

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**AN EXPLORATION OF THE CONTENT VALIDITY OF THE
1997 E.C. EHEEC ENGLISH LANGUAGE EXAMINATION**

BY
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Table of Contents

Title	Page
Acknowledgements.....	i
Table of Contents.....	ii
List of tables.....	v
Abstract.....	vii
CHAPTER ONE: INTRODUCTION	1
1.1. Statement of the Problem	1
1.2. Objective of the Study	2
1.3. Objective of the Study	3
1.4. Scope of the Study	4
1.5. Limitation of the Study.....	4
1.6. Definition of Important Terms Used	4
CHAPTER TWO: REVIEW OF RELATED LITERATURE	5
2.1. Relationship between Teaching and Testing.....	5
2.2. The Essential Characteristics of a Test	6
2.2.1. Validity	6
2.2.2. Reliability	7
2.2.3. Practicality	8
2.2.4. Comprehensiveness	8
2.3. Achievement Test	8
2.4. Test Specification.....	9
2.5. The Content Validity of a Test	10
2.6. Testing Principles.....	12
2.6.1. Principles of Testing Speaking	12
2.6.2. Principles of Testing Writing.....	13
2.6.3. Principles of Testing Reading	13
2.6.4. Principles of Testing Listening.....	15

2.6. Testing Principles.....	12
2.6.1. Principles of Testing Speaking	12
2.6.2. Principles of Testing Writing	13
2.6.3. Principles of Testing Reading	13
2.6.4. Principles of Testing Listening.....	15
2.6.5. Principles of Testing Grammar and Vocabulary	15
2.7 Test Format	16
CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN	17
3.1. Methodology.....	17
3.1.1. Sources of the Data	17
3.1.2. The Sample Subjects	17
3.2. Instruments.....	18
3.2.1. Document Inspection	18
3.2.2. Questionnaire	18
3.2.3. Interview	18
CHAPTER FOUR: THE DATA AND ITS ANALYSIS	19
4.1. An Overview of the Relationship between the Preparatory Textbooks and the Syllabus	19
4.2. General Objectives of the Syllabus	19
4.3. General Objectives of the Eleventh and Twelfth Grades Textbooks	20
4.4. The Content Areas of the Preparatory Textbooks	20
4.5. The Content Areas of the 1997 E.C. EHEEC English Language Examination.....	24

4.7.2. The Teachers' Responses to the Questionnaire	
4.7.3. IER coordinator's Response for the Interview	

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS	47
5.1. Summary of the Findings	47
5.2. Conclusion	48
5.3. Recommendations	49
Bibliography	50
Appendices	53
Appendix A: The 1997 E.C. EHEEC English Language examination ..	54 ..
Appendix B: Questionnaire for the 1997 E.C. EHEECE Candidates ..	81 ..
Appendix C: Questionnaire Teachers'	85
Appendix D: Interview Questions for IER Coordinator of EHEEC Preparation Center	90

List of Table

	Page
Table 1: Contents and Periods Given for Teaching the Preparatory Students.....	21
Table 2: Summary of the Number of Different Content Areas of Grades Eleven and twelve English Textbooks.....	22
Table 3: Summary of the Lessons in the Preparatory Class.....	23
Table 4: The Content Areas of the 1997 E.C. EHEEC English Language Examination	25
Table 5: The Number of Questions in the 1997 E.C, EHEEC English Language Examination	26
Table 6: Teaching Time Distribution for the Content Areas of Preparatory Classes and the number of questions in the Entrance Examination	27
Table 7: Ranking the Major Content Areas	28
Table 8: Ranking Difference of the Six Content Areas' Time Given and the Number of Questions	29
Table: 9) Students' Responses to the Assessment Capacity of the 1997 E.C. EHEEC English Language Examination.	33
Table 10: Students Response to the Paper-and-pencil Speaking Entrance Examination	34
Table 11: The Respondents' Advice for the Success of Students who will Take the Entrance Examination.....	35
Table 12: Students' Response to the Format of the 1997 E.C. EHEEC English Language Examination	36
Table 13: The adequacy of the 1997 E.C. EHEECE in English language.....	38
Table 14: The Teachers' Response to Testing Punctuation	

and Testing Speaking.....	38
Table 15: According to the 1997 E.C. EHEEC English Language Examination, the teachers' Advise for the Students who will Take the Entrance Examination.....	39
Table 16: The Test Designers employed table of Specification for Constructing the 1997E.C. English Entrance Examination.....	40
Table 17: the Rank of the Language Skills/Sub-skills According to the Emphasis Given in the 1997E.C EHEECE.....	41

language in relation to the contents of the preparatory classes' (first and second years) English language textbooks and syllabus.

The specific objectives of this study are to answer the questions:

Do the contents of the 1997 E.C. EHEEC English language examination adequately samples the contents of the Grades eleven and twelve English language textbooks and syllabus?

Do the test formats employed in the 1997 E.C. EHEEC English language examination adequately reflect the formats used in the formats used in the exercises of the Grades eleven and twelve English language textbooks?

Thus, the main purpose of the present research is to assess the content validity of the English language components of the Ethiopian Higher Education Entrance Certificate Examination (EHEECE) vis-a-vis the contents of the preparatory Years I and II textbooks, teachers' guides and syllabus. Accordingly, the study intends to:

- 1 determine whether or not the Ethiopian Higher Education Entrance Certificate Examination in English language is a valid test;
- 2 assess the contents of the textbooks;
- 3 check the attitude of students to wards the EHEEC English language examination, and
- 4 check the feeling of teachers towards the EHEEC English language examination.

1.3. The Importance of the Study

Harrison (1983: 7) says, "An achievement test looks back over a longer period of learning." This kind of test is intended to show how much the students know of what they have learnt in a given course. The EHEEC English language examination seems to be an achievement test because the contents of the entrance examination questions contain the topics of preparatory lessons. For this reason, the main objective of this study is to check whether or not the entrance examination currently administered in preparatory schools adequately reflects the contents and exercises of the preparatory textbooks or not. The

outcome of this research is hoped to:

- 1 show which language skills have been given attention and which have not;
- 2 show which language areas have been given more attention and which have not;
- 3 help as a feedback for constructing a valid test, and
- 4 serve as a stepping stone for further studies.

