The 1997 edition of Grade 11 textbooks and teacher's guides have two books, Book 1 and Books 2, each book containing seven units. The English course for Grade 12 has only one student textbook and one teacher's guide that cover seven units.

The course for Grades 11 and 12 has two parts: the Units and Grammar Revision. Each of the units is divided into seven sections (1.comprehension 2. (45)

vocabulary, 3. Note-making and summary, 4. Speaking, 5. listening, 6. Writing and 7. Reading). The activities and tasks designed under each section are meant to develop the stated language aspects; the language skills and study skills. The grammar revision is meant to revise the language structures and language patterns learnt in the previous grades.

The investigation of the distribution of content areas of language components in both the textbooks and the sample EHEEC English examinations is summarized as follows. (46)

Table 15 Number of language items in each content area represented in Grades 11 and 12 textbooks

Content area of language skills and components	Number of items in each grade level				
	Grade 11	Grade 12	Total	Percent	Rank
1. Word order	9	15	24	1.35	10
2. Paragraph coherence	0	0	0	0	12
3. Comprehension	171	60	231	12.99	3
4. Vocabulary	250	155	405	22.78	2
5. Grammar	424	209	633	35.6	1
6. Punctuation	5	30	35	1.97	7
7. Writing	17	16	33	1.86	8
8. Communication	102	34	136	7.65	4
9. Summary and note making	76	47	123	6.92	11
10. Pronunciation	10	10	20	1.25	6
11. Listening	72	36	108	6.07	
12. Spelling	30	0	30	1.69	9
Total	1166	612	1778	100%	

Table 15 indicates the distribution of language items in each language component in the English textbooks for (Grades 11 and 12). Grammar, Vocabulary and comprehension ranked 1st, 2nd and 3rd respectively this indicates these language components have high coverage in the preparatory English textbooks. Paragraph coherence is not represented in the textbooks but it is included in this table for comparison because it appeared in the sample EHEEC English examination. (47)

Table 16 Number of English language items in each content area in the sample English examinations

Content area of language skills and components	Number of items in the sample EHEEC English exams				
	1997/2005	9981/2006	Total	Percent	Rank
1. Word order	4	5	9	3.75	8
2. Paragraph coherence	6	6	12	5	6
3. Comprehension	23	30	53	22.08	2
4. Vocabulary	18	13	31	12.92	4
5. Grammar	46	31	77	32.08	1
6. Punctuation	5	8	13	5.42	5
7. Writing	13	7	12	5	6
8. Communicaiton	0	20	33	13.75	3
9. Summary and not making	0	0	0	0	9
10. Pronunciation	0	0	0	0	9
11. Listening	0	0	0	0	9
12. Spelling	0	0	0	0	9
Total	120	120	240	100%	

Table 16 shows the distribution of language items in each language skill and language component in the sample EHEEC English language examination. The zeros indicate that these content areas are not represented in the sample entrance examinations. The rank order 1-3 shows that grammar, comprehension and communication have high content area coverage respectively. (48)

Table 17 Rank of Content area represented in the textbooks and the sample EHEEC English examination

Content area of language skills and components	Rank based on coverage in the textbooks	Rank based on coverage in the sample exams	Rank difference
1. Word order	10	8	2
2. Paragraph coherence	12	6	6
3. Comprehension	3	2	1
4. Vocabulary	2	4	2
5. Grammar	1	1	0
6. Punctuation	7	5	2
7. Writing	8	6	2
8. Communication	4	9	-5
9. Summary and note making	5	9	-4
10. Pronunciation	11	9	2
11. Listening	6	9	-3
12. Spelling	9	9	0

$$\begin{array}{cccccccccccc} d & 2 & 6 & 1 & -2 & 0 & 2 & 2 & -5 & -4 & 2 & -3 & 0 \\ d^2 & 4 & 36 & 1 & 4 & 0 & 4 & 4 & 25 & 16 & 4 & 9 & 0 \end{array} \quad d^2=107$$

Spearman's rank order correlation coefficient (P) = $1 - \frac{6\sum d^2}{N(N^2 - 1)}$ is used to check

whether the content area covered in the textbooks correlates with the content area coverage in the sample EHEEC English examinations. Where :

P = Spearman's rank order correlation coefficient

d = difference between paired ranks

d² = the sum of the squared differences between paired ranks

N = number of paired ranks.

$$\text{Hence } P = 1 - \frac{6\sum d^2}{N(N^2 - 1)} = 1 - \frac{6(107)}{12(12^2 - 1)} = 1 - \frac{642}{1716}$$

$$P = 1 - 0.37$$

$$P = 0.63$$

(49)

The table value 0.60-0.80 of Spearman's' rank order correlation coefficient as stated in Best and Kahn (1986: 253-5) indicates that two ranks have substantial correlation. Therefore, the observed value 0.63 for the sample size 12 implies that the sample entrance examination substantially reflects the content areas covered in the textbooks. This is true for contents that are included in both the textbooks and in the EHEEC English exams. However, there are content areas that are not covered in the sample EHEECE of English language.

Now, it is also very valuable to analyze the formats of the textbooks and the entrance examinations to look for washback effect. Some of the names of the formats are similar with the language contents we discussed earlier, but there are some other formats used both in the textbooks and in the sample entrance examinations and some other formats that are used only in the textbooks of Grade 11 and 12.

When searching for formats, some formats employed in the EHEEC English examinations include, word ordering, completion, substitution, paragraph cohesion, punctuating and filling blanks all in the form of multiple choices. These formats are also included in the preparatory textbooks for practice. Apart from these, the textbooks include formats that are not used in the EHEEC English examinations, like True-False, matching, short notes, note-making and summarizing, composition writing and project writing in the form of essay. These formats are mostly practiced in the textbooks, but the entrance examinations are unable to include these formats. This leads students and teachers to ignore practicing those formats which do not appear in the entrance examination as it is confirmed in the students' and teacher's questionnaire analysis. This is a negative washback, the entrance examination levies on the classroom teaching-learning process and in the actual language skills proficiency development. (50)

The study also tried to investigate the 2006 edition Grade 11 and 12 English textbooks. There is no difference in the grading of language skills and components. It is graded based on the language aspects (comprehension vocabulary, listening, speaking, language pattern and writing). The difference lies in the skeletons. The new Grade 11 English textbook is only one book containing 14 units, each 6 sections with similar grading. Where as the old grade 11 English textbook covers seven sections in each units. The grammar, which was covered in part 2 in the old English textbooks, is included in the units in the new English textbooks. There is also addition and deletion of some activities and passages. Many of the changes intended to help students to practice the language skills.

The same change occurs in Grade 12 English textbook. The new Textbook (2006 edition) covers 9 units each containing six sections. That means the seventh section of each unit is reduced and new units were added and a change of some units was undertaken. The grammar part was also included in the units named as 'language pattern'.

Generally, the changes are mechanical. They are not complete changes. Hence, this does not affect the results of this study on the washback effect. (51)

Chapter Five: Conclusion and Suggestions

5.1 Conclusion

This research tried to explore the washback effect of the EHEEC English Language examination. Now, it is high time to reach a conclusion for the research under discussion. It is also worth basing on a rationale before concluding that the EHEEC English Examination has a washback effect.

Washback effect is an ambiguous educational situation that can trigger two psychological responses. These are individual or group interest and individual or group threat. Washback is ambiguous because, on the one hand it is perceptual. It depends on the individual's perception. On the other hand, it occurs with other educational variables that affect teaching and learning as it is mentioned in the review of the literature (sections 2.2). Therefore, the research considers this rationale and reaches the following conclusion based on the results of the data collected with the stated instruments. The study tries to conclude by answering the research questions raised in the sepecific objectives (1.3.2) without re-stating the questions. The research results in the students and teachers questionnaire show that the EHEEC English Language examination has impact (washback effect) on students and teachers attitudes and on the classroom teaching learning process. It affects the teachers' attitudes of what and how to teach. It also influences the perceptions students have about the study techniques and the content area to focus on.

The results of the investigation of the preparatory courses syllabus and the interview with the expert at the test-designing centre indicate that the preparatory class courses and the EHEEC English Examination have different objectives. The entrance exam is aimed at placement whereas the aims of the preparatory courses are to develop students' language proficiency and prepare them for the entrance examination. -52-

The investigation about the sampling of content areas and language skills points out that there are improvements. The comparison between the content areas covered in the textbooks and the sample entrance examinations in the material analysis show a substantial correlation, which confirm the sampling improvements. However, there are many content areas (language skills and components) included in the textbooks but that are not sampled in the EHEEC English examination.

Hence it is crucial to sample content areas in the EHEEC English examination to motivate students to practice all content areas and to enhance positive washback.

The study also proves that there was no survey or nationwide study made to identify the negative or positive washback of the EHEEC English examination. In the study, the teachers response revealed that the activities, tasks and formats used in the preparatory textbooks and syllabus are not well reflected in the EHEEC English examination. This confirms the existence of the mismatch between the activities, tasks and formats used in the textbooks, and the activities, tasks and formats that are included in the English entrance examination (EHEECE Of English) So it is to be fair to sample at least most (if not all) tasks and formats to initiate students to work for language proficiency.

It is also found that test designers employ test specifications while designing the entrance English exam, but teachers, administrators and other concerned people do not know the specifications. Teachers and students do not have any information what contents and formats would be included in the entrance examinations.

From the research discussion so far we can realize that the flaws that hinder to construct good tests and the inappropriate test methods used in EHEEC -53

English exam have washback effect on students English language proficiency development and students performance.

Finally, there are some points to confess concerning the tabulated values. The predictive value of the quantitative variables used in the tables is not so powerful to show the wash back effect as the researcher might have expected. Anyhow, some of the quantitative variables (items listed in the tables) appeared better indicators compared to others.

