

EXAMINING THE WASHBACK EFFECT OF GRADE TEN EGSEC  
ENGLISH LANGUAGE NATIONAL EXAMINATION ON ENGLISH  
LANGUAGE INSTRUCTION THROUGH PLASMA TV

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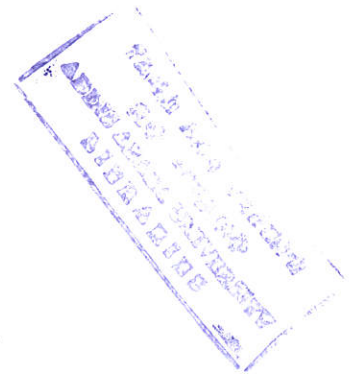
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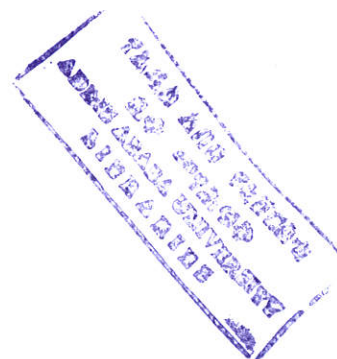
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## ABSTRACT

This study was intended to investigate the impact of the Grade Ten EGSEC English Language Examination on students' and teachers' attitude towards English Language instruction through Plasma TV. The study also attempted to identify the washback effect of the Grade Ten EGSEC English Language Examination on Students' and teachers' classroom activities. The study was conducted on Grade Ten students and English Language teachers of Goro Secondary School, government school in Nazareth (Adama) where English Language is taught through satellite Television. 170 students and six English Language teachers were involved in the study.

The required data for the study were collected using questionnaire, interview, informal conversation, Classroom observation and document inspection. The results revealed that the Grade Ten EGSEC English Language Examination triggers harmful washback effect on students' and teachers' attitude towards the Plasma TV English Language instruction.

The result of the study also indicted that there was on adverse impact of the EGSEC English national examination on what teachers and students do in the actual classroom teaching/learning process. That is the nature of the examination made students and teachers focus on only grammar exercises, reading tasks & vocabularies. The document inspected, on the other hand, showed that there is a substantial relationship between the Grade Ten EGSEC English Language examination and the Grades 9 and 10 textbooks. However, the format and items of the examinations were fixed and almost the same every year. And this, in turn, has the effect of narrowing the Grade Ten English Language Curriculum.

Based on the findings, it was recommended that in order to make students and teachers of Grade Ten have positive attitude towards the plasma TV transmission, all the communicative tasks, exercises and activities of the plasma lessons need to be tested on the EGSEC examination. Moreover, the GEQAEA organization and other authorities concerned need to work together to modify the fixed and aged format of the English national examination. The experts of test designing should also set the examination in way it could ascertain the goals of the examination and the English language education of the country.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the study

The concept of “Washback” is defined by a number of scholars almost in the same way. For instance, Bailey (1996), Bachman (1990), Hughes (1989), Produromou (1995), Messick (1996), Hamp-Lyons (1997) define washback as the direct or indirect impact of tests on contents, students, teachers and teaching methodology.

It is believed that classroom teachers or examination developers set their examination hoping that the test will have beneficial washback which leads to meaningful improvement in learning. That is to say, the test is devised in such a way that it can trigger positive impact on students, teachers, and their teaching methodology.

However, in order to identify whether or not national tests are exerting positive washback teachers, and policy makers or other concerned authorities need to conduct coordinated research undertakings. Shohamy et al (1996:298) underlined the need to study washback as follows:

Policy makers who are aware of the power of tests and who use them to manipulate the educational system and to control curricula and new teaching methods also appear to be aware of the fact that these washback effects may undergo changes over time and may not last indefinitely within the system. The question isn't only whether washback exists but also what kind of washback can be identified (Shohamy, Dontisa, Schmidt and Fermen, 1996:298).

From the above point, therefore, it is very indispensable to undertake research on washback as it has strong link with teaching and learning of a second language. That is, washback effect is very much interrelated with contents of classroom instruction, teaching methodology, and educational goals. Therefore, it is worth identifying the kind of washback effect of a test and the way it operates.

Furthermore, Bailey (1996:269) describes that the contents of classroom instructions are prepared in line with the educational goals, and national tests are administered to ascertain whether these educational goals are achieved. If the classroom instruction meets the educational goals and the examination could measure the students' achievement against the already set goals then the washback effect would be positive or beneficial.

On the area of the washback effect of tests, a number of research works have been conducted by different researchers, for example, Dereje Negede (2000), Wagari Negari (1995), and Melkamu Abate (2007). Dereje Negede (2000) has tried to investigate whether or not the ESLCE English language examination triggered positive washback effect on textbook contents, the teacher teaching methodology and students' learning. Wagari Negari (1995) studied the impact of the multiple choice and short-answer formats of ESLCE English language on students' performance. He found out that the multiple-choice items and the short-answer items, including the overall format of the examination, have an impact on the teachers' method of teaching and testing and the nature of the study the students carry out.

The most recent research on Washback, which seems similar to the present research, is conducted by Melkamu Abate (2007). He tried to investigate the washback effect of Grade Ten English National Examination on English language teaching and learning. However, his research does not encompass the washback effect of the examination on students' and teachers attitude towards plasma TV English language instruction. The present researcher believes that it is crucial to study the washback effect of the examination aligning with the plasma TV instruction since the current English language education is transmitted through plasma TV. Moreover, unlike the previous research works, which were concentrated in Addis Ababa, the setting for the present study is in Adama where the subjects of the study have not been feed up with filling questioner and being interviewed. The present researcher, therefore, feels that students and teachers respond appropriately to every question which could, in turn, help to get true findings.

Thus, the main reasons which necessitate the investigation of the washback effect of Grade Ten EGSEC English language examination on teaching and learning English language through plasma TV are: firstly, it is obvious that plasma TV has been implemented recently. However, no satisfactory research works have been done on the washback effect of testing in connection with instructing the English language on plasma TV. That is to say, whether or not the Grade Ten EGSEC English language national examination exerts washback effect on students' and classroom teachers' attitude towards plasma TV English Language instruction remains a question.

Secondly, there has been no evidence on whether the Grade Ten English language national examination has a positive washback effect on the contents students of Goro Secondary School are taught and the methodology of language instruction on plasma TV.

So far, we have seen the rationale for studying washback effect. It is on this ground that the present researcher proposes to conduct research on the washback effect of Grade Ten EGSEC English language national examination on English language teaching and learning through plasma TV. The attempt made in the study is hoped to bridge the existing research gap in our country on the area.

## **1.2 Statement of the Problem**

The present study will investigate the washback effect of Grade Ten EGSEC English language examinations on teaching and learning of English language through plasma TV. The study is believed to answer the major research question. "Does the Grade Ten EGSEC English language national examination exert washback on students' and teachers' attitude towards plasma TV English language instruction. In line with this question the study attempts to identify the washback effect of the examination on students, teachers, contents to be taught and language skills.

## **1.3 Objective of the study**

The major objective of the study is to identify the impact of Grade Ten EGSEC English language national examination on students, teachers, and investigating the impact of the examination on the perception of these participants (students and teachers) of plasma TV English language instruction. In particular, the study intends to:

- Identify whether the Grade Ten EGSEC English language examination has washback effect on plasma TV instruction (i.e. to identify students' and teachers' attitude and perception regarding the plasma TV instruction). For example: Does the EGSEC English examination make students prefer the classroom teacher's explanation to plasma TV instruction? Do classroom teachers ignore plasma TV instruction and teach contents by themselves so

as to help students pass the examination?

- Examine how far the EGSEC English language national examination reflects the contents of Grade Nine and Ten text books. By doing so, it tries to find out whether or not the examination exerts positive washback on the contents.
- Finally, attempt will be made to suggest possible remedies to identified constraints, if any.

#### **1.4 Significance of the study**

The present researcher believes that attempts made in this study could help classroom teachers, examination developers, and other authorities to have awareness about the impact of tests on students, classroom teachers and their method of teaching. On the other hand, examining the washback effect of Grade Ten EGSEC English language examination on students and teachers' attitude towards plasma TV instruction could help to create awareness among teachers and other concerned bodies. This, in turn, could help the responsible authorities to take remedial measures.

#### **1.5 Scope and Limitation of the Study**

##### **1.5.1 Scope of the Study**

The study focuses on Grade Ten students of government school in Adama (Nazareth) town. The study doesn't encompass private schools as they don't implement the plasma TV instruction. Thus, the study is limited to one governmental school and the source of information will be the said grade level.

##### **1.5.2 Limitation of the Study**

The main shortcoming of the study is that the researcher was not allowed to conduct interview with the test designing experts at General Education Quality Assurance and Examinations Agency (GEQAEA). Instead interview was conducted with the Head of Examination Development and Administration. As a result, some questions which could be answered by the test designing experts were not answered by the Head of the Examination

Development and Administration. More- over, the person being interviewed did not permit the researcher to audio record his responses.

### **1.6 Abbreviations and Operational Definitions of Terms**

According to the Ministry of Education,

EGSEC – Ethiopian General Secondary Education Certificate

EMA- Educational Media Agency

EMPA – Educational Media Program Agency

MOE- Ministry of Education

NMET- National Matriculation English Test of China

STE- Satellite Television Education

ST- Satellite Television

TV- Television

Wash back/Backwash/: As Hughes (1989: 1) defines, “The effect of testing on teaching and learning.”

GEQAEA-General Education Quality Assurance and Examination Agency

ICDR- Institute of Curriculum Development and Research

UNESCO – United Nations Educational, Scientific and Cultural  
Organization

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

### 2.1 Attitude

Gardner (1988) as cited in Girma Megerssa (2007:15) defines attitude as “a mental and natural state of readiness organized through experience exerting a direct or dynamic influence up on individual’s response to all objects and situations with which it is related.” Similarly, Rokeach (1970) in Girma Megerssa (2007) says, “an attitude is a relatively enduring organization of beliefs around an object or a situation predisposing one to respond in some preferential manner.”

From the above definition given by the two scholars it could be deduced that attitude (positive or negative) can be reflected through a response or reaction someone show towards certain objects or new coming things because of the individuals already existing knowledge or experience which leads to acting in some way to that objects.

#### 2.1.1 Sources of teachers’ attitudes

Richards and Lockhart (1994) quoted in Girma Megerssa (2007:17-18) teachers’ beliefs systems are originated from the goals, values and beliefs they have regarding the content and process of teaching and their understanding of the systems in which they work and their roles with it. These scholars further forwarded the sources of teachers’ beliefs system as follows:

1. Experience as language learners: all teachers were once students and their beliefs about teaching are often a reflection of how they themselves were taught.
2. Experience of what works best: for many teachers, experience is the primary sources of beliefs about teaching. A teacher may have found that some teaching strategies work well and some do not.
3. Established practice: with in a certain school, institution or school district, some teaching styles and practices may be preferred.
4. Personality factors: some teachers have a personal preference for a particular teaching pattern, arrangement or activity, because, it matches their personality.
5. Educationally based or research-based principles: teachers may draw on their understanding of a teaching principle in psychology, SLA, or education and try to apply it in their classrooms.
6. Principles derived from an approach or method. Teachers may believe in the effectiveness of particular approach or method of teaching and constantly try to implement it in their classroom Richards and Lockhart (1994) cited in Girma Megerssa (2007:17-18)

### **2.1.2 Source of students' attitudes**

Richards and Lockhart (1994) in Girma Megerssa (2007:20) states some possible learners' belief systems that can influence their attitudes and motivations to learn. One of these is students' belief about teaching and language learning. That is students may form definite views about what is effective and ineffective teaching as they have faced a variety of teachers and teaching approach. Therefore, students bring to the classroom their own assumptions about how to learn a language and about the kinds of activities and approach they believe to be useful. Moreover, students' beliefs about goals of learning English language can influence their attitude of learning language

Therefore, it seems logical to assume that students' attitude towards learning English language through plasma TV could be influenced by their previous knowledge or experience about ways of learning English language (for example, students may believe that a certain approaches or method of teaching are effective or ineffective to help them learn English language better and score good grades), and their goals of learning English language (for instance, if their goal of learning English language is to pass examination, they may focus on approaches or methods which they think help them get better passing mark in their examination).

### **2.2 The Roles of Instructional Television**

The educational media Agency (EMA) which works in collaboration with the ministry of education has launched a new educational satellite Television program. According to Kassahun Melese and Zelalem Teshome (2006), the plasma TV lessons have been implemented in Ethiopian high schools since 2004-2005 academic years. The main justification of the Ethiopian government to deploy the plasma TV instruction, according to a Report on the Development of education in Ethiopia to the UNESCO Forty-seventh session of the international conference on education (2004), is to strengthen the expansion of quality and equitable education to all students of town and rural areas. The report also states that the plasma TV programs can help to: provide abstract concepts in more simplified manners; transmit equal standard of education to all pupils of Ethiopia; help students to have access with professional and competent teachers. Jeylan Wolyie (2006)

citing one of the pamphlets of the Educational Media Program Agency (EMPDA) of the Ministry of Education (MOE) has stated the following benefits of satellite television:

- By merging movement with images, ST enables teachers to teach students effectively and to offer them a clear presentation of other wise complex and obscure concepts: A picture is far better than one thousand words.
- ST. is the easiest and most effective way to give students and their teachers the fast access to the most up to date information
- ST enables ( teachers) to deliver educational concepts in a simple and precise way
- ST ensures the delivery of similar educational programs simultaneously to thousands of students in different corners of the country
- ST offers (students and teachers) the opportunity to see and listen to model and effective teachers at the same time and
- When it is spread thought out the country, ST becomes a cost effective strategy.

On the contrary, Jeylan Wolyie (2006) points out that the plasma TV teacher doesn't take in to account contextual differences in which students learn. For example, students of Addis Ababa can cope up with the speed and the language of the plasma TV Where as those from the peripheral areas mayn't be able to do the same. Moreover, the plasma TV instruction is subject to interruption because of failure of electricity power, and obviously there are no ways of compensating for it. The other drawback of STE, according to Jeylan Wolyie (2006), is that the plasma education dominates not only the students learning opportunity, but also the professional practice of the classroom teacher. This is because students can't interact with the plasma teacher rather they are passive recipients of the plasma TV teacher. Jeylan Wolyie (2006) adds that the plasma TV makes teachers mere TV operators. It also minimizes the role of being innovative of different approaches.