1.4. Scope of the Study

The contents of the preparatory first and second year English language textbooks and the contents of the Ethiopian Higher Education Entrance Certificate Examination in English language of the 1997 E.C. are taken as frames of reference. This study, thus, focuses only on the content validity of the English language entrance examination.

1.5. Limitation of the Study

Though it was the researcher's intention to assess tests administered in many schools and many years of entrance examination, time and financial problems have not enabled him to do so. Therefore, the 1997 E.C. English language entrance examination, the preparatory textbooks, teachers' guides and the syllabus were given much consideration.

1.6. Definition of Important Terms Used

Validity: The extent to which a test measures what is intended to measure (Hamp-Lyons, 1997)

Content validity: The degree to which an examination or a test provides adequate and representative sample of a particular content (Harrison, 1983).

EHEECE: The Ethiopian Higher Education Entrance Certificate Examination

IER: The Institute for Educational Research

ICDR: Institute for Curriculum Development and Research

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Relationship between Teaching and Testing

As many scholars indicated teaching and testing are so interrelated that anyone cannot think of testing without teaching, especially in achievement tests. Harrison (1983: 1) explains, "a test is seen as a natural extension of classroom work, providing teachers and students with useful information that can serve each other as a basis for improvement." Heaton (1990), Canale and Swain (1980), and Weir (1990) also greatly emphasize the indispensable nature of the close relationship between language teaching and testing. Thus, a good language test has been considered as an instrument to check whether or not the teaching method is clear for learners. If the result of the test is good, the teacher will continue with that teaching method, or, if the result is poor, the teacher may change his/her teaching method.

So, the test can show the teacher about the importance or usefulness of his/her teaching method. It is, therefore, advisable for teachers to give great consideration to their tests as they do to their teaching and know the strong sides of tests, their limitations, and the situation they may be appropriately used for. This is because as Hughes (1991: 6) argues:

Two teaching institutions may require very different tests, depending, amongst other things, on the objectives of their courses, the purpose and importance of tests, and the resources that are available.

Therefore, tests are unavoidable part of teaching because they are sources of information or feedback for students, teachers, and subject experts. In order to use tests as feedback, teachers, students, or subject experts should know that tests would vary according to a given purpose. According to Hughes (1991: 7), tests are supposed to:

- 1 measure language proficiency regardless of any language courses that candidates may have followed,

- 2 discover how far students have achieved the objectives of a course of study,
- 3 diagnose students' strengths and weaknesses and thus identify what they know and what they do not know, and
- 4 assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.

Usually, an achievement test helps both teachers and learners to evaluate the progress made in the teaching/learning process. The present researcher's intention is thus to evaluate the content validity of the Ethiopian Higher Education Entrance Certificate Examination in English language in relation to the contents of the preparatory textbooks and syllabuses.

2.2. The Essential Characteristics of a Test

Scholars like Brown and Hudson (2002), and Bell (1991), explain that the principles of testing and the types of test items we construct do not only influence the quality and the expected outcomes of the test, but also influence the way students reflect their behaviours or performances on the test. Likewise, the quality of each instruction of the different types of items can determine the way the testees respond at each level.

The characteristics of language test, as stated by Heaton (1982), Hopkins (1998) and Weir (1993), are especially relevant to this paper and so are summarized as follows:

Language tests vary depending on the purposes of testing the candidates. However, an important thing that holds true for any test is that, since there is no perfection in the construction of a test, we have to bear in mind that when constructing a test, there are certain underlying principles that make the test efficient and successful in measuring the expected desired behaviors or performances of the testees. These characteristics are:

2.2.1. Validity

According to Davies and Upshur (1994), Celece-Murcia (1991) and Hamp-

Lyon^s (1997), if a test has validity it will test what is important to be tested in a given lesson or course. Similarly, Hughes (1991: 22) says that "a test is said to be valid if it measures accurately what it is intended to measure." Here, the intention of testing will be determined by the purpose of a given test. As Davies (1996) as well as Hamp-Lyons (1997) says, validity is based on the accumulation of evidences that support the use of a particular test for a particular purpose. For example, if a test is set to measure the students' comprehension abilities, each of the items must test those areas of competency to be considered valid. But, if the items tend to measure only vocabulary or grammar aspects used in the reading text, it loses the quality of being valid as the purpose is not measuring vocabulary or grammar points in that specific context (Hamp-Lyons, 1997).

Moreover, a test can be considered invalid if representative samples from any covered or taught important portion or lesson of a course are not included. These lessons can be grammar points, or skills, such as reading, speaking, listening or writing (Davies and Upshur, 1994). So, a written test should cover every possible language aspects that students have learnt, depending on the importance and size of the topics. It is important not to focus on areas which are simply easy to construct and test. In other words, a test constructor should not be simply dictated by his own needs to test only what he wants to test. A valid test is logical and reasonable in that it is a representative sample of the objectives, contents and tasks of those areas that students have already learnt.

2.2.2. Reliability

A test is reliable if it reflects a consistent measure of students' performance. That is to say that the scores obtained by students on one occasion should be similar to the scores to be administered again on different occasions. To maintain the reliability of the test, one way to make sure those areas to be tested is thoroughly taught or covered in the classroom. The answer to any question should not be simply a lucky guess and the distracters should not easily distract the testees' attention.

Students should be clear with the instructions and getting the correct

answer should not be the possibility of a misinterpretation of any question. Each question has to be clearly stated with simple and understandable language without causing any ambiguity in any way. If there is supposed to be only one possible answer, the question should be so worded that there is only one best answer.

In addition, the testees need to be familiar with the format and techniques of the test they are to take. What is more, in order to get students who have adequately desired behaviors and performances, the test should be given in a suitable context and sufficient time. It should be administered under uniform and non-distracting conditions so that the result will not be affected by other external factors.

2.2.3. Practicality

A test is not expected to be designed beyond the means of a school/college to administer, or the students to take it. So, some factors such as time constraints, financial limitations, and the easiness to administer and score the test should be clearly decided ahead of time.