5.2 Suggestions

The trend to use multiple choice item is the common feature of the contemporary casual and national tests. To foster positive washback effect of such examinations (like the EHEECE) of English language there are many things to be done by different groups in collaboration.

The researcher forwards the following suggestions based on the findings in the study.

- A large amount of money, time and human energy is spent on EHEECE every year at individual school, regional and national level. In order to make such financial, time and human resource investment fruitful, clear, empirical, rational and well informed and well organized study about washback should be made at a national level to bring improvements in language proficiency through testing.
- The study shows the concerned people (test designers, curriculum planners, test administrators were not working closely with teachers concerning the entrance examination. Therefore, a collaborative work is needed on the part of these groups to extenuate harmful washback and foster positive washback of the EHEEC English language examination and guidance should be offered to help teachers to teach in the way intended. 54

- It is good for test designers to specify the type of washback intended while designing the entrance exam and make this washback public
- The IER Test centre need to have an organized set of specifications that state the goals and objectives of the entrance examination of English language, what it intends to measure, what activities are supposed to be included and which activities, tasks and language elements students and teachers are expected to focus on. In addition, these test specifications and other documents in the test center should be available for everybody to read, investigate and comment on them so that improvement in the specifications as well as in the EHEEC English language examination could be achieved.
- Curriculum planners need to revisit the success of the specifications they provide to test designers and discuss limitations of the specification. They should also check whether the entrance examination includes the language skills and components students practiced or not.
- It is very important to sample all language skills and components fairly and to apply a multiple of different formats in the EHEEC English examination in order to motivate students to practice the language skills for proficiency and to develop the teachers' confidence to teach the activities included in the textbooks. SS

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Appendices

Appendix A

Students' Questionnaire

Dear students,

I am undertaking a research on the impact the EHEEC English Examination has on the classroom teaching learning process and on students and teachers attitudes as a partial fulfillment of my M.A Degree. I believe your honest response to this questionnaire will make the outcome of this study fruitful.

Therefore, I ask you to kindly complete this questionnaire by circling the letters of your choice(s) or writing your response on the space provided based on the instructions given. For the writing part you can write either in Amharic or in English.

Note: There is no harm on you for giving your genuine response to this questionnaire. Above all, I assure you that the information you give is for this research only and will be kept secret. **Don't** write your name.

Part I General Information

1. Your Age _____ Sex _____ Grade _____
2. Name of your school _____
3. Number of English periods in one week _____
4. Total number of students in your section _____

Part II Concerning students' attitude of the representation and focus of language skills and elements, test formats activities and tasks.

1. Do you read and practice previous EHEEC English examination papers? A. Yes B. No
2. Do you like to work in pairs or groups in the classroom?
A. Yes B. No
3. Do you think the language items included in the textbooks and learning materials are similar with the language items that appear in (60)

the EHEEC English Examination?

A. Often B. Sometimes C. Never

4. Do you think the learning activities, exercises and tasks included in the preparatory textbooks for you to practice are relevant to the coming English language entrance examination?

A. Often B. Sometimes C. Never

5. The English language textbooks for preparatory classes focus on developing your language proficiency

A. Often B. Sometimes C. Never

6. The English language course materials (textbooks) focus on coping with EHEEC English Language examination

A. Often B. Sometimes C. Never

7. Do you use any of the following study techniques while preparing yourself for the EHEEC English examination?

7.1. Referring to previous EHEEC English Examination

A. Often B. Sometimes C. Never

7.2. Practicing language items similar in format to those items on the EHEEC English examination.

A. Often B. Sometimes C. Never

7.3. Practicing using the language inside and outside the classroom

A. Often B. Sometimes C. Never

7.4. Enrolling in EHEE examination preparation course outside regular class time.

A. Often B. Sometimes C. Never

7.5. Reading a lot of English grammar books.

A. Often B. Sometimes C. Never

8. How often does your English teacher focus on the following exercise types in order to prepare you for the EHEEC English examination?

8.1 Grammar exercises A. Often B. Sometimes C. Never

(61)

B. Vocabulary books

C. Books that help you to develop speaking, listening writing and reading skills

13. Which language elements and skills do you want your teacher to teach you intensely? (Please rank them in the order of their importance to you, (For instance, 1 for the most important skill, 2 for the next, etc.)

13.1 Grammar _____

13.2 Vocabulary _____

13.3 Reading _____

13.4 Speaking _____

13.5 Listening _____

13.6 Writing _____

14. Write your reasons for your ranking choice from (№ 13.1-13.6) above _____

15. Please write your reasons for your choice of books you read to prepare yourself for the entrance English exam

16. If you do not like working in pairs in the classroom English activities, write your reasons

9, 10, 11, & 12 are missing

(63)

Appendix B

Teachers' Questionnaire

Dear Teacher,

I am currently conducting a research on the washback effect (influence) of the Ethiopian Higher Education Entrance certificate English Examination as a partial fulfillment of my M.A degree. I believe that your genuine response to this questionnaire has a great contribution to the success of the outcome of this study. Therefore, I kindly request you to be genuine and open to share your experience and give your replies by putting a tick (✓) mark in the boxes or writing your response on the space provided.

Note: Do not write your name

I assure you that there is no harm on you for giving your response openly. After all, the information you give is for this research only and will be kept confidential.

Part I. General Information

1. School you work in _____
2. Your sex _____ Age _____
3. Your qualification _____
4. Experience in teaching (in years) _____

Part II regarding content relevance, sampling of activities, tasks, test format in the textbooks and syllabus and in the EHEEC English exam.

1. Do you think the EHEEC English Examination samples the four language skills and language components (grammar, vocabulary, etc) practiced in the preparatory learning materials proportionally?
 Yes No
2. Do you think that learners' proficiency on the productive language skills (speaking and writing) can be exactly measured through multiple (64)

- EHEEC English Exam type formats
- Formats similar to different books available in the market
14. The fact that the EHEEC English examination consists of multiple-choice items influences the contents and methods of your teaching.
- Positively Negatively
15. When you teach preparatory classes students, which materials do your students want to use more?
- Test-like worksheets and previous entrance exams
- Textbooks and readers
- Materials that help to develop language skills (reading, speaking, listening and writing)
16. Which activities and tasks do your students like to practice in the classroom?
- Activities and tasks that are presented in the textbook
- Exam-like activities
- Debating-informal discussion and writing composition
17. Which area of language activities are your preparatory class students most interested in? (More than one answer is possible).
- Grammar Vocabulary
- Reading Speaking
- Listening Writing
18. Which skills/sub skills are not assessed in the EHEEC English examination? (More than one answer is possible)
- Grammar
- Vocabulary
- Reading
- Speaking
- Listening
- Writing
19. Write your reasons for your choice of no.18 _____

(66)

- _____
20. If you agree with the idea that there is a mismatch between the activities, exercises and tasks in the textbooks and the activities and tasks in the EHEEC English examination, how does this affect your teaching? _____

21. If you agree with the idea that your students do not like to work on the activities included in the textbook state _____

22. If you have any problem in using the English textbook to teach your preparatory class students, please state _____

23. If you agree that the multiple-choice in the EHEEC English examination influences the content and method of your teaching state your reason _____

24. If you agree that you have changed your teaching methodology because of the entrance English examination explain your reason

- _____ (67)

writing and listening?

7. How do you view the impact/influence the entrance English language examination exert/put on the content and method teachers are using in the classroom?
8. Are there particular areas in the textbooks the entrance examination focuses on?
9. Does the Entrance examination represent the for language skills fairly?
10. Would you state the differences between the previous ESLCE and the EHEEC Examinations concerning English language?
11. Is there any study undertaken on the impact of the entrance examination in your organization/department?
12. Do you follow the syllabus when you design the entrance examination? (69)

APPENDIX D

*Ethiopian Higher Education Entrance Certificate
English Examination
Ginbot 1997/May 2005*

BOOKLET CODE 11
Time Allowed 2 hours

SUBJECT CODE 01
Number of Items 120

SECTION ONE: Word Order (1-4)

DIRECTION: The following words are not in the proper order. When put in the right order, they give correct English sentences. Choose the correct sentence from the given alternatives and blacken the letter of your choice in the separate answer sheet provided.

1. If you want to study, you have to succeed hard.
 - (A) If you succeed hard, you have to want study hard.
 - (B) If you have to succeed, you want hard to study.
 - (C) If you want to succeed, you have to study hard.
 - (D) If you study hard, you have to want to succeed.

2. Senior Challenge Cup held in Addis Ababa was the Al Amoudi.
 - (A) Al Amoudi was held the Senior Challenge Cup in Addis Ababa.
 - (B) The Al Amoudi Senior Challenge Cup was held in Addis Ababa.
 - (C) Al Amoudi Senior Challenge held in Addis Ababa was the Cup.
 - (D) Addis Ababa was held in the Al Amoudi Senior Challenge Cup.

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3. The 11 September attack entered the world has after a new era.
- (A) The world has entered a new era after the September 11 attack.
 - (B) A new era has entered the world after the attack September 11.
 - (C) After the world the 11 September attack has entered a new era.
 - (D) A new era has the 11 September attack entered after the world.
4. He had been a bad fall ever since last year and he has off work.
- (A) He had a bad fall last year and he has been off work ever since.
 - (B) He has been off work last year and since he had ever a bad fall.
 - (C) He had a bad fall ever since and last year he has been off work.
 - (D) He has been a bad fall ever since he had off work last year.

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SECTION TWO: *Paragraph Coherence (5-10)*

DIRECTION: The sentences **a-e** in each of the questions from **5-10** make up one paragraph. But the sentences are not in the correct order. There are four alternatives given in each case. Choose the letter of the correct order and blacken the space that corresponds to your choice in the separate answer sheet provided.