From all the pros and cons of the satellite Television Education of the English language, it seems true that there is a mismatch between the general objective of implementing the plasma TV instruction and what is actually happening in the language classroom. For instance, it has been stated that providing quality and equitable education to all citizens is the ultimate purpose of satellite Television Education. However, it (STE) has been criticized for being too fast to listen and never replay. Besides, there is no real interaction between students and the plasma teacher. As a result, the implementation of

communicative language teaching approach is under question. This in turn may cast shadow over the intended goal of using plasma TV language instruction and the educational goals of the English language education.

### **2.3. The Objectives of Grades Nine and Ten English Language Syllabuses.**

The Grade Ten English National examination is administered to ascertain if the general objectives of the Grades Nine and Ten English language syllabuses are achieved. The Grade Nine English language syllabus reads, "Grade 9 and 10 will be the last stage of formal education for many students." This means some students pass the national examination and continue grade 11 and 12 where they will be prepared for tertiary level education. Most of them join the world of work; and some will join TVET program. This shows that the Grade Nine and Ten students need to be equipped with the Basic English language skills and knowledge which could help them in their real life work. That is to say, the syllabuses should provide the immediate and future needs of all these different groups.

Therefore, the syllabuses are aimed to develop the student's general language skills of listening and speaking, reading and writing and the basic study skills (like note making and summary) which could help them in their further education or at work. Besides, helping students to develop the general communicative skill which will enable them to use the social English effectively in school and in their real life is stated as general objective. For example, students English language skills should be improved through problem solving and posing skills. The four language skills are presented integratively and emphasis is also given to develop students' ability in language patterns and enhancing their knowledge of vocabularies.

Thus, the Grade Ten English National examination need to be developed in line with the general objectives of the English syllabuses of Grades Nine and Ten. Therefore, all the contents, language skills and instructional practice will be included in the examination. This, in turn, could help test scorers, decision makers or other concerned authorities provide clear information whether the objectives are really achieved.

## **2.4 Lessons of Grades Nine and Ten English Language Text books**

### **2.4.1 Lessons of Grade Nine English Text book**

The Grade Nine English language textbook contains fourteen units. Each unit has six sections. These are reading passage, Vocabulary, grammar, speaking, listening and writing.

The lessons found under the reading passage (compression section) include: reading for specific information, reading for gist and deducing meanings of words from the passage. The vocabulary section contains lessons which deal with synonyms, antonyms and spelling games.

The grammar section consists of lessons like verbs followed by infinitive, object + infinitive, '-ing', expressing purpose using 'to', 'in order to', conditional sentences, passive and active voices, used to (to show purpose and to express past habit), expressing reason using because, since and as, expressing result using 'so --- that' structure. It also includes the lessons of reported speech, drawing conclusion using 'must be' and 'must have + v<sub>3</sub>', adjectives of quantity, time clause, present perfect and present perfect continuous, present tense, present continuous tense, non-continuous verbs, relative clause, and relative pronouns are all included under grammar section.

The speaking section contains lessons regarding expressing purpose using 'to' and 'in order to', asking how to do something, asking to borrow something, asking for permission, giving permission, refusing permission, asking if someone is sure, describing pictures, presentations and describing days of the week. On the other hand, the listening section has listening lesson based on the syllabus topic, focusing on listening for gist and listening for specific information, note taking and dictation.

Finally, the writing section deals with lessons regarding writing instruction on how to do things, completing summaries, note-making, punctuating paragraphs, writing composition by arranging sentences, story writing, punctuating direct speeches and writing descriptive essay.

## 2.4.2 Lessons of the Grade Ten English language Textbook

The Grade Ten English language textbook also has 14 units and six sections in each unit. The reading sections of all units have lessons of reading for gist and reading for specific information. The vocabulary sections deal with words related to the reading passages, suffixes and prefixes (for example, -less, -ful, dis-, pre-), computer related vocabularies, making opposite using 'un-', 'in-' and dis-, using antonyms to remember meanings, phrasal verbs, completing a conversation, using adverbial particles or prepositions and synonyms of words in the text.

The Grammar Lessons include expressing contrast using although and even though, the position of adverbs, past perfect simple and continuous, comparison (comparative and superlative forms of adjectives), expressing possibilities in the present and future, expressing possibilities in the past using 'may /might have + V<sub>3</sub>', 'either .....or', 'neither.....nor', 'both.....and', verbs formed by : infinitives, object + infinitive, '-ing', present and perfect participle phrases, order of adjective (adjective of quality, size, length, shape, weight, color and class), adjective of quantity (a few/few/little/a little) and revision of reported speech.

The speaking section, on the other hand, contains lessons about expressing rules, regulations and necessity, using 'must' and 'have to,' expressing permission, asking for and giving direction, advising some one what to do, using the verbs 'should / ought to/ had better + V<sub>1</sub>' for present time and 'should/ought to have + V<sub>3</sub>' for past action. This section also includes lessons like discussion by looking at visual images, group discussion on natural disasters, speaking English on the telephone, discussing the advantages and disadvantages of letters and e-mails, asking for help, discussion on different jobs, discussion on group respect for working self help, giving opinions and expressing intentions.

Like the Grade Nine English textbook, the Grade Ten textbook of the listening section deals with listening for specific purpose, dictation, note-taking and listening for the main ideas. The writing section deals with writing composition, such as narrating story from notes, narrating events from pictures, writing formal and informal letters, writing reports,

writing letter of application, note making, and punctuating paragraphs, the use of apostrophe in contracted form, and rearranging sentences to form paragraphs,.

## **2.5 The Nature of Language Teaching and Testing**

According to the Oxford Advanced Learners Dictionary 'to teach' means to provide lessons to learners or help student learn something by giving information about it. The Dictionary further explains that teaching is showing some one the way something is done and eventually they will be able to do it themselves. Similarly, Prodromou, L (1995) citing the Collins Co Build Dictionary has given the following definition for the concept of teaching:

If you teach someone something you give them instruction so they know about it or how to do it. You make them think feel or act in a new or different way; you explain or show students how to do something (Prodromou, L; 1995:13)

On the other hand, to "test", according to the Oxford Advanced Learner's Dictionary, means to investigate somebody's knowledge or performance using certain questions or by providing them tasks and activities to carry out. Prodromou (1995), quoting the Longman's Active Study Dictionary, also defines testing as a way of finding out how much or to what extent students grasp and understand certain ideas or subject matter they have been taught by asking them questions.

From the definitions of the two terms it could be inferred that teaching and testing are pretty much interrelated. That is to say, we test what we have taught. Regarding the strong link between teaching and testing, Dejene Leta (1994) stresses that language teaching and testing cannot be treated in isolation; rather, they are inseparable components of the teaching/ learning process. Similarly, Hughes (1989:2) describes the relationship between teaching and testing as follows:

The proper relationship between teaching and testing is surely that of partnership. It is true that there may be occasions when the teaching is good and appropriate and the testing is not; we are then likely to suffer from harmful backwash...But equally there may be occasions when teaching is poor or inappropriate and when testing is able to exert beneficial influence. We can't 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 exerts a corrective influence on bad teaching (Hughes, 1989:2)

Heaton (1982:5), cited in Dejene Leta (1994:3), also asserted that teaching and testing are so interrelated that it is by no means possible to ignore one and concerned about the other. However, Hughes (1989) Claims that in most cases language tests are very poor in their quality; they fail to measure what they are supposed to measure. Consequently, they bring about undesirable washback effect. Bachman (1990:283), on the other hand, notes that: "In many cases, however, there is little or no apparent relationship between the types of tests that are used and instructional practice." In the same way, strengthening these views, prodromou (1995:13) stated that, regardless of the very close and interrelated nature of teaching and testing when teachers test, they do different things form the things they do when they teach.

Hughes further warns that if the test content and testing techniques are completely different from the objectives of the course then most possibly the test will have negative impact on teaching and learning. Besides, Hughes (1989) provides an instance of poor quality of a test which results in negative washback effect as follows:

Students are following an English course which is meant to train them in the language skills (including writing) necessary for university study in an English speaking country, but where the language test which they have to take in order to be admitted to a university does not test the skills directly. If the skill of writing, for example is tested only by multiple choice items, then there is a great pressure to practice such items rather than practice the skill of writing itself. This is clearly undesirable (Hughes 1989:1)

In light of the above scholars view, it is worth understanding that tests need to be developed in line with the content students have been taught and the way they have been taught. Besides, a given language skill should be tested using the appropriate test item. For instance, multiple choices item alone should not be used to test students' ability of writing composition.

## **2.6 The Role of Language Testing in the Process of English Language Instruction**

National examinations are most often used as instrument of measuring the over all achievement of students' Language skill and knowledge. Thereby, important decisions which can directly and indirectly affects learners, teachers and educational system are made based on the result of the examinations (shohamy, et at 1996: 298)

Apart from recruiting students for institution of higher education, examination plays a great role in improving teaching learning. For example, Dejene Leta (1994), citing Alderson (1986), suggested that language tests are used not only as a means of fostering innovations in language testing but also as a means of enhancing innovations of class room teaching and educational materials through testing. Parallel to this, Shohamy; et al. (1996:299) note that: "tests are viewed as the primary tools through which changes in the educational system can be introduced without having to change other educational components such as teacher training or curricula." Furthermore, maintaining this issue, Qi LuXia (2005:142), citing Wall (1996:334), states that: "high- stake tests are often used as agents for change, but attempts to introduce change in the classroom are often not as effective as their designers hoped they would be. "An example of such a case, according to Qi luxia (2005) is the National Matriculation English Test (NMET) of China. Apart from selecting students for higher education, the examination was designed to foster changes in English language instruction; however, it was an ineffective to bring the intended washback. This is because the two major functions of the examination - selecting students for higher institution and promoting change in the teaching learning process-are in conflict with each other. That is to say, there was a powerful trigger of the examination for teaching to the test content, teaching to the test format. Therefore, the examination could not be an effective agent for fostering changes in the English language teaching.

On the contrary, Hughes (1989:1) ascertains that examination can promote innovation in the language instruction. He states his experience as to how tests can bring strong effects on teaching and learning as follows:

A test was devised which was based directly on an analysis of the English language needs of first year undergraduate students and which included tasks as similar as possible to those which they would have to perform as undergraduates (reading text book materials, taking notes during lectures and so on). The introduction of this test in place of one which had been entirely multiple choices had an immediate effect on teaching: the syllabus was redesigned, new books were chosen, and classes were conducted differently.

Hughes further explains that because of the above changes student reached a much higher standard in English regardless of limited resources.

Furthermore, Alderson, J.c, Clapham, and wall D. (1995: 228) too point out that continuous modification of test design is very indispensable. According to these scholars, using the same format of tests year after year will have the following consequences:

If the test format remains fixed for a period of time, it may have the effect of narrowing the curriculum: not only will the test be confined to those elements that are thought testable or convenient, but the teaching in preparation for the test is likely to become restricted to the sorts of activities and abilities that are tested (Alderson, Clapham, and Wall 1995:228)

From all the scholars' view, it would be reasonable to believe that innovation in testing will bring about positive educational implications. For example, instead of using the same format of tests and focusing on certain contents every year, making modification could help to bring improvement and innovations in teaching

## **2.7 Washback**

A number of scholars have defined the concept washback or backwash almost in the same way. Hughes (1989:1), for example defines it as "the effect of testing on teaching and learning." And he states that it can be beneficial or harmful. Bachman and Palmer (1996), on their part, explain the term 'washback' as "an aspect of impact that has been of particular interest to both language testing researchers and practitioners." They also state that Washback effect is exhibited on individuals (i.e. students and teachers), educational system and society at large. Similarly, Produromou (1995:13) defines backwash effect as "the direct or indirect effect of examinations on teaching method." The other outstanding scholar Buck (1988) as quoted in Bailey (1996; 257-258) describes washback as follows:

There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important to the future of the students, and pass rates are used as a measure of teacher's success. This influence of the test on the classroom... is, of course, very important; this washback effect can be either beneficial or harmful. Buck (1988), as cited in Bailey (1996:257-258)

Having all the definitions given by the different scholars, washback could be defined as a phenomenon by which a test or an examination brings about the extent of positive or negative effect on students, teachers, teaching methodology, syllabus and educational system.

## 2.8 Forms of Backwash Effects

Prodromou (1995:14) has classified washback effect into two forms: Overt and covert washback. The former involves doing as many past examination papers as possible for preparation of the national examinations. Moreover, presentation of the text followed by questions which as a similar pattern to those in the examination is a typical feature of the consequence of overt negative washback. Prodromou (1995) also indicated that examinations tend to focus on the reading and writing as they are easier for administration and marking. As a result, listening and speaking skills are given less emphasis in the classroom teaching. In order to minimize such problems, Prodromou (1995) forwarded the following suggestion:

It is possible for testing procedures to have a positive effect on classroom practice. For example, when one of the examination boards introduced a listening test based on audio cassette material (to replace the texts read aloud by an examination supervisor), this had the effect of heightening awareness of what authentic listening involves, and schools quickly began to prepare students to cope with the new challenges (Prodromou; 1995:15).

Prodromou argues that covert washback effects unlike overt washback effects aren't easily noticeable and their impacts are elusive. This is because the deep seated nature of covert washback effect in teachers mind makes them (teachers) have a clear dividing line between lessons involving teaching and lessons involving testing. He also extends his view by providing examples of covert testing form his own experience as follows:

I have observed many lessons where the teacher asks a question, receive a correct answer from a particular student, and then move on to ask the next student the next question. The Objective of this routine is to find out what the students know. This and the lack of involvement of the rest of the class in the sequence make the activity more of an informal assessment than a teaching procedure. The absence of any lead in or following up to the work done on a text is entirely a typical of testing procedure (Prodromou, L. 1995:15)

## 2.9 Ways of Achieving Beneficial Washback

Researchers and scholars have forwarded various ways of achieving positive washback effect of tests in the language teaching learning process.

Hughes (1989) states that students should be tested what they have been taught in the classroom. Bachman (1990:283), confirming Hughes's view, says, " positive washback

would result when the testing procedure reflects the skills and abilities that are taught in the course,..." For instance, using oral interview for a final examination in a conversational language use could trigger positive washback on teaching and learning (Bachman, 1990)

However, Hughes (1989) argues that teachers usually test what is easiest for them to test not what is important to test; this is because subjective scoring and scarcity of time and money.