2.2.4. Comprehensiveness

We can say that a test is comprehensive if it contains questions from each content and skill of the language. Regarding this Dejenie Leta (1994:6) says, "A foreign language test is comprehensive when it contains an appropriate proportion of items from all aspects of the material to be tested."

2.3. Achievement Test

In Ethiopia, the preparatory English language textbooks and syllabus are designed with different content areas and language skills to be taught in the preparatory classrooms. In addition to this, there are some questions that are considered as tests but there is no more emphasis given like teaching. However, language teaching and testing are closely interrelated, so equal emphasis should be given to both aspects. Harrison (1983) says that an achievement test looks back over a long period of time and is intended to show the standard which the students have now reached in relation to other students at the same

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stage and the test must reflect the content of the whole course. In addition to the above idea, Bell (1991) argues that an achievement test seeks to determine the extent to which a learner has mastered the content of a particular course. Allen and Davies (1977) also explain that an achievement test is a test which assesses the students' ability from which they have learnt from a know syllabus. According to the above definitions and explanations, an achievement test should contain only test items based on what has been taught in a given lesson or course.

Many achievement tests take place either at the end of a course or as a test at the end of a number of units of instruction. Thus, the Ethiopian Higher Education Entrance Certificate Examination in English language may be considered as an achievement test in accordance to the above definitions and explanations, and it was administered at the end of preparatory class course.

So, the Ethiopian Higher Education Entrance Certificate English language examination should be designed based on the texts learnt in preparatory classes. The test should be syllabus-based, and a proper sample of the contents of the textbooks. In other words, the test should contain appropriate portion of the language skills and structures in relation to the focus of the textbooks.

2.4. Test Specification

As regards tests that are teacher made or standardized to be constructed as valid, test specification is necessary because it helps to construct a balanced number of questions in each content areas or language skills according to the emphasis given for teaching them. So, the test will indicate the strength or weakness of students if the test is constructed by using table of specification. According this idea Lefrancois (1991: 371) says that:

A students' test performance consists of a sample of behaviors (selected from a large number of potential behaviors) that (we assume) represents some knowledge, ability, or attitude that we use as the basis for making inferences.

These behaviors are not directly measured, but simply references. In order to

construct a valid test, a table of specification specifies the topics to be tested, the nature of the questions to be used, how many questions will relate to each topic (Ibid). Thus, test specification shows the content areas and competencies covered during the course. It is also consistent with the purpose of the test and adequately samples the universe of knowledge and the language skills.

It is not always possible to cover all the topic areas, but it is important to sample the most important areas appropriately. In order to do this, a table of specification is important because it insures, as far as possible, that the test reflects all the areas to be assessed in a suitable proportion and also represents a balanced sample.

2.5. The Content Validity of a Test

Experts in test analysis show different types of validity. Some of them are face validity, criterion-related validity, construct validity, and content validity. When we analyze what we have learnt in a given course, more emphasis is given to content validity. This is because content validity is one of the major aspects required in the design and construction of achievement tests. In this test type, in order to test what students have learnt, the examiner should observe the contents he/she has taught during the lesson or the course. If the examiner constructs a test which has a balanced content from each topic, this is called content validity.

In relation to the above idea, scholars such as Harrison (1983), Davies and Upshur (1994), Bachman (1990), Hughes (1991) explain the relevance of content validity. Some of the points they indicate as content validity are that the contents of the test should match with the contents of the teaching program (Davies and Upshur, 1994). In other words, Hughes (1991) says that a test is said to have content validity if its content constitutes a representative sample of the language skills and structures with which it is meant to be concerned. Lefrancois (1991) also argues that content validity is the extent to which a test measures what it purports to measure and that the content of items is analyzed in relation to the objectives of the course unit or lesson. Palmer and Bachman

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in Alderson (1981: 138), also define content validity as:

The extent to which the selection of tasks one observes in test- tasking situation is representative of the language set (universe) of tasks of which the test is assumed to be sample of a given content.

A set or universe of tasks is the content domain of the set of knowledge or behaviors that the test represents (<http://xnet.rrc.mb.ca /tomb/validity-i.htm>). According to Herrison (1983), a content valid test is a test which will be a representative sample of a teaching universe.

According to the above scholars' ideas, content validity stresses that the test reflects all the areas to be assessed in a suitable proportion and it also represents a balanced content. The content validity of a given test is specified by drawing table of specification which indicates the language skills, and the structures in a given language course and the amount of time each content takes. So, a given test which has content validity provides adequate information about the content of what the students have learnt.

However, if the test is invalid or the content validity of a given test is inadequate, the test will have negative effect on the students' future performance because the test will not measure what it intends to measure. In relation to this, Good and Brophy (1990: 690) state that if "the validity of a test is reduced by anything that reduces the degree to which the test measures what it is supposed to measure." This problem will be created because the tests lack content validity. If the test does not include representative contents, it may be inappropriate for the students, and the evaluator will not get the expected results. As a result, the test will have negative effect on the students' future performance.

In order to solve the above-mentioned problem, testing specialists suggest the importance of test plan which is much concerned with an outline or content specification on the basis of which they construct the test items. According to this view, Alderson (1981), Hughes (1989), and Bachman (1990) give more emphasis to the great role that content specification plays in maintaining

content validity. For insuring the content validity of an achievement test, an explicit plan for constructing the test is more appropriate because the plan helps the test designers to construct questions which are adequately representative of the content coverage of a given syllabus.

2.6. Testing Principles

According to Weir (1993), if the ways of testing is appropriately designed, the students will have positive attitude towards examination, and the learning of a given course. Especially, in achievement tests, if the test has content validity, it "includes items that sample all important course objectives," Lefrancois (1991: 374). Therefore, the tests can have a beneficial influence on the teaching that precedes them, (weir, 1993). This can have a positive backwash effect of testing on teaching (Ibid).

However, if the test is not content valid, it is likely to have a harmful backwash effect (Hughes, 1991). The content areas which are not tested are likely to become areas ignored in teaching and the content of the test is determined by what is easy to test rather than what is important to test (Ibid).

Thus, in order to build positive factors and reduce negative attitude towards an examination, we may follow testing principles. These principles of testing will elicit the students' behavior, and will tell us about their language strengths and weaknesses.