5. a. An example is their use while driving.
 b. They allow you to keep in contact all the time.
 c. Mobile phones are very useful.
 d. But they can sometimes be risky.
 e. Drivers should therefore be careful in using mobile phones.

(A) d a e b c
 (B) c b d a e

(C) e a d b c
 (D) c b e a d

6. a. We must therefore understand and support this scheme.
 b. College education is very expensive.
 c. It cannot be covered by government alone.
 d. Students must also share a part of the expenditure.
 e. That is why cost sharing is introduced.

(A) b c d e a
 (B) b a e c d

(C) c d a b e
 (D) a e d c b

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7. a. You cannot therefore blame me for all the fault.
 b. But I also know that I am not a devil.
 c. I know I am not a saint.
 d. You must also share part of the blame.
 e. Otherwise, you will be very unfair.
- (A) d e a b c (C) a b c d e
 (B) c b e d a (D) c b a d e
8. a. After I'd waited for a week, I wrote them a letter, but still nobody came.
 b. I phoned the company, but nobody came.
 c. After phoning again, I went to see them, and they sent me a man round.
 d. Two months ago I bought this fridge.
 e. I'd nothing but trouble from it.
- (A) d b a c e (C) b e d a c
 (B) d e a b c (D) d e b a c
9. a. Jealousy, on the other hand, is the feeling or thought that we might lose something that we already have.
 b. It could be the neighbor's car or the classmate's high scores on a test.
 c. Envy is the feeling that we want to have something that we do not have.
 d. A jealous husband fears he will lose his wife; a jealous child fears losing a parent's love to a new sibling.
 e. The terms jealousy and envy are often used in place of each other, but there is a basic distinction between the two.
- (A) e c b a d (C) e c a d b
 (B) c a b e d (D) e d c b a

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10. a. It would seem that there are a few criminals in the trade who the police know all about, but who are very difficult to catch.
- b. My friend suggested going for a drink in a pub.
- c. The other day I bumped into an old friend of mine who now works in the car trade.
- d. I was amazed at some of the stories he told me about the car trade.
- e. The pub was a kind of cellar with old wooden tables.

(A) c d a b e
 (B) c b e d a

(C) e b a d c
 (D) b e d a c

SECTION THREE: *Reading Comprehension*

DIRECTION: There are two passages in this section. Read each passage carefully and answer the questions based on it. Each question is followed by four alternative choices, A – D. Choose the best alternative and blacken the letter of your choice in the separate answer sheet provided.

PASSAGE I (11-20)

Abebe Bikila's Marathon

1 Before that race, on the next-to-last night of the 1960 Olympic Games, Abebe Bikila was an obscure runner from Ethiopia, utterly anonymous to the world's sporting press. A little over two hours later, Bikila had established himself as the fastest marathoner in history. He would go on to win, with surprising ease, the 1964 Olympic marathon in Tokyo, Japan. He would suffer a tragic auto accident that would paralyze him from the waist down, and he would die prematurely at age 41. But it

was in that one race, at the Rome Olympics, that Bikila became one of the great champions in Olympic history.

2 Since Emil Zatopek of Czechoslovakia swept the Olympic distance running events in Helsinki, Finland, in 1952, no runner had come forward to dominate international competition. The favorites in 1960 included Sergei Popov of the Soviet Union, owner of the previous fastest marathon time of 2 hours 15 minutes and 17 seconds, and Abdesalem Rhadi of Morocco. Before the 1960 Games, Bikila had run only two marathons in his life - both in his native country.

3 At the start, Bikila was lost in the crowd, distinguished only by the fact that he ran without shoes. He moved slowly through the pack, and at 10 km (6.2 mi) he was running easily in third place behind the leaders, Allah Saoudi of Morocco and Arthur Keily of Great Britain. At 20 km (12.43 mi), almost halfway, Rhadi and Bikila took the lead together. They ran stride for stride the rest of the race, until Bikila broke away with only 1000 m (3280 ft) to run. Bikila sprinted easily to the finish, 30 seconds ahead of Rhadi. He was the first man from East Africa to win an Olympic gold medal.

4 The image of the barefoot champion captivated the world, and overnight Bikila became a national hero in Ethiopia. After the race, the world press produced stories claiming that he ran barefoot because his impoverished country could not provide its runners with track shoes. In truth, Bikila had received a new pair of competition shoes only days before the race. Finding them uncomfortable, he decided to run barefoot - as he had many times during training runs at home.

5 After capturing the Olympic marathon title, Bikila almost vanished from international competition. Four years later, at the Tokyo Olympics, he was still recovering from an appendectomy when he toed the starting line. The outcome, however, was never in doubt: not

only did Bikila destroy the field, winning by the largest margin in Olympic history (4 minutes 8 seconds), but he casually loosened up afterward with a session of calisthenics on the Olympic Stadium infield. As of the 1996 Olympic games, no other runner had won two consecutive Olympic marathons. The great Australian distance runner Ron Clarke called Bikila's Tokyo marathon "the greatest performance ever in track and field."

6 At age 36, Bikila came back for the 1968 Olympics in Mexico City, but a stress fracture in his left leg forced him to drop out of the marathon after 16 km (about 10mi). A year later, Bikila wrecked his car on a road near Addis Ababa. Suffering a broken neck, he was confined to a wheelchair for the remainder of his life. In 1973, Bikila died of a cerebral hemorrhage.

11. What does the expression, "anonymous to the world's sporting press" mean? (Paragraph 1, lines 2 and 3)
- (A) Abebe Bikila was popular in his country.
 (B) The world's sporting press did not support Abebe Bikila.
 (C) Abebe Bikila was not known by international sports journalists.
 (D) The world's sporting press did not have a name for Abebe Bikila.
12. Where did Abebe establish himself for the first time as the world's fastest marathoner?
- (A) Mexico City (C) Rome
 (B) Addis Ababa (D) Tokyo
13. Who dominated the Olympic distance running before the Rome Olympic Games?
- (A) Allah Saodi (C) Abdesalem Rhadi
 (B) Arthur Keily (D) Emil Zatopek

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14. Before the 1960 Olympic Games, Abebe Bikila had run the Marathon_____.
- (A) several times abroad
 - (B) only twice in his country
 - (C) in his country and in Tokyo
 - (D) two times-in Rome and Tokyo
15. Which list shows the then best known marathon runners who participated in the 1960 Olympic Games.
- (A) Abebe Bikila and Segei Popov
 - (B) Emil Zatopek and Sergei Popov
 - (C) Arthur Keily and Abdesalem Rhadi
 - (D) Abdesalem Rhadi and Sergei Popov
16. Which is the correct order of places, from the earliest to the latest, where the Olympic games were held?
- (A) Mexico City, Tokyo, Rome, Helsinki.
 - (B) Tokyo, Rome, Mexico City, Helsinki.
 - (C) Helsinki, Rome, Tokyo, Mexico City.
 - (D) Rome, Helsinki, Mexico City, Tokyo.
17. Why did Abebe run barefooted?
- (A) He didn't like to run with shoes on.
 - (B) He found the shoes not comfortable.
 - (C) The pair of shoes he was given was new.
 - (D) Because his country could not provide him with shoes.

18. Which one of the following is true about Abebe Bikila?
- (A) He died young.
 - (B) He died of appendectomy.
 - (C) He couldn't afford shoes; he run barefooted.
 - (D) He was famous in his country before 1960.
19. The above passage consists of the following ideas, but the ideas are not listed in the order they appear in the passage. Select the letter that shows the correct order.
- 1. the event.
 - 2. history of Olympic games.
 - 3. the last days of Abebe Bikila.
 - 4. the summary.
 - 5. the effect of Abebe Bikila's performance.
- (A) 1 2 3 4 5 (C) 4 2 1 5 3
(B) 4 2 5 1 3 (D) 3 1 5 4 2
20. What is the attitude of the writer towards Abebe Bikila?
- (A) sympathetic (C) critical
 - (B) envious (D) undecided

PASSAGE II (21-33)

UNITED NATIONS

1 The United Nations (UN) is an international organization of countries created to promote world peace and cooperation. The UN was founded after World War II ended in 1945. Its mission is to maintain world peace, develop good relations between countries, promote cooperation in solving the world's problems, and encourage respect for human rights.

2 The UN brings together countries that are rich and poor, large and small and have different social and political systems. Member nations pledge to settle their disputes peacefully, to refrain from using force or the threat of force against other countries, and to refuse help to any country that opposes UN actions.

3 Each country, no matter how large or small, has an equal voice and vote. It is also expected to pay dues to support the UN. As of 2003, the UN had 191 members, including almost every country in the world.

4 The UN's influence in world affairs has fluctuated over the years, but the organization gained new prominence beginning in the 1990s. It was awarded the Nobel Peace Prize in 2001. Still, the UN faces constant challenges. It must continually secure the cooperation of its member nations because the organization has little independent power or authority. But getting that is not always easy. Many nations are reluctant to defer their own authority and follow the dictates of the UN.

5 The UN today has the same basic purpose and structure as it did when it was founded in 1945. Its primary purpose – and greatest benefit – is to maintain world peace. That, in turn, helps encourage business and

international trade. In addition to that primary mission, the UN serves its member countries in a variety of other ways. The UN provides a forum for countries to promote their views and settle conflicts without violence. It allows countries to cooperate to solve world problems, such as poverty, disease, and environmental degradation. It serves as a symbol of international order and global identity. It promotes and coordinates economic and social progress in developing countries, with the idea that such problems create sources of conflict that can lead to war. The UN helps coordinate the work of hundreds of agencies and programs, both within its own organization and outside of it. It also collects and publishes international data.