For a test to have beneficial washback, the samples should represent the full scope of what is specified (Hughes 1989). It is also indicated that in order to avoid predictable teaching, all the specification, even the less readily to testing elements should be included.

The other factor which can help a test to bring about beneficial washback is what Hughes (1989) call 'direct testing' It refers to the testing of students' performance skills with texts and tasks as authentic as possible. Hughes (1989) argues that if teachers want their students to learn to write compositions they should get their learners to write compositions in the test. In support of Hughes's view, Doye (1991) as quoted in Bailey (1996:269), stresses that test authenticity is very invaluable to promote positive washback. Doye (1991) further explains that the tasks in the test situation and the tasks in real life situation should be identical. That is to say, the language of the test should be day to day discourse. Therefore, it (Language) should not be modified, or simplified, but should be presented with all its irregularities. Confirming Doye's view, Messick (1996) in Bailey (1996:270) notes that tests have to be authentic and direct representatives of communicative behaviors of the four language skills being learnt.

Making the testing criterion-referenced can enhance positive washback. That is evaluating students performance in terms of certain criteria is by far better than norm-referenced tests to enhance students' motivation and this in turn can help student to have positive attitude towards the language learning (Hughes 1989).

Parallel to Hughes's view, Shohamy (1992), cited in Bailey (1996:271), argue that score reporting need to be detailed, relevant and diagnostic so as to achieve beneficial washback of tests. He adds that assessment results should focus not only on general score but also on specific feedback about students' performance.

Above all, focusing on the objectives of the course being taught plays a great role in achieving beneficial washback for achievement tests ( Hughes 1989). He argues that: "If achievement tests are based on objectives, rather than on detailed teaching and text book content, they will provide a truer picture of what has actually been achieved." Similarly, Buck (1988), in Bailey (1996:268), describes the relationship between tests and educational goals as follows:

Most educators would probably agree that the content of classroom instruction should be decided on the basis of clearly understood educational goals, and examinations ascertain whether these goals have been achieved. When the examination does that, it forces students and teachers to concentrate on these goals and the washback effect on the classroom is very beneficial.

## **2.10 Examining How Washback Operates**

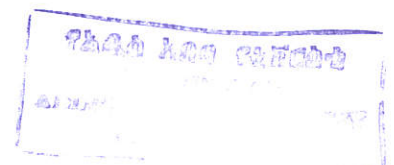
It has been stated so far that washback is the impact of testing on teaching and learning. And different researchers for example, Bachman and palmer (1996), Hughes (1993), Bailey (1996) and Alderson and wall (1993) explain the way washback operates in different literatures

Bachman and Palmer (1996:29:30) state that the impact of test use operates at micro and macro levels. The former refers to individuals i.e. test takers and test users who are affected by the particular test use. The latter refers to the educational system.

### **2.10.1 Impacts on Test Takers**

Bachman L.F and Palmer A.S (1996:31) contend that test takers can be affected by the test procedure in three ways. The first aspect is that test takers may spend a number of weeks to prepare themselves for the test. In addition, teaching may focus on the syllabus of the test for up to several years and the techniques required for doing the test is also practiced in the actual classroom. Similarly, the experience of taking the test has an influence on test takers. For example, the test takers topical knowledge can be affected if the test provides new topical or cultural information.

Secondly, the type of feedback test takers receive about their performance can affect them directly. Thirdly, the decisions made about the test takers based on their score can affect them in many ways. For example, acceptance or non-acceptance into an instructional



program or in a career, employment or non employment is all consequences of decisions for test takers (Bachman and Palmer, 1996). Therefore, these researchers suggest that test scorers to be fair in their decisions and also to make sure that all their decision procedures and criteria are uniformly applied to all testees.

### **2.10.2 Impact on Teachers**

According to Bachman and Palmer (1996) in an instructional program, teachers are most directly affected parts of the test users. These researchers argue that although teachers prefer to teach with the value and goals of instructional program, some times they may be forced to apply the notion of 'teaching to the test' which means doing something in teaching which isn't compatible with teachers' values and goals or with the instructional program

### **2.10.3 Impact on Educational System**

Test makers or teachers should consider the potential impact of tests on societal values and educational system (Bachman and Palmer 1996). For instance, according to these scholars, the educational system will be affected if a particular test task such as multiple-choice items or a specific type oral interview tests are given in a national level and decision is made about a large number of individuals. Hughes (1989) also strengthen Bachman and Palmer's view saying that high stake testes can trigger impact on educational system to the extent of bringing changes of the method of teaching, syllabus and content of teaching.

The other well-known researcher, Bailey (1996:262), citing Hughes (1993), discusses the way washback works and influences teaching and learning in a very straight-forward manner. He states that in order to know the mechanism by which washback operates, it is very important to distinguish the difference between participants, process and product.

The participants include students, classroom teachers, administrators, material developers and publishers. The term process is to mean the actions taken by those participants, for example, of material development, syllabus design change in teaching methodology, the use of learning and test taking strategies, etc. and finally product refers to the skills of facts learned and quality of learning (Hughes, 1993 cited in Bailey (1996).

Hughes (1993), in Bailey (1996:263), further explains how the three terms affect each other as follows:

The trichotomy in to participants, process and product allows us to construct a 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 able to found in the test, which will affect the learning out-comes, the product of that work (Hughes, 1993 cited in Bailey, 1996:263)

From Hughes's explanation it could be deduced that washback operates in three steps. First, a test affects the attitude and perception of teachers and students in their teaching and learning activities. Secondly, this influence, in turn, affects their performances in the language learning and teaching. And finally this results in an impact on the outcomes of language teaching and learning.

### **2.11. Measuring Washback**

Bailey (1996:272) contends that measuring washback is very difficult since we can't easily distinguish it (washback effect) from other factors which influence teaching and learning. Bailey described the very problems which prevents us form measuring washback effect as follows:

The topic is only superficially amenable to laboratory studies with a high degree of control over variables leading to strong internal validity. ... For these reasons trying to develop true experimental design to assess washback would be both futile and unhelpful. Bailey (1996:272-73)

However, Alderson and Wall (1993), as quoted in Bailey (1993), suggest that classroom observation and triangulation are better in investigating the washback, and the triangulation includes teachers and students' perception of washback to the program and washback to learners (Bailey, 1996).

The present researcher, therefore, believes that triangulating different methodologies like questionnaires, interviews, classroom observation, informal conversation and document inspection could help to investigate the washback effect of the examination. And the extent to which these methodologies are triangulated will be stated in the next chapter.

## **CHAPTER THREE: METHODOLOGY OF THE STUDY**

This chapter states the subjects of the study along with their size and sampling technique, data gathering instruments, procedures of instrumentation, and techniques of data analysis.

### **3.1 Sampling of subjects**

#### **3.1.1 Subjects of the Study**

Grade Ten students who learn in Goro Secondary School, a government secondary school in Adama (Nazareth) town, are subjects of the study. The main reasons to select this school is that students of this school are often heard complaining about plasma TV instruction when EGSEC English examination is approaching. (For example, the EGSEC English examination is not prepared in line with the instructional practices of Plasma TV, it (Plasma TV) is too fast to listen to, cannot replay, and not interactive.

As a result, some students skip English classes of plasma TV instruction and rather request their classroom teachers to arrange them tutorial class instead of the satellite TV instruction. Moreover, it is common to see students and teachers focusing on the contents of text-book which frequently appear on EGSEC English language examination, and the present study is conducted to try to examine whether all these are the washback effects of Grade Ten EGSEC English language examination.

#### **3.1.2 Selection of Sample Subjects**

The present researcher believes that the impact of the EGSEC English national examination on students, teachers and their attitudes towards plasma TV instruction is more recognizable at Grade Ten level than at any other grade level. This is because the said grade level students are on the verge of taking national examination although they have not been long accustomed to plasma TV instruction.

The number of Grade Ten students found in the school is 850. The school consists of 15 sections and each section has about 56 students on average. Therefore, it is felt that 170 students (20% of the total number) and all the Grade Ten English teachers (six in number)

are sufficient for the study. The sample students are randomly selected from all the sections.

### **3.2. Instruments for Collecting Data**

The study employs five data gathering instruments: questionnaire, interview, informal conversation, classroom observation, and document inspection. It is believed that these five instruments will provide a truer picture of the area of the study. This is because using different methods (triangulation) could help the researcher to obtain a result which may not be attained by a single method.

#### **3.2.1. Questionnaire**

The questionnaire for teachers is written in English whereas the questionnaire for students is translated into Amharic. Both the teachers and students' questionnaires consist of open-ended and close-ended questions.

The questions mainly focus on students' and teachers' attitudes towards the relationship between the national examination and the instructional practices of plasma TV, their awareness of the different contents and formats of the EGSEC English examination, and their way of preparing for the national examination. The questionnaire also focuses on how often students practise past examination papers so as to prepare for the examination.

Similarly, the questionnaires are administered to classroom teachers focusing mainly on the match between the Plasma TV instruction and the national examination, the skills' representation, and their attitudes towards the EGSEC national examination.

#### **3.2.2 Interview**

Interview was held with the Head of Examination Development and Administration at General Education Quality Assurance and Examinations Agency. The interview focused on the relationship between the course objectives and the EGSEC English examination objectives and whether or not the EGSEC English examination reflects the instructional practices of the plasma TV. Besides, the interview focused on the washback effect of EGSEC English examination on students and teachers, the format of examinations, and the representation of different language skills and contents of EGSEC English examination.

Similarly, interview was held with the Senior Expert in English Language Curriculum Designing at ICDR. The interview mainly focused on the goals of the secondary English language education and the working relationship between test designers and English language curriculum planners.

On the other hand, so as to effect a degree of triangulation, interview was conducted with fifteen Grade Ten students who were selected randomly. All the interviews were audio-recorded except the interview held with the Head of Examination Development and Administration as he didn't permit the researcher to audio-record his responses.

### **3.2.3 Informal conversation**

The present researcher believes that teacher respondents reveal their real feelings and frankly state what they are actually doing in the classroom without being reluctant through informal conversation. As a result, the researcher conducted an informal conversation with all the six teachers at different times. The main ideas raised during the conversation were: the impact of the format and content of EGSEC English examination on students' and classroom teachers' attitude towards the contents of the textbooks and plasma TV lessons, their ways of teaching in the classroom, the content and language skills students want to be taught, and students attitude towards learning the productive and receptive language skills.

### **3.2.4 Classroom Observation**

Classroom observation was conducted for five consecutive days so as to crosscheck what students and teachers actually do in the classroom. The observation focused on the teachers' and the students' classroom activities and their area of focus in the teaching/ learning process.

### **3.2.5 Document Inspection**

Under this section, the textbooks of Grades 9 and 10, including the teachers' guide and the syllabuses of these grades, are analyzed. In addition, the contents and language components, the format and the representation of language skills of the 1999 E.C and 2000 E.C EGSEC English language examinations are compared with the contents and skills

covered in the textbooks. Then, the magnitude of the relationship between the contents of the textbooks and the EGSEC sample examination papers is stated.

### **3.3 Data Collection Procedure**

The researcher first informed the teachers and other bodies concerned about the objectives of the research ahead of time. Then, the administration of questionnaires to students and teachers followed. Secondly, interview was conducted with the fifteen students and the informal conversation with teachers followed. Thirdly, the classroom observation was conducted for five consecutive days. Then, interview was held with the Senior Expert in English Language Curriculum Designing at ICDR and the EGSEC English Language Examination developers at GEQAEA. Finally, the analysis of the data and conclusions, including some suggestions, were given based on the data results and the findings obtained.

### **3.4 Techniques of Data Analysis**

In order to determine whether or not the Grade Ten English Language National Examination exerts washback effect on students and classroom teachers in teaching English Language through Plasma TV, the study employed data from questionnaires and interview responses, informal conversation, classroom observation and document inspected. The data obtained from responses of the questionnaires were analyzed and interpreted in percentages.

To examine the extent to which the EGSEC English Language Examination reflects the objectives of the English Language syllabuses of Grades Nine and Ten, a list of the contents of the textbooks were drawn up from the syllabuses, textbooks and sampled examination papers. The analysis of the textbooks were made by indicating the frequencies of the content areas. Similarly, the 1999 E.C and 2000 E.C sampled examination papers were analyzed using the frequencies of the content areas. Finally, the degree of the match or connection between the frequencies of the content areas of the textbooks and sampled examination papers were determined using the Spearman's Rank Order Correlation Coefficients statistical methods.



## CHAPTER FOUR: THE DATA AND ITS ANALYSIS

In this chapter, the results and discussions of the students and teachers' questionnaire along with the results of the students' interview, the teachers' informal conversation, classroom observation and the document inspection are presented .

The study is conducted in Goro Secondary School, one of the government schools in Nazareth, where Satellite Television Education has been implemented. Of the hundred and seventy students who took part in the study, 89 were females and 81 were males. The average class size was found to be 56. .

Six English language teachers of Grade 10[four males and two females] were also included in the study.

Besides, the Head of Examination Development and Administration at GEQAEA and the Senior Expert in the English Curriculum Designing at the ICDR were included in the study. The Head of Examination Development and Administration is a PhD holder and has twenty years of working experience in his current position where as the Senior Expert in English Language Curriculum Designing is currently attending his post graduate program in TEFL (Teaching English as Foreign Language) in Addis Ababa University. The analyses regarding their responses to the different questions are included in this chapter.

The data analysis was made in terms of three major sub topics: Responses and reactions of teachers and students regarding the impact of Grade Ten EGSEC English Language Examination on their attitude towards plasma TV English instruction, the impact of the examination on what teachers and students do in the actual classroom teaching/learning process of English language, and the document inspection. The data obtained through the questionnaires were shown in tables. The data gathered through interview (students' interview), informal conversation, and classroom observation were presented interwoven with the results of the questionnaires. The results of the interview held with the experts of Examination Development and Administration at GEQAEA; and the English Language Curriculum Designing Expert at ICDR were also added. Finally, the results of the document inspection were analyzed.