If the testing principle is designed and the test is administered appropriately, it will help the next teaching and learning process and identify the problems of students. According Weir (1993), testing principle is a principle which is used for testing skills and contents, and will elicit behaviors which are reliable and valid indicators of students' ability, and has a beneficial backwash effect.

2.6.1. Principles of Testing Speaking

The objective of teaching spoken language is to develop the students' ability to interact successfully in that language, and this involves the comprehension as well as production of a given idea according to a given topic.

According to Weir (1993) and Hughes (1991), the principle of testing speaking is to test whether the learners can speak or not. It is necessary to get them to take part in direct spoken activities. According to this view, Weir (1993: 31) says:

If we wish to make statements about capacity for spoken interaction, we are not (sic) longer interested in multiple-choice pencil and paper tests; that is, direct test of speaking where spoken language is conspicuously absent. To test spoken ability we should require candidates to demonstrate their ability to use the language.

Therefore, if we make speaking test more direct, we can incorporate contextual and interactional features of real life activities in our tests. According to this view, the present researcher wants to check whether or not the EHEECE in English language speaking test in 1997 E.C. was prepared according to the above view.

2.6.2. Principles of Testing Writing

There are different stages in teaching writing. Each stage of writing requires different types of evaluation. The best way to test people's writing ability is to get them to write (Hughes, 1991). The students' performance on different tasks is not consistent. For this reason, we have to offer candidates as many 'fresh starts' as possible, as each task can represent a fresh start (Ibid). Weir (1993) also says that the more samples of a student's writing in a test, the more reliable the assessment is likely to be, and the more confidently we generalize the performance of students on a given task.

Thus, the present researcher wants to know the writing tasks in preparatory textbooks, and check whether or not the 1997 E.C. EHEEC English language examination writing test appropriately includes the tasks of the textbooks.

2.6.3. Principles of Testing Reading

Students can employ a number of tasks when they are reading a given

text, and their success in understanding the content of what they read depends to a large extent on their practice with the sub-skills of reading. Harmer (1998) states the following sub-skills of reading:

- 1 extracting specific information,
- 2 extracting detailed information,
- 3 getting general ideas,
- 4 deducing meaning from context, and
- 5 recognizing function and discourse patterns.

Madsen (1983) argues that a reading test will lack content validity if success on the examination depends on the information provided out of a given passage, for example, familiarities with the British or American culture. For this reason, reading is seen as a selective process taking place between the reader and the text. In order to read a given comprehension text effectively, learners use their sub-skills of reading and interact with given information in a reading text. Thus, Weir (1993: 65) says:

In constructing tests it is impotent to include texts and activities which were [sic] mirror as closely as possible those which students have been exposed to and/or are likely to meet their future target situations. The purpose for reading them in the test should, whenever possible, match the purposes for reading those texts in real life.

Hughes (1991) also says that the contents for testing reading will show different skills or techniques of reading as follows:

- 1 scanning text to locate specific information,
- 2 skimming text to obtain the gist, and
- 3 identifying examples presented in support of arguments.

In order to test students, the test have to contain questions which require scanning, skimming, finding detailed information, deducing meaning, recognizing functions and discourse patterns.

So, the main purpose of the present researcher is to check whether or not the 1997 E.C. EHEEC English language examination includes the above sub-skills of reading.

2.6.4. Principles of Testing Listening

The principles of testing listening are the same as the principles of testing speaking as both require the test to be interactive. In testing listening, the speaker influences the listening conditions. The two skills are interrelated and one skill influences the other. As Hughes (1991) argues, the listening and speaking skills are typically exercised together in oral interaction. Preparatory students have learnt listening, so the researcher wants to know the focus of the listening topic in the entrance examination.

2.6.5. Principles of Testing Grammar and Vocabulary

When test designers prepare skill tests, they expect students to write grammatically correct sentences. Madsen (1983: 34) explains that:

Grammar tests are designed to measure students (sic) proficiency in matters ranging from inflections (bottle-bottles, bake-baked) to syntax. Syntax involves the relationship of words in a sentence, including matters such as word order, use of the negative, question forms, and connectives.

The test of grammar includes limited response, multiple choice, completion and cloze tests (Madsen, 1983).

The next is about vocabulary testing which requires clear knowledge of vocabulary for the development of students' language skills. Madsen (1983: 12) says, "the purpose of vocabulary tests is to measure comprehension, and production of words used in speaking and writing." For testing vocabulary, Hughes (1997) says, all the items presented to the students should be included in the tables of specification; including the items that the students have learnt in other activities such as reading, writing, speaking and listening lessons, and that the test will be prepared according to the vocabulary's usefulness to students.

Therefore, the present research attempts to check whether or not the vocabulary and grammar questions in the 1997 E.C. EHEEC English language examination satisfy minimum requirements as given above.

2.7 Test Format

Scholars like Heaton (1988), Baker (1989) and Davies and Upshur (1993) point out that test format could affect students' performance and the scores of individual candidates obtained on the given test. This is because reactions of each individual to different formats may vary from person to person. That is to say, the students' performance with the objective, subjective test formats may vary from person to person, Davies and Upshur (1994) stress the necessity of taking characteristics of testees into consideration as they have their own impact upon both the reactions to a test and the performance on it.

According to Best and Kahn (1993) the test format is divided into two broad divisions; the first one is subjective format, this includes: composition, translation and open ended questions. The second type of items classified under this format include: multiple choice, gap filling, sentences to be transformed into different ways and true or false questions. According to Baker (1989:35) all of this item types have the following characteristics:

- there is only one correct answer for each item,
- each item samples a particular element through the use of one skill
- items are not dependent on one another,
- changing one item does not change the testees performance on the other item of the test.

Although the discrete point format is convenient both in easiness in administration and scoring reliably, it has got its own short comings Baker (1989) says that most discrete item types involve little or no active production of the part of the candidate, the test require only the testees' recognition of the correct form or the writing of just one word. Hughes (1991) also says that especially if only multiple-choice items are employed for writing skill test, then there is great pressure to practice such items rather than practice the skills.