Taken from *Microsoft Encarta 2004*

21. How old is the UN?
- (A) 45 years. (C) 55 years.
(B) 50 years. (D) 60 years.
22. Which one of the following is the most important purpose of the UN?
- (A) Keeping the peace of the world.
(B) Helping fight poverty and disease.
(C) Taking big and small countries as equal partners.
(D) Creating agencies to serve the people of the world.
23. The article implies that the UN has not always been successful in accomplishing its mission, because of one of the following. Which one is it?
- (A) The resources available to it are not enough.
(B) Member countries are not paying serious attention.
(C) It has no independent power to enforce its authority.
(D) Its attention is directed at eradicating poverty and disease.

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24. Which one of the following is false according to the passage?
- (A) All countries in the world are members of the UN.
 (B) Every member country has equal status in the UN.
 (C) The UN works with agencies that are a part of it and those that are not.
 (D) The UN is an important international organization with all its failures and weaknesses.
25. The underlined word, maintain (paragraph 1, line 3) means _____.
- (A) keep (C) prevent
 (B) repair (D) appreciate
26. The underlined word, pledge (paragraph 2, line 3) means _____.
- (A) oppose (C) predict
 (B) promise (D) propose
27. The underlined word dues (paragraph 3, line 2) means _____.
- (A) debts (C) attention
 (B) homage (D) contributions
28. The underlined word defer (paragraph 4, line 7) means _____.
- (A) give up (C) depend
 (B) observe (D) maintain
29. The underlined word It (paragraph 3, line 2) refers to _____.
- (A) vote (C) equal voice
 (B) the UN (D) each country

0. The underlined word that (paragraph 4, line 6) refers to _____.
- (A) the organization
 - (B) member nations
 - (C) getting cooperation
 - (D) independent power or authority
1. The underlined word That (paragraph 5, line 3) refers to _____.
- (A) primary purpose
 - (B) international trade
 - (C) maintaining world peace
 - (D) basic purpose and structure
2. The underlined word such (paragraph 5, line 11) refers to _____.
- (A) conflicts leading to war
 - (B) international order and global identity
 - (C) sources of conflict in developing countries
 - (D) poverty, disease and environmental degradation
3. The underlined word It (paragraph 5, line 14) refers to _____.
- (A) the UN.
 - (B) work of agencies.
 - (C) agency within UN.
 - (D) agency outside UN.

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SECTION FOUR: Vocabulary

A: Completion (34-40)

DIRECTION: Questions 34 - 40 are incomplete sentences. There are four alternative words, A-D, given below each question. Choose the word that best completes the sentence and blacken the letter of your choice in the space provided in the answer sheet.

34. I am not sure if he is _____, but I have tried to help him as much as I can.
- | | |
|-----------|------------|
| (A) happy | (C) tired |
| (B) sad | (D) asleep |
35. If you cannot make it to the meeting, we can put it _____ for some time.
- | | |
|---------|----------|
| (A) out | (C) off |
| (B) on | (D) over |
36. I know he is not intelligent; but he is not stupid _____.
- | | |
|--------------|------------|
| (A) neither | (C) either |
| (B) although | (D) too |
37. His remarks were _____; he has angered many people.
- | | |
|----------------|--------------------|
| (A) vague | (C) contradictions |
| (B) incomplete | (D) distasteful |

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38. He was _____ from his post on corruption charges.
- (A) promoted (C) sacked
(B) transferred (D) elevated
39. They were _____ to kill each other; however, I saw them together at a wedding.
- (A) promising (C) threatening
(B) hoping (D) thinking
40. Could you give me some _____ on this, please?
- (A) inquiry (C) advice
(B) query (D) advise

B: Substitution (41-51)

DIRECTION: Questions 41 - 51 each has an underlined word or phrase. There are four alternatives A, B, C and D, given after each sentence. Choose one word or phrase that best keeps the meaning of the given sentence if it is substituted for the underlined word or phrase. Then blacken the letter of your choice in the space provided in the answer sheet.

41. I was dismayed to hear that my proposal was not accepted.
- (A) confused (C) disapproved
(B) disappointed (D) dissatisfied

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42. Since the last drought, there has been a scarcity of grain products on the market.
- (A) availability (C) gap
(B) abundance (D) lack
43. Nowadays, parents who have to pay for the education of their children find their savings diminishing because of the high cost of education.
- (A) enhancing (C) reinforcing
(B) decreasing (D) rewarding
44. My mind is entangled by many problems.
- (A) occupied (C) blocked
(B) questioned (D) worried
45. He was breathless when he arrived home.
- (A) hungry (C) ill
(B) angry (D) tired
46. As long as it is done with consent, resettlement is good for the country.
- (A) arrangement (C) agreement
(B) discussion (D) motivation

*BOOKLET CODE 11**SUBJECT CODE 01*

47. A number of factors has contributed to the apparently decreased supply of salt. The depletion of the supply may cause its price to go up.
- (A) boosting (C) reduction
(B) enhancing (D) availability
48. My sister attributes her success to the support she received from our rich grandmother.
- (A) asks (C) doubts
(B) makes (D) ascribes
49. The Ethiopian Airlines built a good reputation by providing good service, on-time arrivals and safe flying.
- (A) fame (C) repetition
(B) price (D) success
50. I gave up my job to concentrate on writing.
- (A) left (C) improved
(B) changed (D) postponed
51. You can't look down upon me; I'm as good as you are.
- (A) object to (C) ignore
(B) underrate (D) ridicule

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SECTION FIVE: *Grammar*

A. Completions (52-78)

DIRECTION: Questions 52 –78 are incomplete sentences. There are four alternative words or phrases, A – D, given below each question. Choose the word that best completes the sentence and blacken the letter of your choice in the space provided in the answer sheet.

52. If I _____ you, I'd study hard.
- (A) were (C) would be
(B) had been (D) was
53. _____ bad he/she may be, you can never want to hurt your child.
- (A) Although (C) However
(B) In spite of (D) Nevertheless
54. I first studied engineering. Then, I _____ another degree in business administration.
- (A) did (C) was doing
(B) had done (D) done
55. I'm planning to do _____ business with a partner.
- (A) little (C) some
(B) much (D) a few

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56. If the team had played better, it _____ won the match.
- (A) could have had (C) could have
(B) might probably had (D) had had
57. I always enjoy _____ to reggae music.
- (A) to listen (C) listen
(B) listening (D) listened
58. I think he has done something; he is looking _____ his shoulder.
- (A) on (C) over
(B) after (D) above
59. You can say _____ you like; I am not bothered.
- (A) everything (C) something
(B) anything (D) nothing
60. Which team is _____, Tanzania or Zanzibar?
- (A) weakest (C) the weakest
(B) weaker (D) weak
61. On his way to the office, he stopped _____ his friend in hospital.
- (A) to visit (C) for visit
(B) visiting (D) in-visiting

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62. The regulation affects everybody _____ the board.
- (A) along (C) over
(B) across (D) off
63. East African football is not _____ that of West Africa.
- (A) so better than (C) more than
(B) as good as (D) less attractive
64. Come on! Let's do _____ about it. It requires action.
- (A) nothing (C) anything
(B) something (D) all things
65. He _____ a teacher all his life. He has had no other job.
- (A) is (C) was
(B) had been (D) has been
66. She has decided not _____ him.
- (A) to marry (C) marry
(B) marrying (D) to have married
67. There was no food left when I returned. They _____ everything.
- (A) had eaten (C) have eaten
(B) were eating (D) ate

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68. It took twelve hours to get to Tokyo _____.
- (A) but we managed to do it in eight hours.
 - (B) however, our team leader was asleep.
 - (C) therefore, Tokyo was a beautiful city.
 - (D) and we were exhausted when we arrived.
69. The exam will have finished by noon _____.
- (A) most students left the exam hall soon
 - (B) it was very difficult
 - (C) so, I will see you then
 - (D) because there was nobody around
70. The academic commission meeting was to have taken place in the new auditorium _____.
- (A) and it was well attended
 - (B) but had to be cancelled at the last moment
 - (C) and several decisions were arrived at
 - (D) however, all members turned up on time
71. _____ shops should open on Sundays led to a heated discussion.
- (A) The suggestion that
 - (B) When he said that
 - (C) Because they wanted that
 - (D) He argued that

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72. No sooner had he drunk the coffee _____.
- (A) he said he wanted more
 (B) he didn't like it
 (C) I asked him to take more
 (D) than he began to feel alert
73. In science, empirical evidence is not hard to _____.
- (A) come by
 (B) come through
 (C) look through
 (D) look at
74. The reporter was flooded _____ letters of complaint from readers.
- (A) at
 (B) by
 (C) with
 (D) on
75. Can I _____ you _____ a quick drink before lunch?
- (A) interest-on
 (B) invite-to
 (C) ask-to
 (D) treat-for
76. Police seem to have failed to _____ any evidence about the crime.
- (A) break through
 (B) turn up
 (C) carry on
 (D) look with
77. Your brother's absence from class this semester _____ five days a month.
- (A) is equals to
 (B) averages out at
 (C) ranges from
 (D) turns up with

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78. One has to fight relentlessly to _____ corruption.
- | | |
|------------------|---------------------|
| (A) do away with | (C) look forward to |
| (B) put up with | (D) come up with |

B. Sentence Connectors (79-88)

DIRECTION: Read the following short passage carefully. Then for the blank spaces from 79 – 88, find the word/phrase from the choices given that best fits in each space and blacken the letter of your choice in the space provided in the separate answer sheet.

The Scientific Attitude

It is common to think of a fact as something that is unchanging and absolute. (79) in science, a fact is generally a close agreement by competent observers of a series of observations of the same phenomena. (80), where it was once a recognized fact that the earth was flat, today it is a fact that the earth is round. A scientific hypothesis, (81), is an educated guess that is only presumed to be factual until demonstrated by experiments. (82) a hypothesis has been tested over and over again and has not been contradicted, it may become known as a law or principle. (83) a scientist believes a certain hypothesis, law, or principle is true but finds contradictory evidence, (84), in the scientific spirit the hypothesis, law or principle is changed or abandoned with little regard for reputation or authority of the persons advocating it. (85), the greatly respected Greek philosopher Aristotle (384-322 B.C) claimed that an object falls at a speed proportional to its weight. This false idea was held to be true for more than 2000 years (86) Aristotle's compelling authority. In the scientific spirit, (87), a single verifiable experiment to the contrary outweighs any authority, (88) reputation or the number of followers or advocates. In modern science, argument by appeal to authority has little value.