4.1 Responses and Reactions of teachers and students regarding the influence of the Grade Ten EGSEC English Language National Examination on their attitude towards Plasma TV English language instruction  
 Table 1. Teachers' and students' responses

Item No	Statements	Respondents	Responses											
			Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
			T	S	T	S	T	S	T	S	T	S	T	S
1	The EGSEC English language examination urges me to rely on the plasma TV English language instruction	N		36	3	58	2	6	1	42	-	29	6	170
		%	21.17	50	34.11	33.33	3.5	16.66	24.7	17.05	99.99	100		
2	Students could get better passing grade in EGSEC English language examination when they are taught through plasma TV than classroom teachers.	N	49	3	71	2	9	1	27	14	6	170		
		%	28.82	50	41.76	33.33	5.29	16.66	15.88	8.23	99.9	99.98		
3	The format of the EGSEC English language examination motivates me to focus on the instruction of plasma TV	N	1	28	2	52	1	22	2	40	-	28	6	170
		%	16.66	16.47	33.33	30.58	16.66	8.23	33.33	23.52	-	16.47	99.98	100
4	The presence of EGSEC English language examination encourages me to emphasis plasma TV instruction which could, in turn, help students to improve their language standards	N	1	37	2	40	2	14	1	39	-	40	6	170
		%	16.66	21.76	33.33	23.52	33.33	8.23	16.66	22.94	-	23.5	99.98	99.95
5	The item of EGSEC English language examination contradicts with the instructional practices of the plasma TV	N	19	1	46	2	32	3	52	21	6	170		
		%	11.17	16.66	27.05	33.33	18.82	50	30.58	12.35	99.99	99.97		

Item No	Statements	Respondents		Responses											
				Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
				T	S	T	S	T	S	T	S	T	S	T	S
6	Students skip the plasma TV instruction and instead ask their teachers for a make-up class so as to prepare for the EGSEC examination	N	20	1	35	1	11	3	39	1	65				
		%	11.76	16.66	20.58	16.66	6.47	50	22.94	16.66	38.23	99.98	6	170	
7	The EGSEC English language examination never negatively affects my attitude towards the plasma TV English language instruction	N	22	2	51	2	12	3	54	1	31				
		%	12.94		29.41	33.33	7.05	50	31.76	16.66	18.23	99.98	6	170	
8	The EGSE English language examination negatively affects my attitude towards the plasma TV English language instruction	N	1	2	28	2	24	1	49	-	18				
		%	16.66	33.33	16.47	33.33	14.11	16.66	28.82	-	10.58	99.98	6	170	

**Key:**

S = Student

T= Teacher

- = No Response

N = N<sup>o</sup> of respondents

% = Percent

#### 4.2 Responses and Reactions of Teachers and Students Regarding the Influence of the Grade Ten EGSEC English Language Examination on English Language Teaching/ Learning process

Table 2: Students' and Teachers' Responses about the Impact of Examination on their Classroom Activities.

It. No	Item (Statement)	Responses											
		Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
		T	S	T	S	T	S	T	S	T	S	T	S
1	Working on past examination papers is by far better than focusing on plasma TV instruction to achieve better passing grades in EGSEC English language Examination	N											
		2	11	-	56	1	12	3	61	-	30	6	170
2	Focusing on some selected areas of the textbooks is advantageous for students to pass the EGSEC examination	%											
		33.33	6.47	-	32.94	16.66	7.05	50	35.88	17.64	99.9	99.98	
3	The EGSEC English language examination affects the way teachers teach and students learn in the classroom	N											
		-	13	2	17	1	23	3	65	-	52	6	170
		%											
		-	7.64	33.33	10	16.66	13.53	50	38.23	-	30.58	99.9	99.18

It. No	Item (Statement)	Respondents		Responses											
				Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Total	
				T	S	T	S	T	S	T	S	T	S	T	S
4	The EGSEC English language examination encourages students to improve their command of English language	N	-	44	2	49	3	14	1	39	-	34	6	170	
		%	-	25.8	33.33	2	28.8	50	8.23	16.66	22.94	-	20	99.9	99.98
5	Students study the English language for the primary purpose of passing the EGSEC examination	N	-	26	4	66	4	18	2	40	1	20	6	170	
		%	-	15.2	33.33	2	38.8	66.66	10.58	33.33	23.52	16.66	11.76	9	99.91
6	The EGSEC English language examination accurately measures students command of English language	N	2	39	2	46	1	25	1	32	-	28	6	170	
		%	33.33	22.9	33.33	5	27.0	16.66	14.07	16.66	18.82	-	16.47	8	99.35
7	The EGSEC English language examination motivates students to study the language for their future learning and work.	N	2	26	2	35	2	19	-	63	-	27	6	170	
		%	33.33	15.2	33.33	8	20.5	33.33	11.17	-	37.05	-	15.88	9	99.97
8	The format and items of the EGSEC English language examination oblige me to ignore listening writing and speaking skills	N	1	35	1	39	1	12	2	48	1	36	6	170	
		%	16.66	20.0	16.66	4	22.9	16.66	7.05	33.33	28.23	16.66	21.17	7	99.47
9	The EGSEC English language examination makes me concentrate on only certain contents of the text book	N	2	31	2	42	-	7	2	64	-	26	6	170	
		%	33.33	18.2	33.33	0	24.7	-	4.12	33.33	37.64	-	15.29	9	99.98

**Key:**

S = Student

T= Teacher

- = No Response

N = N<sup>o</sup> of respondents

% = Percent

As indicated in Table 2 (Q.1), when asked about their reaction to the advantage of working on past examination papers, the majority of the students, that is, 91 (53.52%) agreed that it can help to achieve better passing grade, but the remaining 67 (39.41%) disagreed and 12 (7.05%) were neutral. Responding to the same question, three out of the six teachers agreed that practicing on past examination papers can help students to achieve good passing grades while two teachers disagreed and one teacher preferred to be neutral.

Moreover, the data gathered through students' interview showed that 10 out of 15 students responded that working on past examination papers in the classroom is very invaluable since it helps students to be acquainted with the format, items and contents of the forthcoming EGSEC English examination. They also added that certain contents of textbooks are common to appear on the examination and this, in turn, would help them to give special emphasis to those contents for the preparation of examination. The data gathered using the informal conversation with teachers also indicated the same results. Three teachers stated frankly that they did some questions of EGSEC in the classroom to make students familiar with the format and items of the examination.

Besides, during the classroom observation, before the plasma lessons were over, many students were outside the classrooms practising on the previous examination papers. That means students and teachers ignored the plasma Transmission and focused on EGSEC sample examination papers for the preparation of the final examination. Thus, it could be inferred that all the students' and teachers' performances and reactions were due to the overt negative washback effect of the national examination.

Similarly, 131 (76.98%) of the students agreed that focusing on some selected areas of the textbooks or plasma lessons is advantageous to be successful in the examination (Q-2). The other 30 (17.64%) students disagreed while 9(5.29%) students were neutral to the question. For the same question, four out of the six teachers (66.66%) agreed to the statement. The classroom observation and the data collected through the informal conversation with teachers' and the students' interview also showed the same results.

Responding to Item (3), a large number of students, that is, 117(68.81%) agreed that the forthcoming EGSEC national examination influenced the way teachers teach and students learn English language whereas 30(17.64%) of the students disagreed to the statement and 23(13.53%) of them remained neutral. On the other hand, 3(50%) of the classroom teachers agreed to the statement while the rest 2(33.33%) teachers disagreed and one teacher was neutral. Besides, during the informal conversation, all the classroom teachers admitted that the upcoming EGSEC English examination influences the way students learn and teachers teach.

Hence, the students' report and the teachers' admission that they had been influenced by the EGSEC English examination seem to indicate that the examination triggers harmful washback effect on the classroom teaching/ learning process. That is to say, the English language teaching /learning process had been adjusted towards the format, items and contents of the examination.

As concerns Item 4 that requires students to report as to whether the EGSEC English language examination encourages them to improve their command of English language, a large number of students, that is, 93 (54.7%) disagreed to the statement while the remaining 73(42.94%) and 14 (8.2%) agreed and were neutral ,respectively. In response to the same question, 2 (33.33%) teachers disagreed to the statement while one teacher agreed and the remaining 3 (50%) were neutral.

The data collected through the students' interview and the informal conversation with teachers seem to suggest that the EGSEC English language examination does not encourage students to improve their command of English language as the listening, pronunciation composition writing skills are not tested.

In responding to Item 5, only 60 (35.28%) of the students agreed that their primary purpose of studying English language is to get passing grade in the EGSEC examination. The majority, that is, 92(54.05%) of the students, reported their disagreement to the statement and the remaining 18 (10.58%) reported that they were neutral. On the teachers' part, the majority 4 or (66.66%) remained neutral to the question while the other two (33.33%) agreed to the statement.

In spite of the students' response to the questionnaire, the results of some of the students' interview and what they were actually doing in the classroom seem to suggest that the primary purpose of the students was to get passing grade in the examination. In other words, had the students studied the English language for the primary purpose of improving their command or fluency of English language, they would not have ignored the major receptive and productive language skills such as listening speaking, composition writing, pronunciation ,note-making and summary and studied other contents at the expense of the less frequently appearing activities.

It is, therefore, safe to think that students study the language mainly not to improve their communicative skills of the language but for achieving better passing grade in the English examination.

These being there, when students were asked as to whether the EGSEC English national examination accurately measures their command of English language (Q-6), the majority 85(49.99%) disagreed to the statement while 60(35.29%) agreed that the examination accurately measures students' command of English language and the remaining 25 (14.07%) were neutral. On the other hand, 4 (66.66%) teachers disagreed to the statement and one teacher agreed while the remaining one teacher never responded to the question.

Moreover, one of the teachers in the informal conversation stated that the examination by no means accurately measures students' command of English language since oral test, essay writing and listening tests have not been incorporated in the items. He further mentioned that the multiple-choice format of the examination could not be powerful enough to measure students' proficiency level of English language.

In Item 7, students and teachers were required to respond to whether or not the EGSEC English language examination motivates students to study the language for their future learning and work. Regarding the response of students, the majority, that is, 90 (52.93%) of them agreed that the examination motivates them to study the English language for their future learning and work, while 61 (35.87%) disagreed to the statement and the remaining 19 (11.7%) were neutral. The result of the students' interview also confirms this. On the contrary, most of the classroom teachers 4 (66.66%) disagreed to the statement while the rest 2(33.33%) were neutral. Besides, during the informal conversation, two teachers stressed that

it would not be logical to think that the examination motivates students to study English for their future learning and work or communication while objective types of testing have been the only means of measuring students' performance or language ability in the national examination. That is to say, where communicative testing is under question, it is difficult to assume that students would emphasize the communicative aspect of the language.

Accordingly, for Item 8, a large number of students, that is, 84 (49.4%) of them agreed that the EGSEC examination made them ignore the listening, pronunciation, and composition skills. The other 74 (43.02%) disagreed to the statement while the remaining 12 (7.05%) were neutral. Conversely, 3 (50%) teachers disagreed to the statement while two teachers (33.33%) and the remaining one (16.66%) teachers agreed and was neutral respectively.

The majority of the students (8 out of 15) who were interviewed revealed that they were not interested in listening, writing composition, note-making and summary since these activities will not be tested in the EGSEC examination.

This result would be further investigated through the students' and teachers' responses as well as the classroom observation on Item 9. In this item, students and teachers were asked to report whether or not the EGSEC English examination influences them to emphasize on only certain contents of the textbooks and plasma lessons. Accordingly, the majority, that is, 90 (52.93%) of the students agreed that they were emphasizing a few contents of the textbooks and plasma lessons. The remaining 73(42.93%) disagreed and 7 (4.12%) were neutral. Nevertheless, 3 (50%) of the teachers disagreed to the statement, while two (33.33%) of them agreed and the remaining one teacher was neutral. During the interview held with 15 students, 12 of them responded that they emphasized certain contents like grammar, vocabulary, dialogue, and comprehension but ignored others. The classroom observation also confirms this.

Hence, although most classroom teachers were reluctant to reveal what was actually going on in the classroom, the students' responses on the questions and the result of the interview as well as the classroom observation seem to indicated that teachers and students were influenced by the contents of EGSEC English examination and they worked for the examination. Such harmful washback effect of the examination on contents to be taught jeopardizes the goals of the English language education in the country's secondary education.

In Table 3, the number of students and teachers who emphasis different language skills sub skills and contents were described. The extent to which students and teachers put emphasis to a given language skill, sub skill and content were stated according to the rank they (teachers & students) gave to the skills and contents.

Table 3: Students' and teachers' Emphasis put on the Different Language Skills and Sub-skills Described in Rank

Skills and sub skills	Teachers' and Students' Emphasis on the Different Language Skills and Sub-skills Described in Rank																							
	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		6 <sup>th</sup>		7 <sup>th</sup>		8 <sup>th</sup>									
	T	S	T	S	T	S	T	S	T	S	T	S	T	S	T	S								
Comprehension	N	-	29	3	42	2	88	-	11	1	-	-	-	-	-	-								
	%	-	17	50	24.7	33.3	51.7	-	6.5	16.6	-	-	-	-	-	-								
Vocabulary	N	-	65	4	96	1	7	-	-	-	-	1	2	-	-	-								
	%	-	38.2	66.6	56.6	16.6	4.1	-	-	-	16.6	-	-	-	-	-								
Note-making and summary	N	-	-	2	-	1	-	-	6	-	11	-	62	-	91	3								
	%	-	-	33.3	-	16.6	-	-	3.5	-	6.4	-	36.4	-	53.5	-								
Speaking	N	2	-	1	19	-	31	3	50	-	42	-	28	-	-	-								
	%	33.3	-	16.6	11.1	-	18.2	50	29.4	-	24.7	-	16.4	-	-	-								
Listening	N	2	-	1	9	1	6	1	41	1	52	-	48	-	11	3								
	%	33.3	-	16.6	52.2	16.6	3.5	16.6	24.1	16.6	30.5	-	28.2	-	6.4	1.7								
Composition writing	N	2	19	-	11	2	28	1	40	1	52	-	16	-	2	2								
	%	33.3	11.1	-	6.4	33.3	16.4	16.6	23.5	16.6	30.5	-	9.4	-	1.2	12								
Grammar	N	3	100	1	55	1	15	-	-	-	-	-	-	1	-	-								
	%	50	58.8	16.1	32.3	16.6	8.8	-	-	-	-	-	-	16.6	-	-								

Key =

S= Student

N = Number of respondent

- = No emphasis is given

% = Percent

**Note: Item No.10; Teachers' question:**

Which of the following exercise types do you mainly focus on during English language instruction in the classroom? Rank them (1-8) according to their importance.