For this reason, Ethiopian Higher Education Entrance Certificate English language examination should test the skills rather than testing about the skills.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1. Methodology

As stated above, the objective of this study is to investigate the content validity of the Ethiopian Higher Education Entrance Examination in English language in 1997 E.C. Hence, both quantitative and qualitative methods will be employed in the investigation.

The researcher wants to compare the contents of the preparatory first and second year students' textbooks with those of the EHEEC English language examination of the 1997 E.C. This is because, in this grade level, the examination determines the placement of students in tertiary level education. Thus, as examination determines the future hopes of the learners, its construction should be given more consideration.

3.1.1. Sources of the Data

The main sources of data in this study will be:

- 1 the textbooks, teacher's guides and the syllabus, which are used as guides for the preparatory teachers as well as students;
- 2 teachers who are currently teaching in Addis Ketema, Keftegna 23, and Derartu Tulu preparatory classes;
- 3 Addis Ababa university English language majoring second year students who took the 1997 E.C. EHEEC examination, and
- 4 Addis Ababa University IER coordinator for preparing the EHEEC English language examination.

The preparatory level is selected for the research to assess the content validity of the Ethiopian Higher Education Entrance Certificate examination in English language in 1997 E.C.

3.1.2. The Sample Subjects

The subjects of the study are ten English language teachers who teach in Addis Ketema, Keftegna 23, and Derartu Tulu preparatory classes. Four

teachers from Addis Ketema, four teachers from Kefteгна 23, and two teachers from Derartu Tulu secondary schools were taken as a subject of study. All are preparatory teachers and all preparatory teachers from these three schools were chosen as a subject of study; a sample of fifty students were randomly selected out of a total of 154 students from Addis Ababa University English language majoring Second Year students who took the 1997 E.C. EHEECE; and one coordinator from AAU, Institute for Educational Research for preparing the EHEEC English language examination was randomly selected.

3.2. Instruments

3.2.1. Document Inspection

The preparatory students' textbooks, teachers' guides, the preparatory classes' syllabus and the 1997E.C. Ethiopian Higher Education Entrance Certificate English language examination were analyzed to find out the content validity of the examination.

3.2.2. Questionnaire

The questionnaires are for Addis Ketema, Kefteгна 23, and Derartu Tulu Secondary School teachers, and Addis Ababa University English language majoring Second Year students who took the 1997 E.C. EHEEC English language examination.

The questionnaires are of two types: open-ended and close-ended. The researcher chooses the two types of questionnaire in order to check up the plausibility of their answers. In addition, it is hoped that the open-ended questionnaire would help the respondents give their views freely.

3.2.3. Interview

The interview was presented for one English language coordinator from the Addis Ababa University Institute of Educational Research. The subject is the coordinator for preparing the entrance examination. The sample interviewee was selected randomly from two responsible bodies for preparing Ethiopian Higher Education Entrance Examination in English language.

The interview questions are unstructured and focus on the preparatory textbooks and the way the 1997 E.C. Ethiopian Higher Education Entrance Certificate English language examination was prepared.

CHAPTER FOUR

THE DATA AND ITS ANALYSIS

4.1. An Overview of the Relationship between the Preparatory Textbooks and the Syllabus

The currently used English language syllabus for preparatory schools appears to be more communicative. The preparatory textbooks are direct reflections of the preparatory class syllabus as indicated from the syllabus. The syllabus mentions that the main purposes of the preparatory syllabus are the following:

- a) The syllabus can be used as a quick reference or guide for the English language teacher. and
- b) It is the basis for the development of the students' book, teacher's guide, and the preparation of examinations.

4.2. General Objectives of the Syllabus

As indicated in the syllabus, one of the main purposes of the fourth cycle education in grades eleven and twelve is to provide the academic needs for tertiary education; the other purpose of the syllabus is to develop the skills, which the students have learnt in the previous classes such as listening, speaking, reading and writing, and the language contents such as grammar and vocabulary. In addition to these, the syllabus gives attention to the study-skills such as note-making and summary, note-taking, skimming and scanning, reference skills, describing process, and writing composition and reports (Taylor, 2000).

The syllabus indicates the following objectives:

At the end of grade twelve (preparatory classes), the students should be able to:

- .use the English language spontaneously and flexibly for oral communication in an academic environment and in other situations where the use of English is appropriate,
- . understand the different types of written materials in English that they study at school,

- .read efficiently, critically and make discriminating judgments,
- .produce the kinds of writing which will be expected of them in their chose subject specialisms, that is, essays, reports, notes and summaries, and
- .employ the study skills, which they will, need in order to operate effectively as tertiary level students.

4.3. General Objectives of the Eleventh and Twelfth Grades Textbooks

The preparatory textbooks of grades eleven and twelve show that the contents in all units are the four language skills and the study skills. Part Two of the textbooks shows the grammar parts.

This indicates that a good attention has been given to enhancing the learners' language skills and study skills. In the English language syllabus of grades eleven and twelve(p,ii) the following idea is indicated:

The English syllabus of grades eleven and twelve will(sic), therefore, whilst consolidating and extending the work done so far with regard to listening, speaking, reading, writing, grammar and vocabulary, now focus on developing further the study skills required for success in education both at school and particularly at the tertiary level.

This idea indicates that the preparatory level (grades eleven and twelve) English language teaching is intended to develop the students' language skills and study skills to help them to develop their ability in their future careers, that is to say, to help the students to be effective at tertiary level.

4.4. The Content Areas of the Preparatory Textbooks

The textbooks of preparatory level are three: two books for grade eleven, and one for grade twelve. The three books have two parts. Part one has six sections: comprehension, vocabulary, note-making and summary, speaking, listening and writing. Part two is grammar as a form of revision.

The contents of the textbooks are shown below in Table (1). The horizontal lines show the list of the contents of the textbooks, while the vertical lines show the units of the textbooks and the periods for each topic (eleventh and twelfth grade books).

20

Handwritten notes and signatures in blue ink, including a large signature and the word 'Hand'.