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- | | | |
|-----|---|--|
| 79. | (A) Although
(B) But | (C) Similarly
(D) Then |
| 80. | (A) For example
(B) However | (C) On the contrary
(D) Therefore |
| 81. | (A) on the other hand
(B) moreover and so on | (C) similarly
(D) obviously |
| 82. | (A) Until
(B) Before | (C) But
(D) When |
| 83. | (A) In spite of
(B) For one thing | (C) If
(D) Consequently |
| 84. | (A) thus
(B) since | (C) however
(D) then |
| 85. | (A) When
(B) For Example | (C) Until
(D) But |
| 86. | (A) since
(B) until | (C) because of
(D) in spite of |
| 87. | (A) in summary
(B) however | (C) on a similar vein
(D) for example |
| 88. | (A) regardless of
(B) pertaining to | (C) either
(D) despite |

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C. Phrasal Word Order (89 – 97)

DIRECTION: Below is given a letter written by a student studying in the UK. However, some words/phrases are missing. Choose the best word/phrase to fill in the numbered gaps and blacken the letter of your choice in the space on the separate answer sheet

I'm writing this letter from (89) flat in Stratford. Although it's modern, it's in 90 building 91 was totally renovated last year, and the 92 beams have been kept in the sitting room. It's quite small, and is a 93 one person, but it's 94 . The sitting room leads on to 95 which is full of wonderful yellow and red flowers at the moment. Stratford is a 96 and is very quiet in the winter. At the moment, though, in the middle of the tourist season, the traffic is 97 .

89. (A) my beautiful new (C) beautiful my new
(B) my new beautiful (D) new my beautiful
90. (A) an entirely old (C) an old entirely
(B) an old entire (D) a very old
91. (A) which (C) where
(B) who (D) what
92. (A) wood origin (C) wooden original
(B) original wooden (D) wooden origin
93. (A) suitable flat for (C) flat suitable for
(B) suited flat for (D) flat situated in
94. (A) extreme comfortable for me
(B) completely comfortable for me
(C) comfortably extreme for me
(D) comfortably complete for me

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95. (A) a similar garden to yours (C) similar to your garden
 (B) a garden similar to yours (D) your similar garden
96. (A) small nice town (C) town nice small
 (B) nice town small (D) small town nice
97. (A) extremely terrible (C) appreciably terrible
 (B) honestly terrible (D) absolutely terrible

SECTION SIX: Punctuations (93 – 102)

DIRECTION: The following questions relate to different aspects of writing. Each question is followed by four alternatives, **A-D**. Choose the best alternative and blacken the letter of your choice in the space provided in the answer sheet.

98. Which one of the following is correctly punctuated?
- (A) He cried; she tried to comfort him; and they made up.
 (B) He cried, she tried to comfort him; and they made up.
 (C) He cried, she tried to comfort him, and they made up.
 (D) He cried; she tried to comfort him, and they made up.
99. Which one of the following is correctly punctuated.
- (A) "Fire!" he shouted.
 (B) You must bring a pen; a pencil and an eraser.
 (C) He asked "what is your name?"
 (D) The teacher cleaned the blackboard – and wrote notes on it.

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100. Which one of the following is correctly punctuated?
- (A) The director asked, "Whom did you talk to, your mother or father?"
- (B) The director asked", whom did you talk to; your mother or father?"
- (C) The director asked, "whom did you talk to; your mother or father?"
- (D) The director asked, "Whom did you talk to? Your mother or father"?
101. Which one of the following statements requires a semi-colon?
- (A) I have a 1998 Toyota car my brother a 1994 one.
- (B) He is hardworking generous and polite.
- (C) I am not sure if I agree with you.
- (D) Guess what I found when I opened the parcel a digital camera.
102. Which one shows the correct punctuation of the following to give a meaningful written sentence?
- Punctuation is not very interesting to study correct punctuation does however make writing easier to read
- (A) Punctuation is not very interesting to study, correct punctuation does however; make writing easier to read.
- (B) Punctuation is not very interesting to study; correct punctuation does, however, make writing easier to read.
- (C) Punctuation is not very interesting to study. correct punctuation does. However, make writing easier to read.
- (D) Punctuation is not very interesting to study correct punctuation does; however, make writing easier to read.

SECTION SEVEN: Writing (103 – 107)

DIRECTION: Read questions 103-107 carefully. Then choose the correct answer out of the four alternatives and blacken the space that corresponds to the letter of your choice on a separate answer sheet.

103. If a piece of writing begins with, "Love is a very powerful force, it conquers barriers of colour, race, religion and culture. It thrives on mutual nurturing of each other...", it is very likely that the writing is
- (A) argumentation
 - (B) narration
 - (C) description
 - (D) exposition
104. If a piece of writing finishes with, "---- So, as I have tried to show above, the evidence proves that life in the city is better than life in the countryside," it is very likely that it is _____.
- (A) exposition
 - (B) narration
 - (C) argumentation
 - (D) description
105. Which one of the following is an appropriate closing for a formal letter?
- (A) Good Bye
 - (B) Sincerely yours
 - (C) See you
 - (D) Take care!

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109. Your friend: How about a drink?
You : _____

- (A) I don't drink.
- (B) Pepsi, please.
- (C) That sounds nice, thank you.
- (D) Drinking is bad for health.

110. Receiver: Ethiopian Airlines. May I help you?
You : _____

- (A) Please help me.
- (B) Thank you.
- (C) No, I don't need any help.
- (D) Could I speak to the Manager, please?

111. Your friend: Israel must leave occupied Palestinian Territory.
You : _____

- (A) You are anti-Israel.
- (B) I don't agree with you.
- (C) Palestinians are terrorists.
- (D) Yes, it mustn't stay on.

112. Waiter: Can I get you anything else?
You : _____

- (A) No, thanks. I'm fine.
- (B) Please.
- (C) Yes, please. Bring me the bill.
- (D) Thanks.

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113. Your friend: I've a bad toothache.
You : _____
- (A) Toothache gives you a headache too.
(B) If I were you, I'd go to a dentist.
(C) You must have eaten bad food.
(D) Toothaches are very painful.
114. Your friend: What..... this means I think
- You : _____
- (A) I don't agree.
(B) It's a shame.
(C) Pardon me.
(D) If I were you, I'd speak louder.
115. Your friend: Good bye and all the best
You : _____
- (A) I miss you.
(B) See you later.
(C) It's my pleasure.
(D) Thank you.
116. Customer: Do you have a changing room?
Shop assistant: _____
- (A) We don't change here.
(B) Certainly. It's over there.
(C) The rooms are too narrow.
(D) No. Thank you.

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117. John: Couldn't you leave work early?
Jane: _____
- (A) Yes, I couldn't.
(B) Yes, at what time?
(C) Yes, I am hardworking.
(D) No, I've got too much to do.
118. Teacher: Don't you want to wait to find out the results?
Student: _____
- (A) Yes, I find out the results.
(B) No, I think I'll come back later.
(C) No, I want to find out the results.
(D) Yes, I want.
119. Henry: _____
Bill: Yes, that would be lovely.
- (A) Here's a cup of coffee.
(B) Wouldn't you like another coffee?
(C) Would you like tea or coffee?
(D) I would like a cup of coffee.
120. Husband: _____
Wife: Yes, I'm just a bit worried, that's all.
- (A) Aren't you feeling well?
(B) You feel well, don't you?
(C) Why are you so quiet?
(D) What's troubling you?

THE END

Ethiopian Higher Education Entrance Certificate
English Examination
Ginbot 1998/ May 2006

BOOKLET CODE 14
Number of Items 120

SUBJECT CODE 01
Time Allowed 2 hours

SECTION ONE: *Word Order (1-5)*

DIRECTION: The following words are not in the proper order. When put in the right order, they give correct English sentences. Choose the correct sentence from the given alternatives, and blacken the letter of your choice in the separate answer sheet provided.

1. her Alemitu is as not sister so clever younger

- (A) Alemitu her younger sister not so clever as.
- (B) Alemitu is not so clever as her younger sister.
- (C) Her younger sister is not as clever so Alemitu.
- (D) Not clever so as Alemitu is her younger sister.

2. don't I interrupt while speak me

- (A) Speak me while I don't interrupt.
- (B) Don't interrupt me while I speak.
- (C) I speak me while don't interrupt.
- (D) Don't speak me while I interrupt.

3. these more to business are expand encourage lending days banks money business
- (A) These days to encourage banks more money business are lending to expand.
- (B) Business these days are lending banks to expand more money to encourage.
- (C) Banks are lending more money these days to encourage business to expand.
- (D) To encourage banks to expand business are lending more money these days.
4. for other cultures pluralist society is a requirement of a respect
- (A) Respect for other cultures is a requirement of a pluralist society.
- (B) A pluralist society is a requirement of respect for other cultures.
- (C) Respect for a pluralist society is a requirement for other cultures.
- (D) For other cultures a pluralist society is requirement for a respect.
5. to in lessons you to Addis Ababa have pass test in take driving order a
- (A) In order to have a pass driving test in Addis Ababa, you to take lessons.
- (B) You have to take a driving test in order to pass lessons in Addis Ababa.
- (C) In order to pass driving lessons in Addis Ababa you have to take a test.
- (D) You have to take lessons in order to pass a driving test in Addis Ababa.