**Item No.10: Students' question:**

Which of the following exercise types do you emphasize when learning English in the classroom? Rank them from 1-8 according to their importance.

**Item No.11:** What are your reasons for your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choice

Table 3 depicts, the results of the students' interest and preference of learning certain language skills and sub-skills along with the emphasis teachers actually put on these skills and sub-skills in the teaching/learning process are treated in the same table. As can be seen from the table, the student's preference of learning was grammar, vocabulary, and comprehension which were put on the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> rank respectively. That is, the 1<sup>st</sup> most important section of the textbook that students gave much emphasis to was grammar, and 100 (58.5%) of them made it their 1<sup>st</sup> choice. The next most important portion of the textbooks were vocabularies, for which 96 (56.5%) of the students gave 2<sup>nd</sup> rank. The third most important section they emphasized was comprehension section and 88 (51.7%) of the students made it their 3<sup>rd</sup> choice.

On the other hand, in the same table, it could be noted that grammar is the most emphasized of all the contents although some teachers pretended that they gave equal emphasis to speaking and writing skills as grammatical items could be thought integratively with other skills. According to the data in the table, 3 (50%) of the teachers emphasized grammar, followed by comprehension and vocabulary sections. However, speaking and writing were given little emphasis.

Similarly, from the data gathered through the students' interview and from what they were actually doing in the classroom and school compound, it could be inferred that students and teachers practised on grammar, comprehension, and vocabulary ignoring basic language skills and sub-skills like listening, dictation, pronunciation, composition writing, note-making, and summary. In line with this, in Item 11, students and teachers were asked to give their reasons for their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices. Accordingly, when their responses were summed up, most of them answered: "Grammar, vocabulary, and comprehension questions are inevitable on the national examination; grammar is the key for language learning; pronunciation, speaking, and writing tests never appear on examination." Furthermore, in the informal conversation, one of the teachers of Grade Ten students admitted that he had emphasized grammar portions of the textbooks to the extent of giving explicit explanation of the form, meaning, and function of the grammatical items so as to help students pass the EGSEC English examination.



Thus, the students' and teachers' interest of over-emphasizing grammar, vocabulary, and comprehension sections at the expense of other language skills and sub-skills is the harmful washback effect of the English language examination. This negative impact of the examination could also debilitate the implementation of the CLT approach of teaching and this, in turn, may jeopardize the overall goals and objectives of the Grades 9 and 10 English language curriculum.

As indicated in the Literature Review part (on pages, 1 and 13), different scholars and researchers like Bailey (1996), Hughes (1989), and Shohamy et al (1996) recommended that examination should ascertain whether or not the educational goals are achieved.

Accordingly, when asked about the main educational goals of the Grades 9 and 10 English language education (Q-1), the Senior Expert in English Language Curriculum at ICDR stated that English language education is meant to help students master the language skills, knowledge, and attitudes. He also added that producing students who are competent enough with other people of the world is the other goal of English language education of our country. But, the question is, are all the skills tested on the EGSEC English language Examination? The answer is "never".

On the other hand, regarding the goal of the Grade Ten EGSEC English examination, the Head of the Examination Development and Administration at GQAEAE explained that there are three goals. These are for certification, selection, and placement of best-performing students at various fields of training such as Preparatory and TEVET. He also said that the examination is meant for giving feedback which helps to take supportive and corrective measures in the parts of the schools and policy makers.

In responding to the compatibility of the goals of the Grades 9 and 10 syllabuses with the goals of the EGSEC English language examination (Q-2), the Expert at ICDR argues that the syllabuses are the basis for the examination. Therefore, in one way or the other, the goals of the examination and the syllabuses match each other. In line with this, the Senior Expert in English Language Curriculum was asked whether or not the instructional practices of plasma TV match with the EGSEC English language examination. He explained that there is a strong relationship and match between the plasma lessons and the contemporary English language textbooks of Grades 9 and 10.

And, examinations are set based on the contents of textbooks and the plasma lessons. Therefore, the plasma TV instructional practices are compatible with the EGSEC examinations.

However, for the same question, the Head of Examination Development and Administration at GEQAEA responded: 'No answer'. This showed the researcher that the GEQAEA organization has not any information on whether or not the examination reflects the different instructional practices of the plasma TV which, in turn, implies that the Experts at GEQAEA have completely disregarded the plasma lessons while setting the English language examination.

When asked about his opinion regarding the impact of the EGSEC English examination on students and teachers towards the plasma TV English language instruction (Q-4), the Expert in English Language Curriculum Designing responded that it is very difficult to judge without undertaking research on the area. On the other hand, with regard to the impact of the format and content of the EGSEC English language examination on students, classroom teachers and the education system in terms of the objectives of the English language education, the Expert at ICDR admitted that the only multiple-choice items of the examination cannot be powerful enough to ascertain the students' ability of speaking, writing, and listening skills. He stated, however, that communicative testing is very difficult to be implemented in this disadvantaged country as marking and scoring are very expensive and tedious.

Concerning what students of Grade Ten and teachers should do for the preparation of the EGSEC English Language Examination (Q-4) the Head of Examination Development and Administration at GEQAEA recommended that both students and teachers focus on the language skills for enhancing communication skills in the language. In line with this, when asked about the extent the EGSEC English Language Examination measures what the Grade 9 and 10 syllabuses expect students to attain, the Head of Examination Development and Administration at GEQAEA stated that the examination measures what it is supposed to measure as far as it bases on the Ministry syllabuses of the English language of Grades 9 and 10.

In responding to the questions about the working relationship between Experts of testing at GEQAEA and the General Education Curriculum Framework Development at ICDR, the Expert in English Curriculum stated that there had not been frequent meeting between the two organizations. This could results in incompatibility between the goals of English language education and the goals of EGSEC English language examination. This, in turn, exacerbates the negative washback effect of the examination.

### **4.3 Document Inspection**

In this section, the Grades 9 and 10 English language textbooks, the syllabuses and the 1999/2007 and 2000/2008 EGSEC sample examination papers will be analyzed. Then the extent of the relationship between the contents of the textbooks and the sample EGSEC examination papers will be investigated.

Both the Grade Nine and Ten English textbooks are the newly revised edition of 2005. The textbooks consist of fourteen units. Each unit has a reading passage from which the different tasks are devised and every unit of the textbook deals with comprehension, vocabulary, grammar, speaking, listening, and writing lessons.

The syllabuses of Grades 9 and 10 English language contains the general objective of the courses and the specific objectives of each and every topic, including the number of periods allotted for each topic and language components. It also indicates the method of teaching and evaluation technique the classroom teacher can employee in the teaching /learning process.

Regarding the 1999/2007 and 2000/2008 EGSEC English Language Examination papers, both of them have 75 items each. The contents of the examination include: comprehension, Vocabulary, dialogue, (communication activities), grammar, paragraph coherence, sentence combination and punctuation, and capitalization. For convenience, and in order to ease understanding, the sentence comprehension questions are included under grammar and vocabulary sections depending on the contents of the question.

So as to examine the degree of the relationship between the contents of the textbooks and the sample examination papers, first, the contents of the textbooks and the contents of the sample examinations were ranked based on their coverage. Then, the sum of the squared

differences between ranks was computed. Finally, using the formula of the Spearman's Correlation Coefficient, the magnitude of the relationship between the contents of the textbooks and the examinations was stated.

Thus, in the following tables (Table 4,5 ,and 6) the coverage and ranks of the content areas of the different language skills, sub skills and language components of the textbooks and sample examination papers were summarized and presented. The contents of the textbooks and sample examination papers were categorized in to comprehension, vocabulary, grammar, speaking, listening for specific purpose, dictation, rearranging Jumbled sentences, note making and summarizing, writing composition and punctuation and capitalization.

Table-4 Ranks of the Language Skills /Sub-skills and Language Components Represented in the Grades Nine and Ten Textbooks

No.	Grades 9 and 10 textbooks' content area of language skills, sub- skills and components	Grade 9 Textbook	Grade 10 Textbook	Total No. of Item	Percent	Rank
		No. of Item	No. of Item			
1	Comprehension	213	169	382	12.9	3
2	Vocabulary	398	338	736	24.9	2
3	Grammar	755	601	1356	45.95	1
4	Communication activities	90	82	172	5.8	5
5	Listening for gist and specific purpose	94	89	183	6.20	4
6	Dictation	6	5	11	0.37	10
7	Rearranging Jumbled sentences	10	2	12	0.40	9
8	Note making & summary	7	9	16	0.54	8
9	Writing composition	20	23	43	1.45	6
10	Punctuation and capitalization	17	23	40	1.35	7
	Total			2951	99.86	

As can be seen from the table, the coverage of the content areas of different language items and skills and their ranks based on their frequency were described in figure and, accordingly, grammar, vocabulary and comprehension have the 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> ranks respectively. That is to say, most of the contents of the textbooks involved grammatical items, vocabularies, and comprehension followed by the other skills and language items.

Table 5: Ranks of the Different Content Areas Represented in the 1999 and 2000 EGSEC Sample

No	Content Areas Covered in the 1999 and 2000 E.C EGSEC Sample Examination Papers	1999/2007 Examination	2000/2008 Examination	Total No. of Items	Percentage	Rank
1	Comprehension	20	21	41	27.33	2
2	Vocabulary	14	12	26	17.33	3
3	Grammar	25	27	52	34.66	1
4	Communication Activities	10	10	20	13.33	4
5	Listening for specific purpose	-	-	-	-	7
6	Dictation	-	-	-	-	7
7	Rearranging jumbled sentences	3	2	5	3.33	6
8	Note making and summary	-	-	-	-	7
9	Writing composition	-	-	-	-	7
10	Punctuation and capitalization	3	3	6	4	5
	Total	75	75	150		

Examination Papers

Key: = No Item represented in the examination

As shown in Table 5, the content areas being emphasized in the EGSEC English Examination is almost the same as the contents emphasized in the textbooks. That is, grammar, comprehension and vocabulary were the most emphasized contents like in the textbooks.

Table 6: Ranking the Different Content Areas Represented in the Textbooks and Sample Examination Papers.

Item	Content Areas of Language Skills/Sub-skills and Components	Rank based on coverage in the textbooks	Rank based on coverage in the sample examination	Rank Difference	d <sup>2</sup>
1	Comprehension	3	2	1	1
2	Vocabularies	2	3	1	1
3	grammar	1	1	0	0
4	Communication Activities	5	4	1	1
5	Listening for specific purpose	4	7	3	9
6	Dictation	10	7	3	9
7	Rearranging jumbled sentences	9	6	3	9
8	Note making and summarizing	8	7	1	1
9	Writing composition	6	7	1	1
10	Punctuation and capitalization	7	5	2	4
	Σd <sup>2</sup>				36

Key: d<sup>2</sup> = The Square of the Rank Difference

Σd<sup>2</sup> = The sum of the Squared Difference Between Ranks

Table 6 shows how the above ten major content areas were ranked according to their coverage in the textbooks and sample examination papers.

According to Best and Kahn (1993:305-309), the magnitude of correlation between the content of the textbooks and the sample examinations can be investigated employing the formula of Spearman Rank Order Coefficient of Correlation as follows:

$$P = 1 - \frac{6 \sum D^2}{N(N^2-1)}$$

Where D= the difference between paired ranks

ΣD<sup>2</sup> = the sum of the squared differences between ranks

N = Number of paired ranks

Therefore, the rank correlation coefficient is

$$P = \frac{1 - \frac{6(36)}{10(100-1)}}$$

$$P = \frac{1 - \frac{216}{990}}$$

$$P = 1 - 0.2181818$$

$$P = 0.781$$

$$= 0.78$$

The computed value of the Rank Order Correlation Coefficient is 0.78. As Best and Kahn (1993: 308) stated, the result of the correlation coefficient from .60 to .80 is substantial. That means, there is a considerable relationship between the contents of the course materials taught to students and the representation of contents in the sample examination papers. Nevertheless, it is worth noticing that the major receptive and productive language skills were not tested yet. In other words, the total ignorance of the listening items, dictation or spelling, summary writing or composition writing and speaking in the examination made the classroom teachers and students at large reluctant to practise the communicative language skills and sub-skills in the classroom. This inadequacy of the examination to reflect all the language skills also brings about negative washback effect on students' and teachers' attitude towards practising all the skills which have not been represented in the EGSEC examination. This, in turn, debilitates the overall objectives of the secondary English language education.

Besides, it is very much invaluable to look into the drawback of the solely multiple-choice nature of the EGSEC English examination. The types of formats of exercises, tasks and activities that students and teachers work on in the textbooks were not compatible with the formats of the exercise and items in the examinations. For instance, the textbooks of Grades 9 and 10 consist of the True/ False items, giving short answers, filling-in-blank spaces. However, all these were not included in the sample examination papers.

Therefore, it would be logical to assume that the items and formats of the EGSEC English Language Examination exerted harmful washback effect on the students' and teachers' ways of learning and teaching, respectively.

## **CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS**

In this chapter the main objectives of the study, the methodologies employed, and the results of the study, including some recommendations, are presented.

### **5.1 Summary**

The research was conducted in order to examine the washback effect of the EGSEC English Examination on students' and teachers' attitude towards English language instruction through plasma TV. The study also attempted to investigate the impact of the EGSEC English National Examination on students' and teachers' classroom activities and their area of focus in the classroom language teaching/learning process.

Furthermore, the contents of the sample EGSEC English Language examination of the 1999/2007 and 2000/2008 as well as the contents of the textbooks of Grades 9 and 10 were compared and analyzed so as to look into whether or not the examination mirrors the contents of the textbooks.

Instruments like questionnaire, interview, and informal conversation, classroom observation, and document inspection were employed for data gathering. Questionnaires were administered to 170 Grade 10 students and six English language teachers of Goro Secondary School in Nazareth (Adama). Besides, interview and informal conversation were held with 15 Grade 10 students and six English language teachers, respectively.

In order to effect a degree of triangulation, classroom observation was also conducted for five consecutive days to cross check the students' and teachers' responses on the questionnaire and what was actually happening in the classroom teaching/learning process.

On the other hand, interview was held with the Head of Examination Development and Administration at GEQEA and with the Expert of the English Language Curriculum at ICDR mainly to identify the working relationship between the two organizations and their goals.