Table 1: Contents and Periods Given for Teaching the Preparatory Students

Grade	Unit		Reading	Vocabulary	Grammar	Speaking	Listening	Writing
Eleven	1	Periods	2	2	2	4	2	2
	2	Periods	2	2	2	3	2	3
	3	Periods	2	1*	3*	3	2	3
	4	Periods	2	2	2	3	2	2
	5	Periods	2	2	2	4	2	3
	6	Periods	2	2	2	3	2	3
	7	Periods	2	2	2	3	2	3
	8	Periods	2	2	2	3	2	3
	9	Periods	2	2	2	4	2	3
	10	Periods	2	2	2	4	2	3
	11	Periods	2	2	2	3	2	3
	12	Periods	2	2	2	3	2	3
	13	Periods	2	3	2	3	2	3
	14	Periods	2	2	2	3	2	3
Twelve	1	Periods	4	4	2	6	4	6
	2	Periods	4	4	5	6	4	6
	3	Periods	4	3	4	6	4	6
	4	Periods	4	4	4	6	4	7
	5	Periods	4	4	4	6	4	7
	6	Periods	4	4	4	7	4	6
	7	Periods	4	4	4	7	4	6
	Total Periods	Periods	57	55	58	90	56	84
	Percentage of the time given		14.25	13.75	14.5	22.5	14	21

57

Note: * shows that in Unit3 Vocabulary section in grade 11 lesson 'can' and 'be able to' was taught as vocabulary lesson. So, one period from vocabulary lesson is subtracted and added from the grammar part because 'can' and 'be able to' are grammar topics.

As we can see from table 1, the contents of the preparatory textbooks are put under six major sections. The periods required for each section are indicated from the syllabus.

The number of items in the practice exercises was listed with the corresponding format, that is to say, the types of formats or tasks are pointed out.

Putting each section of the preparatory lessons in the textbooks quantitatively is possible in terms of the periods allotted for each section as the period indicates the amount of emphasis given for each section.

The periods are allotted for reading, vocabulary, grammar, speaking, listening and writing sections.

The note-making and summary section as well as the punctuation activities is put under writing section. So, they don't constitute independent sections in the syllabus of the preparatory grade level.

The content areas such as reading, vocabulary, grammar, speaking, listening and writing are summarized in figures and percentages with the periods allotted in the preparatory syllabus. The following table shows the content areas and the periods given in figures and percentages. The periods include all the preparatory classes time for teaching eleventh and twelfth grade students.

Table 2: Summary of the Number of Different Content areas of Grades Eleven and twelve English Textbooks.

No.	Content Areas	Total Periods	Percentage
1	Reading comprehension	57	14.25
2	Vocabulary	55	13.75
3	Grammar	58	14.5
4	Speaking	90	22.5
5	Listening	56	14
6	Writing	84	21
	Total	400	100

Of the total of 400 periods of English language lessons 90(22.5%), of the periods are speaking lessons and 84(21%) of the periods are devoted to writing skill lessons, as can be seen in Table 2. The other content areas constitute 57(14.25%), 55(13.75%), 58(14.5%), and 56(14%) periods of teaching time for reading, vocabulary, grammar and listening topics, respectively.

However, the time given for reading comprehension, grammar, listening and vocabulary are almost equal periods of 57, 58, 56, and 55 respectively. But, we can understand that speaking and writing are given more emphasis according to Table 2

The teacher's guide shows that the teaching and learning practices that are given in preparatory lessons are indicated below:

Table 3: Summary of the Lessons in the Preparatory Classes

Skills/Contents	Types of Exercises	Types of Activities
Reading	- Skimming and/or scanning, vocabulary extension, oral and written comprehension, note- making, interpreting, completing, producing tables and diagrams,	Pair, group and individual works
Vocabulary	unfamiliar words, idiomatic expressions, phrasal words , words building, synonyms and autonyms, homonyms, misspelt words	Group, pair and individual works
Listening	-listening comprehension, note-taking, dictation	Group, pair and individual work
Writing	-Written answers for comprehension questions dictations, and note making, gradual move from 'controlled' to guided to 'free' writing	Group, pair and individual work
Grammar	- As section of grammatical structures	Group pair and individual work
Speaking	- communicate meaningfully in social situation	Group pair and individual work

As regards the reading skill lessons, learners are expected to practice skimming, scanning, oral communication, written comprehension, oral comprehension, interpreting, completing, and

producing tables and diagrams on the bases of pair, group and individual works.

In the vocabulary activities, students are hoped to learn unfamiliar words, idiomatic expressions, phrasal verbs, word building (that is, the process of forming new words by derivation, inflection and compounding), synonyms, antonyms, homonyms and words that are often misspelt in groups, pairs and individual works.

In the listening section, the students are hoped to learn through listening comprehension, note-taking and dictation in pairs, groups or individual works.

In the speaking section, students are expected to communicate meaningfully in social interaction (situation) in pair or group works, and

The writing activities are integrated with other activities such as note-making, note-taking, comprehension and dictation.

4.5. The Content Areas of the 1997 E.C. EHEEC English Language Examination

The examination items of the 1997 E.C, EHEEC English language questions are summarized in such a way that the content areas of the textbooks are summarized. These content areas are divided into eight sections. They are word order, paragraph coherence, reading comprehension, vocabulary, grammar, punctuation, writing, and communication:

In Table 4, the content areas of EHEEC English language examination are summarized. The horizontal lines denote the contents of the test items, and the vertical lines indicate the topics for each content and the number of questions in each topic.

Table 4: The Content Areas of the 1997 E.C. EHEEC English Language Examination

Section	Reading		Vocabulary		Grammar		Speaking		Listening		Writing	
	Topic	No	Topic	No	Topic	No	Topic	No	Topic	No	Topic	No
One											Word order	4
Two											Paragraph coherence	6
Three	Comprehension	23										
Four			Completion	7								
			Substitution	11								
Five					Completion	27						
					Connectors	10						
					Phrasal words	9						
Six											Punctuation	5
Seven											Writing	5
Eight							Communication	13				
Total		23		18		46		13		0		20

The distribution of the different content areas of the 1997 E.C. EHEEC English language examination is again summarized in figures and percentages. The following table shows the content areas briefly

Table 5: The Number of Questions in the 1997 E.C, EHEEC English Language Examination

Number	Contents	Total No of Items	Percentage
1	Reading	23	19.17
2	Vocabulary	18	15
3	Grammar	46	38.33
4	Speaking	13	10.83
5	Listening	0	0
6	Writing	20	16.67
Total		120	100

According to Table 5, the 1997 E.C. EHEEC English language examination contains 120 questions. Out of the total of 120 items, reading, vocabulary, grammar, speaking, and writing topics consist of 23(19.17%), 18(15%), 46(38.33%), 13(10.83%), and 20(16.67%) items respectively. However, there is no item that represents listening comprehension.