SECTION TWO: *Paragraph Coherence (6-11)*

DIRECTION: The sentences **a-e** in each of the questions from **6-10** make up one paragraph. But, the sentences are not in the correct order. There are four alternatives given in each case. Choose the letter of the correct order and blacken the space that corresponds to your choice in the separate answer sheet provided.

6. a. When a solid changes to liquid, it is said to melt.
 b. When a gas changes back again to solid, it is said to freeze.
 c. At constant pressures, these changes often take place at fixed temperatures.
 d. Most substances have three forms: solid, liquid and gas
 e. When a liquid changes to gas, it is said to become vapour.
- (A) d a c e b (C) d e b c a
 (B) e c a d b (D) d a e b c
7. a. HIV/AIDS is a deadly disease.
 b. If one is negative, then he/she will be careful in the future.
 c. One has to be careful to avoid it.
 d. And the best way to do so is to be tested for it.
 e. But, if one is positive, he/she will learn how to live with the virus.
- (A) a c d b e (C) b e d c a
 (B) a d b e c (D) c a e b d

8. a. Perhaps this is because they don't know the benefit of doing so.
 b. Many of the diseases could be prevented by boiling the water to kill the germs in it.
 c. Water-borne diseases claim many lives in poor countries.
 d. But, many people do not follow this advice.
 e. This is because the water they drink is contaminated.

(A) b c e a d

(C) c e b d a

(B) d b c a e

(D) a d b e c

9. a. Ice melts at 32 degrees Fahrenheit (32° F) or 0 degrees Centigrade (0° C).
 b. Water boils at 212° F or at 100° C.
 c. There are two important heat measuring systems.
 d. In science, the Centigrade system of measuring temperature is used.
 e. These are degrees Fahrenheit ($^{\circ}$ F) and degrees Centigrade ($^{\circ}$ C).

(A) c e d a b

(C) c e a b d

(B) c e b a d

(D) a b c e d

10. a. Two months ago I bought this fridge.
 b. I phoned the company, but nobody came.
 c. I set it at 'medium' and it froze everything.
 d. But I have had nothing but trouble from it.
 e. For a start the 'cold control' did not work.

(A) a b c d e

(C) e d a c b

(B) a e c d b

(D) a d e c b

11. a. But some people think this is not so.
 b. This is a blessing we should be proud of.
 c. Ethiopia is a multi ethnic, multi cultural country.
 d. These people must be told that their fear is unjustified.
 e. They say the diversity may tear the country apart.
- (A) c b a e d (C) c e d b a
 (B) b a e c d (D) c b d e a

SECTION THREE :

DIRECTIONS: Choose the sentence that has the nearest meaning to that of the given sentence and blacken the letter of your choice in the space on the separate answer sheet provided.

12. Never having clearly heard the accomplice's name, Kebede hesitated to provide the entire information to the police.
- (A) Kebede did not provide the entire information as he did not hear about the crime.
 (B) The police provided the name of the suspect to Kebede in order to catch the criminal.
 (C) The police are looking for the criminal whose name is Kebede.
 (D) As Kebede did not hear the name of one of the criminals, he was not sure to provide full information to the police.
13. If I had married her, I would have been happy.
- (A) I did not marry her and now I am happy.
 (B) I married her, but now I am not happy.
 (C) If she agrees to marry me, I'll be happy.
 (D) I did not marry her and now I am not happy.

14. Looking back over those terrible weeks, I would say that the most difficult thing to bear was the inactivity.
- (A) I had a difficult time, but could not do anything about it.
 - (B) I had a difficult time as I had to do too many things.
 - (C) My terrible days are over, and now I may not have to do anything.
 - (D) I remember those terrible weeks during which I went through a lot of difficulties.
15. There was no way which could prevent the disease from spreading.
- (A) The disease could have spread very quickly, if it had not been prevented.
 - (B) It was unlikely that the disease would spread.
 - (C) No means was available to stop the spread of the disease.
 - (D) There was an effective means of preventing the disease from spreading.
16. An exception is students who come from peripheral regions, who are entitled to live in university dormitories and eat in university cafeteria.
- (A) Students who are exceptions come from regions.
 - (B) Students from peripheral regions have to use university facilities.
 - (C) All students from peripheral regions do not live in university dormitories.
 - (D) Only students who come from peripheral regions can use university facilities.

SECTION FOUR: *Reading Comprehension*

DIRECTION: There are two passages in this section. Read each passage carefully and answer the questions based on it. Each question is followed by four alternative choices, **A - D**. Choose the best alternative and blacken the letter of your choice in the separate answer sheet provided.

PASSAGE I**Einstein's Expanding Legacy**

The recent fiftieth anniversary of Albert Einstein's death has caused many around the world to take stock of this amazing man. The word 'genius' has been used to describe lesser mortals, but in Einstein's case it was truly deserved. He was a popular figure too, with his familiar shock of white hair and droopy moustache, and was often treated like a superstar – although the trappings of fame meant little to him. Married twice and indifferent toward children, he was obsessed with physics.

Einstein remains the foremost scientist of the modern era. Looking back 2,400 years, only Newton, Galileo and Aristotle were his equals. 100 years ago, in 1905, Einstein published no fewer than five scientific papers that fundamentally changed our grasp of space, time, light and matter. A decade later, he surpassed even himself with his theory of relativity.

Born in the era of horse-drawn carriages, his ideas launched a technological revolution that generated more change in a century than in the previous two millennia. It can be argued that computers, satellites, telecommunication, lasers, television and nuclear power all owe their invention to Einstein's pioneering work. The world is a very different place than it was 100 years ago – thanks to Einstein.

But he was not just a scientist. As a teenager he read philosophy. It taught him how to think independently and abstractly about space and time. He was also an accomplished musician. The interplay between music and math is well-known. Einstein would furiously play his violin as a way to think through knotty physics problem. He escaped Hitler's Germany and devoted the rest of his life to humanitarian and pacifist causes with an authority unmatched by any scientist today, or even most politicians and religious leaders.

Today, however, there are curiously few statues of the man. The most notable is a 12-foot bronze at the National Academy of Sciences in Washington depicting the wrinkled old sage gazing at his famous $E=MC^2$ formula. Tourists climb into his lap for snapshots. "Imagination is more important than knowledge," Einstein once said. "The important thing is to not stop questioning." He also had a sense of humor, describing relativity this way. "Put your hand on a hot stove for a minute, and it seems like an hour. Sit with a pretty girl for an hour, and it seems like a minute. That's relativity."

Will there ever be another Einstein? A new Einstein will emerge, scientists say, but don't hold your breath. After all, more than 200 years separated Einstein from his nearest rival, Isaac Newton.

Taken from *Selamta*, Vol. 22, No. 3, July – September 2005, p.49.

17. The underlined word grasp (line 12) can be replaced by:
- (A) belief
 - (B) attitude
 - (C) imagination
 - (D) understanding
18. The significance of Einstein's work is seen in that :
- (A) most modern inventions result from his work.
 - (B) he relates music and science to develop his theory.
 - (C) he can explain complicated ideas in simple language.
 - (D) the world has remained the same for 2,400 years because of his contributions.

19. The passage suggests that Einstein was:
- (A) a peace loving person.
 - (B) fond of the fame he had.
 - (C) a good father and husband.
 - (D) elegantly dressed and well kept.
20. This passage is mainly written to:
- (A) commemorate his death.
 - (B) explain the theory of relativity.
 - (C) narrate the life history of Einstein.
 - (D) argue that Einstein is the best of all scientists ever born.
21. The underlined phrase lesser mortals (line 3) refers to:
- (A) Newton, Galileo and Aristotle.
 - (B) the geniuses that have lived after the death of Einstein.
 - (C) any other scientists that have contributed to the advancement of science.
 - (D) the scientists that were killed by Hitler after Einstein escaped from Germany.
22. The word knotty (line 25) means:
- (A) simple
 - (B) difficult
 - (C) interesting
 - (D) extraordinary
23. The passage suggests that Einstein was born during a time:
- (A) when the world was technologically backward.
 - (B) when there were ample scientific discoveries.
 - (C) of rapid technological progress.
 - (D) in which there was a humanitarian crisis.

24. The underlined word generated (line 16) means:
- (A) retarded.
 - (B) hindered.
 - (C) impeded.
 - (D) produced.
25. Newton, Galileo and Aristotle are mentioned in the passage to:
- (A) prove that most scientists come from Europe.
 - (B) tell the history of science over the last 2,400 years.
 - (C) compare and contrast the work of Einstein with that of theirs.
 - (D) illustrate that true geniuses appear once in a long while.
26. The phrase, don't hold your breath (line 39), means:
- (A) don't panic; relax.
 - (B) it is going to happen soon.
 - (C) it is difficult to tell in advance.
 - (D) don't expect that to happen soon.
27. The comparison between Einstein and politicians and religious leaders is given:
- (A) Politics, religion and science all have the same root.
 - (B) During Einstein's time the three were treated equally.
 - (C) to show that Einstein was not only a scientist, but a social critic.
 - (D) Einstein was a politician and a religious leader towards the end of his life.
28. It is possible to deduce from the passage that the writer:
- (A) feels Einstein is not given the regard he deserves.
 - (B) is exaggerating Einstein's contribution to science.
 - (C) is happy that Einstein has a bronze statue in Washington.
 - (D) does not expect that another scientist like Einstein will ever come.

29. The story of Einstein's explanation of relativity is given to show Einstein's:
- (A) simplicity.
 - (B) imagination.
 - (C) sense of humor.
 - (D) love for pretty girls.

PASSAGE II

AFRICA'S DANAKIL DESERT – Cruellest Place on Earth

We'd met the merchants at the salt mines that lie beyond Hamed Ela and border Lake Asele in the heart of the northern Danakil. More than 300 feet below sea level, the salt lake and plains are one of the lowest points in Africa. *Here* teams of Muslim Afar and Christian Tigrayans from the Ethiopian Highlands gather daily ten months out of the year to mine the salt and ferry it by camel, mule, and donkey to markets in Ethiopia's mountains and beyond into Sudan. This trade itself remains the main livelihood of the northern Afar, and they guard their treasure – as well as every grain of sand in *their* desert – like the Argonauts of old.