The Grade Ten English Language Examination exerts washback effect on students' and teachers' attitude towards plasma TV English language instruction. The nature of the EGSEC English Language Examination made students prefer their classroom teachers' ways of teaching and approach than the televised teachers'. That is, the plasma TV teachers mainly focus on the communicative language skills which will not be tested on the EGSEC examination. And most students believed that the classroom teachers can help them better than do the televised teacher(s) in order to be successful in the EGSEC English Examination. As a result, students often skipped plasma lessons and rather made pressures on their English teachers to arrange for them make-up classes for the preparation of the examination.

On the other hand, the EGSEC English Examination has an impact on what students and teachers do in the actual classroom teaching/learning process. The format and the contents of the EGSEC English examination influenced teachers not to focus on all the instructional practices of the plasma TV lessons. Therefore, most teachers ignored the listening, writing, note-making, note-taking, pronunciation activities and exerted their maximum effort on the grammar, vocabulary and comprehension tasks of the textbooks and plasma lessons. Teachers also came to think that the EGSEC English Language Examination never measures students' command of English language.

In order to investigate the relationship between the contents of the textbooks of Grades 9 and 10 and the contents represented in the 2007 & 2008 sample examination papers, the formula of the Spearman's Rank Order Correlation Coefficient was used. The result showed that there is a substantial relationship between the contents of the textbooks and contents represented in the EGSEC English language examination of 1999/2007 and 2000/2008. However, the total ignorance of the basic language skills like listening, speaking, composition writing, and other sub-skills like summarizing, note-making, note taking, pronunciation exercises, and the only multiple choice format made the examination inadequate to measure the students' command of English language.

Interview was also held with the Head of the Examination Development and Administration at GEQEA and the Expert of the English Language Curriculum Designing at ICDR mainly to identify the goals of their organizations and their working relationship. Accordingly, the Head of the Examination at GEQEA responded that the

goals of EGSEC examination is to select and place best performing students at various fields of training and giving feedback which helps to take supportive and corrective measures on the parts of the schools and policy makers, whereas the goals of the English Language Curriculum, according to the Senior Expert in English Language Curriculum Designing, is to help students master the basic language skills and produce students who can be competent with other students of the world. However, the result of the study showed that the examination could not ascertain these goals. In response to their working relationship, the Senior Expert in English Language Curriculum Designing stated that there had not been frequent meeting between the two organizations. And, this, in turn, contributes its own impact to the bad consequences of the EGSEC examination.

## **5.2 Conclusion**

It sounds correct to restate the notion of washback effect before drawing conclusion regarding the results of the study. Washback or Backwash effect, as many researchers and educators like Hughes (1989), Bailey (1996) Prodromou (1996) contend, is the impact of examinations not only on contents of language to be taught but also an impact on students' and teachers' attitude and perception towards certain new programs or methodologies of teaching which, in turn, influences what students, teachers, and other authorities concerned are carrying out in the teaching/learning process. This also directly affects the learning outcomes and goals of education. These scholars also warned that the way washback operates is very elusive and it is difficult to screen out it (washback effect) from other variables since language teaching could be influenced by many other factors.

However, by triangulating different methodologies, attempt has been made to explore the washback effect of EGSEC English Language Examination, if at all it exists, on students' and teachers' attitude towards plasma TV English language instruction.

In doing so, the results of the students' and teachers' responses on the questionnaires and the information obtained from students' interview and teachers' informal conversation as well as the classroom observation showed that the Grade Ten EGSEC English National Examination triggers harmful washback effect on students' and teachers' attitude towards the plasma TV English language instruction.

Students were observed skipping plasma TV lessons and rather requesting their classroom teachers for make up class so as to prepare for the upcoming EGSEC English examination and their request appealed to the Grade Ten English language teachers. Moreover, most students and classroom teachers conceived that the EGSEC English language examination never reflects most of the communicative tasks, activities, and exercises. As a result, they were not urged to rely on the plasma TV transmission. Therefore, although the plasma TV English language instruction and the current English language curriculum are meant to help students get better quality English language education and produce competent students who can communicate in English without embarrassment, the EGSEC English language examination does not ascertain these goals.

The results of the study also seem to indicate that there was an adverse impact of the EGSEC English National Examination on what teachers and students do in the actual classroom. It seems true that the examination made students and teachers concentrate on the most frequently appearing contents of the examination like grammar, vocabulary, comprehension, and punctuation and some common dialogues. That is, students and teachers disregarded practising the major receptive and productive language skills and concentrated on some contents which are inevitable in the EGSEC examination. In other words, the English language teaching /learning process was adjusted to the formats and contents of the EGSEC English language examination. While one of the general objectives of the English language education is to equip students with the basic language skills to communicate with people and help them to be competent with students of the other world, the examination never tests these skills. Therefore, there is a vivid discrepancy between the goals of English language curriculum and the EGSEC English language examination.

On the other hand, the results of the document inspection showed that there was a considerable relationship between the contents of the Grades 9 and 10 English textbooks and the contents represented in the 2007 and 2008 sample EGSEC examinations. However, it seems true that the total ignorance of basic skills like writing, speaking, and listening and sub-skills like note-making, summarizing, and note-taking made the examinations inadequate to measure students' command of English language. Moreover, the format and contents of the examination are almost the same every year. For example,

items like True/False, filling -in -blank spaces, open-ended questions were not included in both examination papers and the contents were mainly grammar, vocabulary and comprehension in both sample examination papers. In order to understand the harmful washback effect of such kind of examination, it is worth noticing what Alderson J.C, Clapham and Wall, D (1995) stated [on page 15 of the Literature Review part of this thesis]. They warned that making the examination format and items remain fixed for a period of time may bring about the consequence of narrowing the language curriculum. That is, students and teachers tend to practice on items found in the examinations and ignored the other language skills. This negative consequence of the EGSEC examination could debilitate and jeopardize the overall objective of the examination and the English language education of the country.

The infrequent working relationship between the test designing experts and the English language curriculum designing experts also contributed a lot for the negative washback effect of the examination to occur.

To sum up, the lesser emphasis given to the plasma TV transmission and the preference of the majority of the students and teachers to over-emphasize grammar, vocabulary, and comprehension activities at the expense of other language skills was the harmful washback effect of the EGSEC English National Examination. This adverse washback effect may also cast a shadow over the implementation of CLT which, in turn, harms the overall goals of the English language Curriculum of the country.

### **5.3 Recommendations**

Based on the findings and conclusions of this research, the following recommendations were made:

- Students need to be tested what they were taught and the way they were taught. That is, if students are taught the four language skills, they should be tested these four skills. However, this seems impractical and difficult to implement in our country as marking and scoring are very expensive and tedious. But, the GEQAEA organization, the English Language Curriculum Division and other authorities concerned should work together and devise a system by which the

results of the students' classroom assessment tests of different language skills will be taken into account together with the results of their EGSEC English Examination.

- The GEQAEA organization and the English Language Curriculum designers, and other authorities' concerned, need to work in collaboration so as to modify the fixed and aged multiple-choice type of the English National Examination, and supplement it with other test items.
- Test designers or examination developers and policy makers should not neglect the power of examination; rather, they need to strive to design a test in a way it will foster innovation in the teaching of English language in the classroom. Moreover, the experts in test designing should take into account the goals of secondary English language education while setting the national examination, thereby, ascertaining the goals of the examination.

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**ADDIS ABABA UNIVERSITY**  
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**SCHOOL OF GRADUATE STUDIES**  
**STUDENTS' QUESTIONNAIRE**

**Dear students,**

The main purpose of this questionnaire is to gather information about students' reaction towards the Grade Ten EGSEC English Language Examination in English Language instruction through plasma TV. The study also aimed to get first hand information about the influence of EGSEC English examination on your classroom learning. Your genuine response to each item in the questionnaire will contribute a lot to the study so that the study may help to bring about effective language teaching and testing.

**Thank you in advance**

**Part one: Background information**

1. N.B. you don't have to write your name.
2. Sex                      Male                       Female
3. Name of the school \_\_\_\_\_
4. Number of students in your class \_\_\_\_\_

**Part: Two: Main questions**

**Direction: I** The following are attitude of students and their reactions for the influence of Grade Ten EGSEC English Language Examination on English language instruction through plasma TV. For each statement please say whether you **agree strongly**, **agree** are **neutral**, **disagree** or **disagree strongly** by putting a "✓" mark in the box:

**Use the following 5- points where:**

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

**A. Regarding the impact of Grade Ten EGSEC English Language National Examination on students' attitude towards English language learning through plasma TV.**

No	Statement (reaction)	Point scale				
		1	2	3	4	5
1	The EGSEC English language examination urges me to rely on the plasma TV English language instruction					
2	Students could get better passing grade in EGSEC English language examination when they are taught through plasma TV than classroom teachers.					
3	The format of the EGSEC English language examination motivates me to focus on the instruction of plasma TV					
4	The presence of EGSEC English language examination encourages me to emphasis plasma TV instruction which could, in turn help students to improve their language standards					
5	The item of EGSEC English language examination contradicts with the different instructional practices of the plasma TV					
6	Students skip the plasma TV instruction and instead ask their teachers for a make-up class so as to prepare for the EGSEC examination					
7	The EGSEC English language examination never negatively effects my attitude towards the plasma TV English language instruction					
8	The EGSE English language examination negatively affects my attitude towards the plasma TV English language instruction					

9. Do you think the EGSEC English Language Examination has an impact on your attitude of English Language learning through plasma TV?

Yes  No  Not sure

10. If your answer to question 5 is "yes", what justifications or reasons can you give on how and what you learn? (Please list your evidences frankly)

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11. How much do you think that the different tasks, activities and exercises of English language presented through plasma TV are relevant to the forthcoming of your EGSEC English language examination? (Please write your answers frankly)

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**B. Regarding the students and teachers classroom activities during English language instruction**

No	Statement (reaction)	Point scale				
		1	2	3	4	5
1	Working on past examination papers is by far better than focusing on plasma TV instruction to achieve better passing grades in EGSEC English language Examination					
2	Focusing on some selected areas of the textbooks is <del>at the expenses</del> <del>of</del> advantageous for students to pass the EGSEC examination					
3	The EGSEC English language examination affects the way teachers teach and students learn in the classroom					
4	The EGSEC English language examination encourages students to improve their command of English language					
5	Students study the English language for the primary purpose of passing the EGSEC examination					
6	The EGSEC English language examination accurately measures students command of English language					
7	The EGSEC English language examination motives students to study the language for their future learning and work.					
8	The format and items of the EGSEC English language examination oblige me to ignore listening writing and speaking skills					
9	The EGSEC English language examination makes me concentrate on only certain contents of the text book					

**Direction II. Read the following statements and respond according to your reaction**

10. Which of the following exercise types do you emphasize when learning English in the classroom? Rank them according to their importance for you. For example

1. For the most important

2. For the next most important

A. comprehension

B. Vocabulary

C. Note making and summar

D. Speaking

E. Listening

F. Writing

G. Reading

H. Grammar

11. What are your reasons for your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choice (please state your feelings frankly)

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12. Have you asked your English teacher to arrange you make up class for preparation of EGSEC English language examination? Please put a tick "✓" mark in the box.

Yes  No  Not sure

13. If yes, which contents or skills of the above lists (a-h) did you focus on?

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**Thank You Very Much for Your Cooperation!!!**

በአዲስ አበባ ዩንቨርሲቲ  
የውጭ ቋንቋዎችና ሥነ-ጽሑፍ ክፍል  
የድህረ ምረቃ ትምህርት መርሀ ግብር

በተማሪዎች የሚሞላ የጽሁፍ መጠይቅ

Students Questionnaire /Amharic version/

የመጠይቁ ዓላማ:-

የዚህ መጠይቅ ዋና ዓላማ የ10ኛ ክፍል ሀገር አቀፍ የእግልዚኛ ቋንቋ ፈተና የእንግሊዘኛን ቋንቋ በፕላዝማ ቴሌቭዥንን በማስተማር ረገድ በተማሪዎች ላይ ያለው ተጽዕኖ ለመፈተሽና ከዚህ ጋር በተያያዘ መልኩም ተማሪዎች ለእንግሊዘኛ ቋንቋ ሀገር አቀፍ ፈተና እና ለፕላዝማ ቴሌቭዥንን የትምህርት ስርጭት ያላቸው አመለካከት ለመቃኘት ብሎም የመፍትሄ ሀሳብ ለመስጠት ታስቦ የተዘጋጀ ነው። በመጠይቁ ውስጥ ለተካተቱት ነጥቦች የምትሰጡት ትክክለኛ ምላሽ ለጥናቱ መሳካት ከፍተኛ አስተዋጽኦ ስላለው ሁሉንም ነጥቦች በጽኑና በማንበብ ለምትሰጣቸው መልሶች ከወዲሁ ምስጋና አቀርባለሁ።

የጥናቱ ባለቤት

ክፍል አንድ: የግል መረጃ

በሳጥኑ ውስጥ የራይት (✓) ምልክት በማድረግ መልስ/ሽ/

- 1. ያታ ሴት  ወንድ
- 2. የትምህርት ቤቱ ስም -----  
የመንግስት  የግል  የህዝብ
- 3. የተማሪዎች ብዛት -----