The 1997 E.C. EHEEC English language examination shows that grammar was the most dominant element with 46(38.33%) items, following reading comprehension questions which constitute 23 (19.17%) items. The writing skill, vocabulary and the speaking skill consist 20(16.67%), 18(15%) and 13(10.83%) items respectively.

Concerning the writing skills, all the questions are of the controlled type; there is no free or guided writing. These items are: word order, paragraph coherence, punctuation, and identifying the type of written text (such as exposition, narration, argumentation and description), as well as appropriate opening, or closing for a given letter. These types of questions are technical; they do not help the students to develop their writing skill because they don't order the students to write but just to choose.

The speaking entrance examination consists of questions which are given in the form of two line dialogues. One part is said by one of the speakers is given, and then a blank space is left for the other speaker. The candidates will choose suitable answers for the blank spaces. As stated from the literature part, paper-and-pencil test will not measure the candidates' speaking ability which is interactional, and acceptable by scholars is oral test.

4.6. Comparison between Total Periods for Preparatory Lesson and Total Number of Questions for each Content Area in the 1997 E.C. EHEEC English Language Examination

In order to determine the degree of relationship between the periods allotted to the content areas in the preparatory textbooks and the number of questions in the 1997 E.C. EHEEC English language examination, a comparison is made in Table 6 in figures and percentages.

Table 6: Teaching Time Distribution for the Content Areas of Preparatory Classes and the number of questions in the Entrance Examination

	Contents	Time for teaching the Textbooks'		Number of questions in the EHEEC examination	
		Total Times	Percentage	Total Items	Percentage
1	Reading	57	14.25	23	19.17
2	Vocabulary	55	13.25	18	15
3	Grammar	58	14.5	46	38.33
4	Speaking	90	22.5	13	10.83
5	Listening	56	14	0	0
6	Writing	84	21	20	16.67
	Total	400	100	120	100

Table 6 shows the distribution of the content areas with their total time spent for teaching each content area in the preparatory classes of the English

language textbooks and the 1997 E.C. EHEEC English language examination in figures and percentages. In order to determine the degree of balance between the time given for teaching the content areas of the textbooks and the English language examination items, Spearman's Rank Order Correlation Coefficient statistical method was employed.

Table 7: Ranking the Major Content Areas

	Content Areas					
	Reading	Vocabulary	Grammar	Speaking	Listening	Writing
Rank based on the time given for teaching the textbooks	4	6	3	1	5	2
Rank based on the number of items in the EHEEC examination	2	4	1	5	0	3

Note: The rank '0' is to indicate the content that did not appear in the English language entrance examination.

Table 7 shows the rank order of the six content areas' time given for teaching the students as given in the syllabus, and the 1997 E.C. EHEEC English language examination number of items per content area. For example, the time given for teaching the speaking skill constitutes first but the rank order as appears the numbers of questions of the speaking skill in the 1997 E.C. EHEEC English language examination is fifth; the rank for teaching writing is second whereas that of the number of questions in the examination is third; the rank of the time given for teaching reading is fourth but for that of the number of questions in the entrance examination is second; the time given for teaching grammar ranks third, but according to the number of questions from the entrance examination grammar ranks first; the time given for teaching listening ranks fifth but no question appeared in the entrance examination; lastly the time given for teaching vocabulary ranks last although, according to the number of questions in the vocabulary examination ranks fourth.

Again, the difference between the two rankings in relation to the time given for teaching the contents of the textbooks and the 1997 E.C. EHEEC English language examination number of questions is indicated below in Table 8.

Table 8: Ranking Difference of the Six Content Areas' Time Given and the Number of Questions

D	2	2	2	-4	0	-1	$\Sigma D^2 = 29$
D ²	4	4	4	16	0	1	

By using the Spearman's Ranking Order Correlation Coefficient, the balance between the time given for teaching the content areas of the textbooks and the examination was determined as follows:

The rank order correlation coefficient is

$$\begin{aligned}
 r^1 &= \frac{1 - \frac{6 \sum D^2}{N(N^2 - 1)}}{1} \\
 &= \frac{1 - \frac{6(29)}{6(36 - 1)}}{1} \\
 &= \frac{1 - \frac{174}{210}}{1} \\
 &= 0.17
 \end{aligned}$$

Where r^1 = Rank order correlation coefficient

D = Difference between the rank of correspondence pair of variables

Σ = Summations of the corresponding variables

N = Number of observations

The rank order correlation coefficient shows that there is a weak correlation between the distribution of the time given for teaching the content areas in the textbooks and the 1997 E.C. EHEEC English language examination between the values of r (rank order correlation coefficient) as indicated above is

0.17. The value of r below 0.5 shows poor relationship between the two rank orders.

When we see Table 6, the time devoted to teaching each content areas and the number of questions constructed in the entrance examination can be observed that the relationship is very poor because the time given for teaching speaking is 90(22.5%) periods which is the first with the total time given among the content areas, but with the number of questions it is in the fifth from the six content areas; the writing section has the second rank with 84 (21%) periods given for teaching the students the writing skill but from the EHEEC English language examination it is the third with the number of questions; the reading skill and the grammar sections have almost equal number of periods for teaching the students but the number of questions from the EHEEC English language examination is different, grammar is the first with the number of questions but reading comprehension is the second; Vocabulary which is the least focused from the teaching time is the fourth with the number of questions in the EHEEC English language examination; however, the listening skill lesson has 56(14%) periods for teaching the students but there is no question from the EHEEC English language examination. This shows that the question designers may not prepare questions according to the tables of specification.

Therefore, one can observe big differences between the content of the textbooks and the entrance examination. The entrance examination seems poorly represent the contents of the textbooks, which have been given more time to teach, were poorly represented in the entrance examination, that is, less attention was given to them. Even the listening skill was totally ignored in the entrance examination.