The Afar make sure that no one robs them of their salt by studiously overseeing the mines and caravans. Every merchant must stop at the salt-tax collector's hut in the dusty enclave of Hamed Ela on the edge of the salt flats and pay a fee for each camel, mule, and donkey in his caravan. At the mines, every job – from levering the salt from the earth to running the outdoor tea kitchens – is assigned and managed by an Afar. Theirs is a strict monopoly, and it has made them proud and dictatorial. They do not hesitate for a minute to let you know that once you set foot in their salt kingdom, you are subject to their commands.

We found *that* out in Berahile, which sits about midway up the escarpment that rises above the desert. The government offices of the northern Afar region are located in Berahile, the market town for the Afar caravans, which is presided over by the turbaned and dignified Ali Hassan Bore. Before venturing to the mines, Carsten, Zelalem, and I paid Ali a visit, joining him and his retainers on the verandah of one of the squat government buildings. In his 50s, Ali had the bearing of a sultan. He wore a beige polo shirt and green plaid sarong with a wide leather belt; a short dagger was discreetly tucked into it. Over his shoulder he displayed a not-so-discreet, but holstered, colt .45-caliber pistol. His front teeth were chipped to points, crocodile-style, a cosmetic embellishment that Afar men and women consider beautiful.

Ali sat soldier-straight in his chair, while his assistants crowded close by, some squatting on their heels, others leaning against a wall. Like Ali, they were all heavily armed, and they listened carefully to our request to visit the salt mines; their eyes were narrowed and suspicious as they squinted against the sun.

The negotiations lasted a full afternoon, but at the end Ali granted us permission to enter the land of the Afar and to stay in Hamed Ela until we joined the caravans. We were guests, Ali said. They would help us, but he made it clear that we would have to abide by *their* rules. He then assigned Edris to protect us and make sure we did what we were told.

Adapted from *National Geographic* – October 2005

30. Who is Ali Hassan Bore?

- (A) He is the owner of the salt trade.
- (B) He is the ruler of the northern Afar region.
- (C) He is a police officer armed to protect the trade.
- (D) He is the sultan who presides over the market in Berahile.

31. Who were the visitors who saw Ali Hassan Bore?
- (A) Three Ethiopian salt merchants.
 - (B) Two Europeans and an Ethiopian.
 - (C) Several of his retainers on the verandah.
 - (D) the Moslem Afars and Christian Tigrayans.
32. What do the Afar men and women consider beautiful?
- (A) a crocodile style of walking.
 - (B) chipped pointed front teeth.
 - (C) a cosmetic embellishment on body and hair.
 - (D) a short dagger discretely tucked into a leather belt.
33. How were the visitors received by Ali Hassan Bore and his assistants?
- (A) with indifference and boredom.
 - (B) with a welcoming gesture and happy faces.
 - (C) with enthusiasm and readiness to help them.
 - (D) with suspicion and attention to what they said.
34. What were the two assignments of Edris?
- (A) look after and feed the guests.
 - (B) protect the visitors and check what they did.
 - (C) translate and help the visitors get to the salt mines.
 - (D) guide the visitors and help them do what they planned to do.
35. What does *their* in ‘... in *their* desert’ (line 9 paragraph 1) refer to?
- (A) the Afars’
 - (B) the Tigrayans’
 - (C) the Argonauts of old
 - (D) Ethiopia’s mountains

41. Who 'studiously' oversees the mines and caravans' in the Danakil Depression?
- (A) the Afars (C) the Tigrayans
(B) the tax collector (D) every merchant
42. How long does the salt trade last in a year?
- (A) 12 months (C) about 300 days
(B) almost a year (D) about fifty weeks
43. The tax for salt is paid in a place called _____.
- (A) Hut (C) Hamed Ela
(B) Berahile (D) Lake Asele
44. An example of the Afars' pride and being dictatorial is that they:
- (A) make everybody pay salt taxes.
(B) monopolize all the salt mining activities.
(C) serve tea and studiously look after their guests and visitors.
(D) make everybody feel that they are subject to their commands.
45. What does '*here*' (line 4 paragraph 1) refer to?
- (A) Hamed Ela
(B) Lake Assele
(C) salt mines and plains
(D) lowest parts of Africa
46. One of the following may not be true about Berahile.
- (A) It is a market place.
(B) It is on an escarpment.
(C) It is as hot as the desert.
(D) It is an administrative centre.

SECTION FIVE: *Vocabulary*

A: Completions (47-52)

DIRECTION: Questions 47-52 are incomplete sentences. There are four alternative words, A - D, given below each question. Choose the word that best completes the sentence and blacken the letter of your choice in the space provided in the answer sheet.

47. When your car goes fast, you must step on the _____ to reduce its speed.
- (A) break (C) brake
(B) tire (D) accelerator
48. My child is _____ his new computer game; he stays late with it.
- (A) frustrated by (C) depressed about
(B) expectant of (D) obsessed with
49. I have _____ sugar; I must go and buy some.
- (A) run out of (C) run with
(B) run into (D) run over
50. Our new manager is boring; he puts me _____ every time he chairs a meeting.
- (A) off (C) up
(B) down (D) away

51. The _____ from the sun is bad for your eyes.
- (A) heat (C) rays
(B) glare (D) light
52. I _____ to come to class on Monday morning; I always feel like sleeping late.
- (A) like (C) desire
(B) hate (D) stop

B: Substitutions (53-59)

DIRECTION: Questions 53-59 each has an underlined word or phrase. There are four alternatives A, B, C and D, given after each sentence. Choose one word or phrase that **best** keeps the meaning of the given sentence if it is substituted for the underlined word or phrase. Then blacken the letter of your choice in the space provided in the answer sheet.

53. I don't get on with my new neighbor; he plays loud music always.
- (A) live together (C) like
(B) go out with (D) invite
54. Students sitting for a college entrance examination are supposed to be mature.
- (A) easy going (C) carefree
(B) responsible (D) intelligent

55. His good name has suffered; I don't think he can restore his credibility.
- (A) trustworthiness (C) good fortune
(B) credit (D) status
56. He is industrious; he has succeeded in accomplishing his assignment.
- (A) diligent (C) reckless
(B) careless (D) casual
57. If you encounter a problem; don't panic. You can solve it if you are calm.
- (A) discover (C) face
(B) encourage (D) find out
58. Vanuatu is a tiny island in the Indian Ocean.
- (A) big (C) attractive
(B) deserted (D) small
59. According to the schedule, the next speaker is Alemu.
- (A) agreement (C) arrangement
(B) time table (D) ceremony

SECTION SIX: Punctuation

DIRECTIONS: In this section, each given sentence from 60 - 63 contains errors in capitalisation, spelling and/or punctuation. Four alternatives are given for each. Choose the one which is correctly written and blacken the letter of your choice in the space on the separate answer sheet provided.

- 60 (A) He said, 'we are aware that the latter we received last weak was theirs.'
- (B) He sayed, 'We are aware that the letter we received last weak was theirs.'
- (C) He said, 'We are aware that the letter we received last week was theirs.'
- (D) He said, 'we are aware that the latter we received last weak was there's.'
61. (A) The shop-keeper spoke strait to our faces' before we payed and left the shop where several customers were shouting to get his attention.
- (B) The shop-keeper spoke straight to our face's before we paid and leaved the shope were several customers where shouting to get his attention.
- (C) The shop keeper spoke strait to our faces befor we payed and left the sho where several customers were shouting to get his attention.
- (D) The shop-keeper spoke straight to our faces before we paid and left the shop where several customers were shouting to get his attention.

62. (A) It was mentioned that the children's storeys which were full of lays could not be taken as evidences.
(B) It was mentioned that the Children's stories, which were full of lies could not be taken as Evidences.
(C) It was mentioned that the children's' stories which were full of lays could not be taken as evidences.
(D) It was mentioned that the children's stories, which were full of lies, could not be taken as evidences.
63. (A) Looking down the hill, my sons-in-law shouted with ecstasy, retreated with fear and jumped with incredulity.
(B) Looking down the Hill, my sons-in-laws shouted with ecstasy; retreated with fear; and, jumped with incredulity.
(C) Looking down, the hill my son-in-laws shouted with ecstasy, retreated with fear and jumped with incredulity.
(D) Looking down the hill my sons-in-law, shouted with ecstasy retreated with fear and jumped with incredulity.
64. Which one of the following is properly punctuated?
(A) "Come inside my dear" he said.
(B) Come inside, my dear, he said.
(C) "Come inside," he said, "my dear".
(D) "Come inside, my dear," he said.
65. In which of the following is an exclamation mark most appropriate?
(A) I can't love her anymore. Never.
(B) If loving her is wrong, I don't want to be right.
(C) I love her very much, but she does not understand.
(D) Love is a very illusive thing and one can never be sure about it.

66. Which one of the following requires a colon?
- (A) I am an Ethiopian he is British.
 (B) The thing I like about her is her smile.
 (C) The three words he used are ready steady go.
 (D) The last time I went to Etnoto it was very cold.
67. Which one of the following is properly punctuated?
- (A) "If you want to succeed in life; you have to work hard", he said.
 (B) "If you want to succeed in life, you have to work hard," he said.
 (C) "If you want to succeed in life: you have to work hard," he said.
 (D) "If you want to succeed in life, he said you have to work hard".

SECTION SEVEN: *Grammar (68-93)*

A. *Completion (68-88)*

DIRECTION: Questions 68-88 are incomplete sentences. There are four alternative words or phrases, A - D, given below each question. Choose the word that best completes the sentence and blacken the letter of your choice in the space provided in the answer sheet.