ክፍል ሁለት: የዋና ጥያቄዎች ክፍል

በሠንጠረዥ ውስጥ ያሉትን አረፍተ ነገሮች በማንበብ

- በጣም አስማማለሁ
- አስማማለሁ
- መልስ የለኝም
- አልስማማም
- በጣም አልስማማም

የሚሉትን አማራጮች የሚወልዙት ቁጥሮች ስር ባለው ሳጥን ውስጥ የራይት (✓) ምልክት በማድረግ መልስ /ሽ/

ለ በክፍል ውስጥ የእንግሊዘኛ ቋንቋ ትምህርትን የመማር/ማስተማር ሃይትን በተመለከተ

ቁ.	ጥያቄዎች	1	2	3	4	5
1	የእንግሊዘኛ ቋንቋ የፈተና ወረቀቶችን በክፍል ውስጥ መሥራት የቴሌቭዥን የትምህርት ስርጭት ላይ ከማተኮር ይልቅ የተሻለ ጥሩ ውጤት እንዲመጣ ያስችላል።					
2	በተመረጡ የማስተማሪያ መጽሐፍት ይዘቶች ወይም ነጥቦች ላይ ብቻ ማተኮር ተማሪዎች የብሄራዊውን ፈተና እንዲያልፍ ያግዛል።					
3	የእንግሊዘኛ ቋንቋ የብሔራዊ ፈተና በመምህራን የማስተማር ዘዴና በተማሪዎች የመማር ሃይት ላይ ተጽእኖ አለው።					
4	የብሄራዊ ፈተና መኖር የተማሪዎች የእንግሊዘኛ ቋንቋ ክህሎትና ደረጃ እንዲያሻሽሉ ያግዛል።					
5	ተማሪዎች የእንግሊዘኛ ቋንቋን የሚያጠኑት በዋናነት የብሄራዊውን ፈተና ለማለፍ ሲሉ ነው					
6	የእንግሊዘኛ ቋንቋ ብሄራዊ ፈተና የተማሪዎችን የእንግሊዘኛ ቋንቋ ችሎታ በትክክል ይለካል					
7	ፈተናው ተማሪዎች የእንግሊዘኛ ቋንቋ ለወደፊት ትምህርታቸው እና ለሚሰሩት ስራ ሲሉ እንዲያጠኑ ያግዛል።					
8	የፈተናው ቅርጽ/ፎርማት/ እና ይዘቶች /ጥያቄዎች/ የማድመጥ የመናገርና የመጻፍ ክህሎትን ችላ እንድል አድርጎታል።					
9	የእንግሊዘኛ ቋንቋ ብሄራዊ ፈተና በተወሰኑ የመማሪያ መጽሐፍት ይዘቶች ላይ ብቻ እንዳይተኮር አድርጎታል					

መመሪያ ሁለት፡ ከዚህ በታች የቀረቡትን ሃሳቦች በማንበብ የኔን አመለካከት ያንጸባርቃል ያልከውን /ሽውን/ በመምረጥ ከስሩ ለቀረቡ ጥያቄዎች የሚኖርህን/ሽን/ መልስ ስጥ /ጭ/ ክፍል ውስጥ የእንግሊዘኛ ቋንቋ ት/ት ሲተላለፍ በተለየ መልኩ ትኩረት የምታደርግባቸውን /ጊባቸው/ ሶስት የመልመጃ ዓይነቶችን ደረጃ በመስጠት በተቀመጠው ሳጥን ውስጥ ቁጥር ጻፍ/ፊ/

- ይሐውም  1 እጅግ በጣም አስፈላጊ ለሆነ መልመጃ
- 2 በጣም አስፈላጊ ለሆነ መልመጃ
- 3 አስፈላጊ ለሆነ መልመጃ

- A. comprehension
- B. Vocabulary
- C. Note making and summary
- D. Speaking
- E. Listening
- F. Writing
- G. Reading
- H. Grammar

10. ከላይ ለቀረበው ጥያቄ ለ1ኛ : 2ኛ: እና 3ኛ ምርጫ/ሽ/ ምክንያትህ ምክንያትሽ ምንድነው

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11. በፈተናው ጥሩ ውጤት ለማስመዘን በማሰብ የእንግሊዘኛ ቋንቋ መምህርህ (ሽ) የማጠናከሪያ ትምህርት ስጥቷችኋለች

አዎ  አልጠየቅንም  እርግጠኛ አይደለሁም

12 ተራ ቁጥር 3 ለቀረበው ጥያቄ መልስህ /ሽ/ አዎ ከሆነ በተራ ቁጥር 1 ከተዘረዘሩት መልመጃ ዓይነቶች በየትኞቹ ላይ ትኩረት አደረጋችሁ

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**መጠይቁን በትክክል በመሙላት ለተደረገልኝ ትብብር እጅግ አመሰግለሁ!!**



**ADDIS ABABA UNIVERSITY**  
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**DEPARTMENT OF FOREIGN LANGUAGES AND**  
**LITERATURE SCHOOL OF GRADUATE STUDIES**

**INTERVIEW WITH STUDENTS**

1. How much do you think the instructional practices of the plasma TV match with the Grade Ten EGSEC English Language examination?
2. Do you think the plasma TV English language instruction helps you to achieve better grade in your EGSEC English Language examination?
3. Do you ask your English language teacher to teach you some selected contents of the textbook instead of following the plasma TV instruction? If "Yes", which areas of the textbook do you want your teacher to teach you?
4. Do you think the Grade Ten EGSEC English Language examination encourages you to follow the plasma TV lessons regularly?
5. Does your classroom English teacher bring you some past examination papers to practice? The questions in the classroom?
6. Why do you study the English language?
7. Does the forthcoming EGSEC English Language Examination influence your way of studying and learning English language? If "yes", in what ways?
8. Which do you prefer for the preparation of your EGSEC English Examination: the plasma TV lessons or your classroom teacher's instruction? And, why?
9. Have you ever missed the plasma TV lessons? Why?

በአዲስ አበባ ዩ.ንቨርሲቲ

የውጭ ቋንቋዎችና ስነ ጽሁፍ ክፍል

የድህረ ምረቃ ትምህርት መርሀ ግብር

Interview with Students / Amharic Version/

1. በፕላዝማ ቴሌቪዥን የሚቀርበው የትምህርት ይዘትና የሀገር አቀፍ የእንግሊዝኛ ቋንቋ ትምህርት ፈተና ምን ያህል የተዛመዱ ናቸው?
2. የፕላዝማ ቴሌቪዥን የእንግሊዝኛ ቋንቋ ትምህርት ስርጭት የተሸለ ውጤት እንዳሰጥኝ ይረዳኛል ብለህ/ሽ/ ታስባለህ/ሽ/?
3. የፕላዝማ ቴሌቪዥን ትምህርት ስርጭት ከመከታተል ይልቅ የክፍል መምህርህ/ሽ/ ዋና ዋና ነጥቦችን እንዲያስተምራችሁ ጥያቄ አቅርባችኋል? "አዎ" ካልክ/ሽ/ የትኞቹን የመጽሀፍ ይዘቶች ላይ አተኮራችሁ?
4. የሀገር ሀቀፍ ፈተና የፕላዝማ ቴሌቪዥን የእንግሊዝኛ ቋንቋ ትምህርት ስርጭትን እንድከታተል አድርጎኛል ብለህ/ሽ/ ታምናለህ/ሽ/?
5. የእንግሊዝኛ ቋንቋ መምህርህ የተለያዩ የእንግሊዝኛ ቋንቋ ፈተናዎችን በክፍል ውስጥ አሰርተዋችኋል? ካሰራችሁ፡ ለምን ያህል ጊዜ?
6. የእንግሊዝኛ ቋንቋ ትምህርት ለምን ታጠናለህ/ሽ/?
7. በመቃረብ ላይ ያለው ሀገር አቀፍ የእንግሊዝኛ ቋንቋ ፈተና የእንግሊዝኛ ቋንቋን በመገርና በማጥናት ሂደትህ/ሽ/ ላይ ተጽዕኖ አለው ትላለህ/ሽ/? "አዎ" ካልክ/ሽ/ ምን ዓይነት ተጽዕኖ?
8. የሀገር አቀፍን የእንግሊዝኛ ቋንቋ ፈተና በጥሩ ውጤት ለማለፍ የተሸለው የትኛው ይመስላህ/ሻል/:- የፕላዝማ ቴሌቪዥን ትምህርት የሥርጭት ወይስ የክፍል መምህር የማስተማር ዘዴ?
9. የፕላዝማ ቴሌቪዥን ትምህርት ሥርጭትን ሳትከታተል/ይ/ የቀረህበት/ሽበት/ ጊዜ አለ?  
አዎ ካልክ/ሽ/ ለምን?  
የለም ካልክ/ሽ/ ለምን ?



**A. Regarding the teachers' attitude of the EGSEC Grade Ten English language national examination in relation to Plasma TV instruction**

No	Statement (reaction)	Point scale				
		1	2	3	4	5
1	The EGSEC English language examination urges me to rely on the plasma TV English language instruction					
2	Students could get better passing grade in EGSEC English language examination when they are taught through plasma TV than classroom teachers.					
3	The format of the EGSEC English language examination motivates me to focus on the instruction of plasma TV					
4	The presence of EGSEC English language examination encourages me to emphasis plasma TV instruction which could, in turn help students to improve their language standards					
5	The item of EGSEC English language examination contradicts with the different instructional practices of the plasma TV					
6	Students skip the plasma TV instruction and instead ask their teachers for a make-up class so as to prepare for the EGSEC examination					
7	The BGSEC English language examination never negatively effects my attitude towards the plasma TV English language instruction					
8	The EGSE English language examination negatively affects my attitude to words the plasma TV English language instruction					

9. Does the EGSEC English Language Examination exert impact on your attitude of plasma TV English language instruction?

Yes

No

not sure

10. If your answer to the above question is "yes" what are your justifications on how and what you teach? (please mention the main evidences frankly)

\_\_\_\_\_

\_\_\_\_\_

11. How much do you think that the different tasks, activities and exercises of English language presented through plasma TV are relevant to the forthcoming EGSEC English language examination? (please write your feeling frankly)

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**B. Regarding the teaching and learning process of English Language in the classroom**

No	Statement (reaction)	Point scale				
		1	2	3	4	5
1	Working on past examination papers is by far better than focusing on plasma TV instruction to achieve better passing grades in EGSEC English language Examination					
2	Focusing on some selected areas of the textbooks is (at the expenses of advantageous for students to pass the EGSEC examination					
3	The EGSEC English language examination affects the way teachers teach and students learn in the classroom					
4	The EGSEC English language examination encourages students to improve their command of English language					
5	Students study the English language for the primary purpose of passing the EGSEC examination					
6	The EGSEC English language examination accurately measures students command of English language					
7	The EGSEC English language examination motives students to study the language for their future learning and work.					
8	The format and items of the EGSEC English language examination oblige me to ignore listening writing and speaking skills					
9	The EGSEC English language examination makes me concentrate on only certain contents of the text book					

### Checklist for Classroom Observation

No	Classroom Activities	Yes	No
1	Do Students skip Plasma TV English language Instruction?		
2	Do classroom teachers encourage students to focus on plasma TV transmission?		
3	Do classroom teachers help students understand the plasma TV lessons?		
4	Are teachers mere operators of Plasma TV?		
5	Do students and teachers practice on previous examination papers?		
6	Are students encouraged to speak English in the classroom?		
7	Do teachers employ communicative approach while teaching?		

8. Which area of the textbooks and plasma lessons do students and teachers focus on?

- A. Comprehension
- B. Vocabulary
- C. Grammar
- D. Speaking
- E. Listening
- F. Writing

ADDIS ABABA UNIVERSITY  
INSTITUTE OF LANGUAGE STUDIES  
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE  
SCHOOL OF GRADUATE STUDIES

INTERVIEW WITH THE EGSEC ENGLISH LANGUAGE EXAMINATION  
DESIGNER (S) AND DEVELOPERS

Part I. General Information of the interviewee

- 1. Name: \_\_\_\_\_
- 2. Sex: \_\_\_\_\_
- 3. Name of the organization you work for: \_\_\_\_\_
- 4. Current position: \_\_\_\_\_
- 5. Your educational level: \_\_\_\_\_
- 6. Experience in the current position \_\_\_\_\_ years  
Total experience \_\_\_\_\_ year

Part II. Interview about the goals of the Grade Ten EGSEC English Language Examination and the impact it has on students and teachers.

- 1. Would you give me the goal of the Grade Ten EGSEC English Language Examination?
- 2. How far are the goals of the EGSEC English Language examination match with the goals of the English Language syllabuses of grade Nine and Ten?
- 3. Do you feel that the EGSEC English Language Examination is designed in line with the instructional practices of plasma TV? Do you think the examination reflects the way students are taught through plasma TV?
- 4. What do you think students of Grade Ten and English Language teachers should do about the contents and methods of English language instruction for the preparation of EGSEC English Language Examination?
- 5. What kind of impact (positive or negative) that the EGSEC English Language Examination has on students and English teachers' attitude towards plasma TV lessons?

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SCHOOL OF GRADUATE STUDIES

INTERVIEW WITH THE ENGLISH LANGUAGE  
CURRICULUM DESIGNER (S)

Part I. General Information

1. Name of the interviewee: \_\_\_\_\_
2. Sex of the interviewee: \_\_\_\_\_
3. Name of the organization you work for: \_\_\_\_\_
4. Current position: \_\_\_\_\_
5. Your educational level: \_\_\_\_\_
6. Experience in the current position \_\_\_\_\_ years Total  
experience: \_\_\_\_\_ year

Part II. Interview about the Syllabuses of Grades 9 and 10 English Textbooks  
and the Plasma TV Instruction

1. Would you tell me the main educational goals of the Grade Nine and Ten English Language Education?
2. How much do you think that the goals of the Grade Nine & Ten text books are compatible with the goal of the EGSEC English Language examination? In line with this, how far do you believe that the plasma TV English Language instructional practices match with the EGSEC English Language examination?
3. How much do you think that the ECSCE English Language Examination measures what the syllabus expects students to attain?
4. Do you think that the EGSEC English language examination has an impact on students learning of English through plasma TV? If yes, what kind of impact?
5. How do you view the impact of the format and content of the EGSEC examination on students and classroom teachers in terms of the objective of the English Language syllabuses of Grade 9 and 10 English languages?
6. What is your organization working relationship with the EGSEC examination designers and developers?