68. There are _____ cars in the streets following the fuel price rise.
- (A) few (C) fewer
 (B) more (D) little

69. I'm afraid I have to tell you that your application for funding your project ____.
- (A) has been turned down
 - (B) has gained a lot of support
 - (C) has been submitted on time
 - (D) been accepted by the board of governors
70. The famous film star has died of heart attack. He ____.
- (A) was 58 and lived in Los Angeles
 - (B) will be 58 and lives in Los Angeles
 - (C) has been 58 and has lived in Los Angeles
 - (D) is 58 years old and has lived in Los Angeles
71. To get fit for the The Great Ethiopian Run, I ____.
- (A) had gone to the sports centre every day
 - (B) was going to the sports centre every day
 - (C) will be gone to the sports centre every day
 - (D) had been gone to the sports centre every day
72. ____, I could see that Almaz was crying.
- (A) However hard she tried to cry
 - (B) Although she tried to hide her face
 - (C) Besides her attempts to hide her face
 - (D) Because she tried to hide her face
73. If you are having fever, I suggest you _____ to a doctor.
- (A) are going
 - (B) go
 - (C) will go
 - (D) have gone

74. The more peace there is in the country, _____ it is the people.
- (A) the more
(B) the better
(C) the lesser
(D) the worse
75. I prefer _____ romance to adventure stories.
- (A) to read
(B) read
(C) reading
(D) to reading
76. If she continued like this, I _____ her.
- (A) would have divorced
(B) would divorce
(C) am divorcing
(D) will have divorced
77. When we came in the morning, we found the window _____.
- (A) broke
(B) breaking
(C) broken
(D) break
78. Alemu was to find out years later that the car he _____.
- (A) has bought has been stolen
(B) has been bought was stolen
(C) had bought was stolen
(D) bought have been stolen
79. By this time next year, my younger brother _____.
- (A) will leave for Paris
(B) should have to leave for Paris
(C) might leave for Paris
(D) may have left for Paris

80. _____, the teacher decided to cancel today's class.
- (A) With so many students absent
 (B) For so many students absent
 (C) Because so many students absent
 (D) As so many students absent
81. I am left with very _____ patience; I won't tolerate you anymore.
- (A) few (C) little
 (B) less (D) much
82. _____ you have to work this evening?
- (A) Must (C) Do
 (B) Shall (D) Did
83. You should have all the information required _____ complete the form.
- (A) in order to (C) so as
 (B) as a result (D) so that
84. My friend drives his car _____. I'm worried he will crash one day.
- (A) fast (C) fastly
 (B) slow (D) slowly
85. I _____ to Nairobi twice; I know the city very well.
- (A) was (C) have been
 (B) had been (D) am going

86. If he had not passed his exams, his father _____ angry with him.
- | | |
|---------------------|--------------------|
| (A) would have been | (C) would be |
| (B) will be | (D) is going to be |
87. He has waited for her _____ a long time before she agreed to marry him.
- | | |
|-----------|---------|
| (A) since | (C) for |
| (B) at | (D) in |
88. Every time I go to visit my aunt, they make me _____ on the sofa.
- | | |
|--------------|-----------------|
| (A) sleep | (C) to sleep |
| (B) sleeping | (D) to sleeping |

B. Sentence Connectors (89-93)

DIRECTION: Read the following paragraph carefully. Then, for the blank spaces from 89-93, find the word/phrase from the choices given that **best** fits in each blank space and blacken the letter of your choice in the space provided in the separate answer sheet.

For many parents, college education is the gateway to a good life for their children. (89) _____ they do everything they can to enable their kids pass the college entrance examination. This is understandable when seen in light of the income differential between a high school complete and a college graduate when they are eventually employed. (90) _____, parents should also know that for many high school students, the chance of getting admission to college may never happen. The rapid rise in enrollment in high schools cannot be matched with enough space in college to admit a high proportion of those who sit for a college entrance examination. Parents should (91) _____ prepare their children not to be frustrated if they fail to

join a college or a university. In fact, more and more, the trends now is that high school education should be seen as terminal to most and time to prepare the youth to join the world of work. (92) _____ our good intention to see most of our children join college, the reality does not point in that direction. In this situation, what is required is that the economy should be dynamic enough to create the jobs that would absorb most of our high school graduates. It is here that the government is required to come up with policies that would help create jobs that require medium level skills. And (93) _____ the government may continue to be a major employer in a country like ours, we expect that the private sector will in time become the main source of jobs. It is when such a situation is created that failing a college entrance examination is not going to be seen as a very bad luck that can befall an individual.

- | | | |
|-----|------------------------|----------------------|
| 89. | (A) Consequently | (C) However |
| | (B) Although | (D) Even if |
| 90. | (A) therefore | (C) meanwhile |
| | (B) likewise | (D) despite this |
| 91. | (A) because | (C) as |
| | (B) consequently | (D) although |
| 92. | (A) That is why | (C) Because |
| | (B) Even though | (D) In spite of that |
| 93. | (A) Even though | (C) Despite |
| | (B) In this connection | (D) As a result |

SECTION EIGHT: *Writing (94-100)*

DIRECTION: The following questions are related to different aspects of writing. Read each very carefully and answer the questions that follow it.

94. Which one of the following is an appropriate beginning of a letter to a close friend?
- (A) Dear W/o Atsede
(B) Let me begin my letter with *L*
(C) Hi there
(D) I regret to inform you
95. If a piece of writing reads, "In this article, an attempt is made to illustrate the process of photosynthesis. I first explain how green plants use sunlight to produce their food. Then, I'll discuss the chemical reaction that takes place inside the cell of the plant. Finally, I'll conclude by providing you with a list of further reading," it is very likely that it is:
- (A) the introduction
(B) the conclusion
(C) the body
(D) the summary *C*
96. Which one of the following is a phrase that is likely to appear in a formal letter?
- (A) Hope you remember
(B) You may recall that
(C) You can't forget, can you? *L*
(D) I can't believe you forget
97. The unity of the ideas in a paragraph is usually achieved by using _____.
- (A) grammar
(B) cohesive devices
(C) appropriate vocabulary
(D) rhetorical questions *C*

98. If a piece of writing begins with, "We first arrived at Goha Tsion. Then, we went down the Abay Gorge, and drove through it for two hours before we reached Dejen. We had lunch there. Having taken rest for one hour, we continued our journey. ...," it is very likely that it is:
- (A) description (C) exposition
(B) argumentation (D) narration
99. In expanding a selected idea, the writer of a paragraph uses different techniques. These help in the _____ of the paragraph.
- (A) organisation (C) development
(B) correction (D) definition
100. A single paragraph mainly deals with _____.
- (A) one major idea (C) several important ideas
(B) two or more opinions (D) opinions of the writer

SECTION NINE: *Communication*

DIRECTIONS: The following is a part of a telephone conversation between the Ethiopian Air Lines Reservations desk and a client. Parts of the conversation are missing. These are numbered from 1 to 10. Find the expression from the box below to fill each blank space. For each blank space, four alternatives are given. Blacken the letter of your choice in the space on the separate answer sheet.

Reservations: Hello, Ethiopian Air Lines. Yodit speaking. How can I help you?

Client: _____ (1) _____

Reservations: Surely. When is it for?

Client: _____ (2) _____

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Reservations: And do you want a business or an economy class?

Client: _____ (3) _____

Reservations: Well, a business class is a bit expensive; but given the treatment one gets, it is worth it.

Client: _____ (4) _____

Reservations: Most people opt for the economy class.

Client: _____ (5) _____

Reservations: Mainly because it's cheap.

Client: _____ (6) _____

Reservations: It is cheap. So which class do you want?

Client: _____ (7) _____

Reservations: So go for the economy class. Can I have your credit card number, please?

Client: _____ (8) _____

Reservations: _____ (9) _____

And could I have a phone number?

Client: Uh huh. 251 91 136 7645.

Reservations: That's fine.

You can collect your ticket at any time between today and tomorrow. Bye. Bye.

Client: _____ (10) _____

104. The number of the expression that best fits in the blank space numbered 8 is ____.
- (A) 4 (C) 3
(B) 5 (D) 1
105. The number of the expression that best fits in the blank space numbered 6 is ____.
- (A) 2 (C) 4
(B) 3 (D) 10
106. The number of the expression that best fits in the blank space numbered 5 is ____.
- (A) 8 (C) 9
(B) 10 (D) 7
107. The number of the expression that best fits in the blank space numbered 4 is ____.
- (A) 3 (C) 9
(B) 6 (D) 4
108. The number of the expression that best fits in the blank space numbered 2 is ____.
- (A) 2 (C) 5
(B) 3 (D) 6
109. The number of the expression that best fits in the blank space numbered 3 is ____.
- (A) 10 (C) 4
(B) 1 (D) 6

117. Your friend: Can you tell me how to workout this problem?
You: _____
- (A) Yes, please? Can I help you?
(B) Come in. Make yourself comfortable.
(C) Perhaps later. I'm a little busy now.
(D) I beg your pardon. This is very rude.
118. Your friend: Can I speak to your sister for a second?
You: _____
- (A) I'm afraid she is not in at the moment.
(B) Sorry. I don't have a sister.
(C) I am meeting my friends at 6 o'clock.
(D) Thanks. I'll do so straight away.
119. Your friend: Do you agree with me that she is a bad woman?
You: _____
- (A) Most women are like her.
(B) Of course, I do.
(C) But, I have not seen her these days. Where is she?
(D) You know this is not good for the children.
120. Your friend: Would you like to take a taxi?
You: _____
- (A) No, thanks. I'd rather go on foot.
(B) Absolutely.
(C) If I were you, I'd walk on foot.
(D) Really? I don't believe that.

THE END