**GENERAL EDUCATION QUALITY ASSURANCE AND  
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ETHIOPIAN GENERAL SECONDARY EDUCATION CERTIFICATE  
ENGLISH EXAMINATION  
GINBOT 1999/ MAY 2007**

**BOOKLET CODE: 77**

**SUBJECT CODE: 02**

**TIME ALLOWED: 1:30 HOURS**

**GENERAL DIRECTIONS:**

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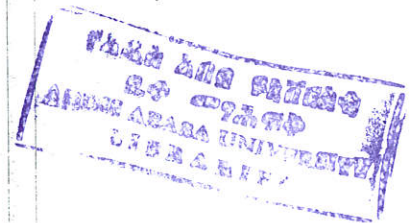
**ETHIOPIAN GENERAL SECONDARY EDUCATION  
CERTIFICATE ENGLISH EXAMINATION  
Ginbot 1999/May 2007**

**BOOKLET CODE: 77**  
**Number of Items: 75**

**SUBJECT CODE: 02**  
**Time allowed: 1:30 hrs.**

**Directions: For items 1 – 3, choose the one that is best in punctuation and capitalization.**

1. A. In my history class I learned about the Zagwie Dynasty in Ethiopia, which was generally characterized as the period of peace and prosperity.  
B. In my history class I learned about the zagwie dynasty in Ethiopia, which was generally characterized as the period of peace and prosperity.  
C. in my history class i learned about the zagwie dynasty in ethiopia, which was generally characterized as the period of peace and prosperity.  
D. In my history class i learned about the zagwie dynasty in Ethiopia, which was generally characterized as the period of peace and prosperity.
2. A. What a wonderful child you have.  
B. What a wonderful child you have?  
C. What a wonderful child you have!  
D. What a child you have wonderful?
3. A. Tsegaye G/Medhin, who died a few months ago is one of the celebrated poets Ethiopia has ever had.  
B. Tsegaye G/Medhin, who died a few months ago, is one of the celebrated poets Ethiopia has ever had.  
C. Tsegaye G/Medhin who died a few months ago, is one of the celebrated poets ethiopia has ever had.  
D. Tsegaye G/Medhin who died a few months ago is one of the celebrated poets Ethiopia has ever had.



**BOOKLET CODE: 77****SUBJECT CODE: 02**

4. When was the letter written?
- A. 29 April 2006  
B. 21 April 2005  
C. 13 May 2005  
D. 30 April 2006
5. Who wrote the letter?
- A. Kai Tak, Kowloon  
B. A Marketing Director  
C. Trent Chang  
D. It is not possible to tell
6. What was the purpose of the letter?
- A. To order books and request for catalog  
B. To thank the receivers for their prompt attention  
C. To write a conversation text for ESL students  
D. To request for the latest catalog or brochure
7. Which city was the letter delivered to?
- A. Addis Ababa  
B. Hong Kong  
C. 56 Somerset Lane  
D. Salt Lake City

**BOOKLET CODE: 77****SUBJECT CODE: 02**

13. What is the main idea of paragraph four?
- A. Hemp is useful for producing many things.
  - B. Hemp is used to produce drugs.
  - C. Many famous people used to grow hemp.
  - D. It is illegal to grow hemp.
14. What is the main idea of paragraph five?
- A. Hemp was made illegal in 1938.
  - B. Recently, many people have been working to legalize hemp.
  - C. Marijuana is not a dangerous drug.
  - D. Hemp should be illegal because it is dangerous.
15. Why is pulp and paper production important to Canada?
- A. Canada needs to find a way to use all its spare wood.
  - B. Pulp and paper export is a major source of income for Canada.
  - C. Pulp and paper in Canada has medicinal value
  - D. Canada publishes a lot of newspapers and books.
16. What is the main idea of paragraph one?
- A. Salmon are endangered species.
  - B. Logging is destroying the rainforests.
  - C. Scientists are worried about New York City.
  - D. Governments make money from logging.
17. How many species of salmon have become extinct in British Columbia?
- |        |        |
|--------|--------|
| A. 198 | C. 142 |
| B. 31  | D. 137 |

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**Directions:** For items 23 – 32, read each situation or dialogue carefully. Then, choose the alternative that best answers each question.

23. **Receiver:** Hallo. Accounts Department.

**Caller:** Hallo. \_\_\_\_\_

**Receiver:** Yes. May I ask who is calling, please?

A. This is Haile speaking.

B. How're you doing?

C. Is that Sue?

D. Who're you?

24. Imagine that you are in a big hall waiting for an important meeting. You are late and there are no seats for you. You really want to attend the meeting and you want someone you don't know to share a seat for you. What can you say?

A. Move a little.

B. Why don't you move a little?

C. Would you be so kind as to move a little, please?

D. Are you moving a little?

25. **Student A:** How is a tortoise different from a turtle?

**Student B:** \_\_\_\_\_

A. Well, a tortoise lives on land but a turtle lives on land and in water.

B. A tortoise is an animal and a turtle is also an animal.

C. A turtle looks like a tortoise.

D. A turtle and a tortoise are animals.



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38. The suspect finally **admitted** to the jury that he had committed the crime he was charged with.
- A. allowed to enter
  - B. pleaded his innocence
  - C. accepted his guilt
  - D. refused to cooperate

**Directions:** For items 39-47, read the passage and answer the questions that follow.

Tuberculosis was known and studied by the physicians of the ancient world. Four thousand years ago the famous code of Hammurabi, king of Babylonian mentions 'The wasting disease'. An Egyptian papyrus written 1,6000 B.C gives the first description of chest diseases.

The disease, in fact, goes back much further still, as we may judge by the skeleton of a young man found in a Neolithic burial ground near Heidelberg: Its fourth and fifth dorsal vertebrae were fused together showing that tuberculosis of the spine was already afflicting prehistoric man some 6,000 years ago.

After 270 unsuccessful attempts, a German scientist called Robert Koch succeeded in identifying the agent of tuberculosis – a slender rod between three and four-thousands of a millimeter in length.

He spent most of his time shut up in his laboratory at the Charity Hospital, Berlin. The door was closed to everybody except his co-workers and his wife. His only other companions were the guinea pigs, rabbits and mice needed for his experiments.

He finally succeeded in isolating the bacillus, a micro-organism that was not only hard to cultivate, but hard to see. It was particularly difficult to stain, since the colouring matter had to be left to act for a period of 12-24 hours. He therefore borrowed a technique from the dyers, that of using alkali with the dye. Added to methylene blue, the alkali acted as a mordant enabling the dye to penetrate the bacillus.

At last the great day came. On March 24, 1882, in a crowded room at the head quarters of the Berlin Philosophical Society, the young man with the pointed beard addressed some 80 fellow-scientists. Robert Koch

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42. What is the important discovery explained in the passage?
- A method of immunizing people against tuberculosis.
  - A test to diagnose tuberculosis in a patient.
  - A test to see tuberculosis in the skeleton of humans who died long ago.
  - The fact that tuberculosis is a disease that passes from a sick person to a healthy one.
43. Where is the first known description of tuberculosis?
- The code of Hammurabi.
  - An ancient Egyptian papyrus.
  - A Neolithic burial ground near Heidelberg.
  - The papers of Robert Koch.
44. Koch stained the bacillus of tuberculosis by \_\_\_\_\_
- combining alkali with the dye.
  - using alkali instead of dye.
  - leaving the pure dye to act on it for 12-24 hours.
  - inviting dyers to come and help him.
45. "... slender rods for **themselves**..." (paragraph 6 line 29) **themselves** refers to
- |                     |                   |
|---------------------|-------------------|
| A. the microscopes  | C. the scientists |
| B. the slender rods | D. the findings   |
46. "At last the great day came." (last paragraph line 23) what does this sentence imply? It implies \_\_\_\_\_
- that there were many scientists gathered.
  - that the head quarter had highly been crowded.
  - that the truth about Tuberculosis was revealed.
  - that the scientists were amazed of the finding.

BOOKLET CODE: 77

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50. 1. It can be made in many ways.  
 2. One easy and most reliable method is boiling.  
 3. This is done by destroying all diseases which may be present in it.  
 4. Disinfecting water means preventing water from water-borne diseases.
- A. 4, 3, 1, 2  
 B. 1, 3, 4, 2  
 C. 2, 3, 4, 1  
 D. 4, 1, 3, 2

**Directions:** For items 51 – 75, choose the alternative that best completes each item.

51. My friend called to ask me \_\_\_\_\_.
- A. what was I doing  
 B. I doing was  
 C. what I was doing  
 D. doing I was
52. That \_\_\_\_\_ be Henok. They said he was tall with long black hair.
- A. is  
 B. will be  
 C. may be  
 D. must
53. Markos \_\_\_\_\_ an accident. He is admitted to hospital.
- A. has had  
 B. will have  
 C. had had  
 D. was having
54. Lalisce and Hadgo \_\_\_\_\_ their bikes all day. They must be exhausted.
- A. have ridden  
 B. have been riding  
 C. was riding  
 D. will be riding

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60. He was very tired when I saw him because he \_\_\_\_\_ too much.
- A. has been studying  
B. will be studying  
C. was studying  
D. had been studying
61. The car's making a funny noise again, \_\_\_\_\_ means we'll have to get someone to look at it.
- A. which  
B. whom  
C. where  
D. who
62. The employee to \_\_\_\_\_ you refer is no longer working for this company.
- A. who  
B. which  
C. whom  
D. what
63. Every morning, my mother \_\_\_\_\_ at 6 o'clock.
- A. will get up  
B. has got  
C. gets up  
D. is getting
64. Gugsu: \_\_\_\_\_ chocolate milk?  
Haile: Yes, I do, but I like pizza better.
- A. Do you like  
B. What about  
C. Have you liked  
D. Did you like
65. This is my friend Urago. He \_\_\_\_\_ baseball.
- A. loved  
B. is loving  
C. loving  
D. loves

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GINBOT 2000/ MAY 2008**

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**Number of Items: 75**

**BOOKLET CODE: 79**  
**Time allowed: 1:30 hours**

**Directions: For items 1 & 2, read the four jumbled sentences given for each. If the sentences are rearranged logically, they can make one coherent paragraph. Choose the alternative that shows the best arrangement.**

1. 1. After filling up the form, hand it over to the manager who will take your signature on another form.  
2. Now the process is almost complete the only thing left is to deposit 50 birr, a minimum amount of money usually required for opening an account.  
3. If you are convinced of its services, you can obtain a form from the dealing clerk.  
4. To open a saving account, you must first of all visit a bank of repute in the locality.

A. 2, 3, 4, 1  
B. 3, 4, 1, 2

C. 1, 4, 3, 2  
D. 4, 3, 1, 2

2. 1. Like the Earth, Mars has polar caps that probably are of ice and snow.  
2. The caps get larger in the winter and slowly melt away in the summer.  
3. The planet Mars is more like earth than any other planet.  
4. Scientists think that Mars has an atmosphere.

A. 4, 1, 2, 3  
B. 3, 4, 1, 2

C. 1, 3, 2, 4  
D. 2, 3, 1, 4

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**Directions:** For items 6-15, read each situation or dialogue carefully. Then, choose the alternative that best completes each situation or dialogue.

6. Selamawit is preparing to leave home for an emergency meeting she has at her office. Alemu, her brother, wants her to get him his cloth from the laundry on her way back home. But she knows that she can't do it and wants to refuse this politely. What would she say?
- A. I certainly won't do it.  
 B. Don't bother me, please. I have so many things to worry about.  
 C. No way Alemu, I don't have time to carry it.  
 D. I'm sorry Alemu, I can't help you. I have some other materials to carry.
7. Caller: Hello, can I speak to Engineer Sahilu, please?  
 Receiver: \_\_\_\_\_. Who is calling, please?
- A. Hold on please  
 B. Thank you  
 C. Hello  
 D. Let me call
8. Stranger: Excuse me, could you tell me where the post office is, please?  
 Police officer: \_\_\_\_\_
- A. Well, I could. Go along this road as far as that building and do it yourself.  
 B. Excuse me, it's not my duty.  
 C. You go straight along this road and take the second turning to the left.  
 D. That's none of my business, is it?



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22. As soon as Gadissie saw the accident, she \_\_\_\_\_ the police.
- A. telephoned  
B. telephones  
C. was telephoning  
D. had telephoned
23. Ujulu: What happened to Lulit? She is crying.  
Zewge: I think she \_\_\_\_\_ her ID card again.
- A. has lost  
B. must have lost  
C. must lose  
D. had lost
24. Please check the temperature as it \_\_\_\_\_.
- A. rose  
B. raised  
C. rises  
D. raises
25. Lemma can understand Harari \_\_\_\_\_ he can't speak it.
- A. as though  
B. though  
C. if  
D. because
26. I asked my wife to go out for dinner but she said she couldn't afford \_\_\_\_\_ because she was too busy.
- A. to go out  
B. goes out  
C. going out  
D. go out
27. The first thing I will do if I \_\_\_\_\_ my driving license is to drive to the Rift Valley lakes for a long vacation.
- A. had gotten  
B. get  
C. got  
D. will get

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33. **Police:** Why are you looking through the key hole?  
**Samso:** Because I want to check if I have left my mobile phone **inside**.  
**Seid:** Samson, what did the police ask you?  
**Samso:** \_\_\_\_\_
- A. The police asked me why I am looking through the key hole.  
 B. The police asked why was I looking through the key hole.  
 C. The police asked me why I am looking through the key hole.  
 D. The police asked me why I was looking through the key hole.
34. Markos and Seble have been friends for a long time now. They met for the first time 15 years \_\_\_\_\_.
- A. since  
 B. part  
 C. ago  
 D. later
35. Governments \_\_\_\_\_ support terrorists should know that their action is harmful to the development of their country.
- A. whom  
 B. which  
 C. those  
 D. whose
36. If I \_\_\_\_\_ French in high school, I would have more job opportunities.
- A. am taking  
 B. take  
 C. have taken  
 D. had taken
37. One of the causes of headache is poor posture. The muscles of the neck become tense and sore \_\_\_\_\_ they have to support the weight of the head in an upward position.
- A. but  
 B. therefore  
 C. because  
 D. so that

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Directions: For items 74 & 75, read the following paragraphs carefully. Then choose the best alternative that shows the main idea of each paragraph.

### Paragraph 1

Halima loves to play games. Her favorite game is chess because it requires a great deal of thought. Halima also likes to play less demanding board games that are played mostly based on luck. She prefers Monopoly because it requires luck and skill. If she is alone, Halima likes to play action video games as long as they are not too violent.

### Paragraph 2

Someday we will all have robots that will be our personal servants. They will look and behave much like humans. We will be able to talk to these mechanical helpers and they will be able to respond in kind. Amazingly, the robots of the future will be able to learn from experience. They will be smart, strong, and untiring workers whose only goal will be to make our lives easier.

74. The main idea of paragraph 1 is \_\_\_\_\_.
- A. Halima enjoys Monopoly
  - B. Halima enjoys playing games
  - C. Halima dislikes violence
  - D. Halima likes to think
75. The main idea of paragraph 2 is \_\_\_\_\_.
- A. Robots will look and behave much like humans
  - B. Amazingly, robots of the future will be able to learn from experience.
  - C. People will own robot servants in the future
  - D. We will be able to talk to robots

## DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

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Signature: \_\_\_\_\_

Place: Institute of Language Studies, Addis Ababa University