The validity of the examination will be negatively affected by the improper representation of the contents of the textbooks in the entrance examination. So, if the important content areas of the textbooks are missed especially in achievement tests, the test will not be valid, especially content-wise (Best and Kahn, 1993).

As Hughes (1991) says, a test, which is invalid or not represented accurately is likely to have a harmful backwash effect and areas, which are not tested, are likely to become areas ignored in teaching and learning. The most important example of this situation is the listening comprehension lesson. The students may not give attention in the classroom instruction to these lessons which do not appear in the entrance examination.

The speaking skill entrance examination is in the form of multiple-choice and so, is not interactional; that is, it is not oral examination.

Regarding the writing skill items, the students are asked to choose the correct order of words to make correct sentence; the arrangement of sentences to make correct paragraph; the type of a written text type (such as argumentation, description, narration), and the introduction or closing of a given letter.

This method of examination helps the students to study the techniques to answer questions and to develop logical reasoning, but not to develop their writing skill ability. In order to develop the students' writing skill ability, it is advisable to order them to write freely.

When we compare the time allotted to each language skill and sub-skill, the speaking and writing skills are given more time, that is, 90 (22.5%) and 84(21%) periods respectively. This indicates that a total of 174 (43.5%) periods were devoted to speaking and writing skills, but according to the 1997 E.C, EHEEC English language examination, these skills are represented by 33(27.5%) questions.

The reading and grammar sections have almost the same number of periods, that is, 57(14.25%),and 58(14.5%),respectively, but the number of questions in the 1997 E.C. EHEEC English language examination in reading is 23 (19.17%) whereas the number of questions for the grammar examination is 46(38.33%). This indicates that the time devoted to teaching the lessons and the relative numbers of questions for each topic do not have a strong relationship. For example, the total time given for teaching reading and grammar is 115(28.75%) periods while the total number of questions for the two topics is 69(57.5%).

This improper representation of the contents of the textbooks in the entrance examination negatively affects the validity of the examination because the time given for teaching reading and grammar items is the same, but the number of questions in each topic is different. So, the emphasis for teaching and the emphasis for constructing the questions are different.

The four language areas such as reading, grammar, listening and vocabulary have approximately the same number of periods for teaching them, that is, 57,58,56 and 55 periods, respectively, while the number of questions in the 1997 E.C. EHEEC English language examination is 23, 46, 0 and 18, respectively. Of the above four language areas, the two are language skills (reading and listening), and the remaining two are sub-skills (vocabulary and grammar). The time given for the two skills (reading and listening) is 113(28.25%) periods, and the time given for the two sub-skills (vocabulary and grammar) is 113(28.25%) periods, whereas the number of questions for the two skills (reading and listening) is 23 (19.17%) and the number of questions for the two sub-skills (vocabulary and grammar) is 64 (53.3%). Thus, it is possible to conclude that the number of items of the 1997 E.C. EHEEC English language examination as regards each content area is not proportional to the time devoted to teaching them.

4.7. Responses of Subjects

4.7.1. Students' Response to the Questionnaire

The questionnaire for the fifty students has two main parts. The first part asks general information on the students such as age and sex. The second part of the questionnaire focuses on the 1997 E.C. EHEEC English language examination items for assessing the views and opinions of students towards the representations of the entrance examination.

The formats of the interview items are structured and unstructured. It is hoped that the unstructured questions would help the researcher to get reliable

information from the interviewee. The close-ended part of the items is discussed quantitatively in numbers and percentages in Table 9 below.

The 1997 E.C, EHEEC English language examination adequately measures the topics that students learnt in preparatory classes in:

- Item:** 2. Reading skill lessons,
 3. Vocabulary lessons,
 4. Note-making and summary lessons,
 5. Speaking skill lessons,
 6. Listening skill lessons,
 7. Writing skill lessons, and
 8. Grammar lessons.

Table 9: Students' Responses to the Assessment Capacity of the 1997 E.C. EHEEC English Language Examination

N ^o	Strongly disagree		Disagree		Undecided		Agree		Strongly agree	
	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage
2	-	-	-	-	4	8	40	80	6	12
3	-	-	-	-	4	8	38	76	8	16
4	45	90	5	10	-	-	-	-	-	-
5	-	-	19	38	11	22	20	40	-	-
6	48	96	2	4	-	-	-	-	-	-
7	16	32	30	60	4	8	-	-	-	-
8	-	-	-	-	-	-	4	8	46	92

Regarding the 1997 E.C. EHEEC English language examination adequately measuring the lessons that the students learnt in preparatory classes, 40(80%) and 38(76%) respondents agreed with the adequacy of the reading and the vocabulary questions, respectively; and 46(92%) respondents strongly agreed with the grammar questions; however, 48(96%), and 45(90%) students strongly disagree with the listening, and note-making and summary lessons respectively.

In relation to the speaking skill questions in Table 9, 20(40%) students agreed with the adequacy of the entrance examination, but 19 (38%) students disagree with the adequacy of the speaking skill entrance examination questions; however, 11(22%) students are undecided to agree or disagree with the adequacy of the English language speaking skill examination, this may indicate that some students might have reservation but they do not want to explain.

The above finding indicates that the 1997 E.C. English language entrance examination did not reflect the listening, and note making and summary lessons, so the examination did not seem to have content validity because only some topics of the preparatory lessons were included in the entrance examination while others were ignored.

Item: 9, Pencil-and-paper speaking test measures the speaking ability of students.

10, Students who are effective in pencil-and-paper speaking test are effective in oral interaction

Table 10: Students Response to the Paper-and-pencil Speaking Entrance Examination

N ^o	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage
9	-	-	12	24	30	60	8	16	-	-
10	-	-	41	82	5	10	4	8	-	-

In Table 10, regarding pencil-and-paper speaking test measures, the speaking ability of students, 30(60%) respondents reported that they did not agree or disagree with the idea (that is, they are undecided); however, 12(24%)

14. Speaking skill lessons,
15. Listening skill lessons,
16. Writing skill lessons, and
17. Grammar lessons.

Table 11: The Respondents' Advice for the Success of Students who will Take the Entrance Examination

N ^o	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage	N ^o	Percentage
11			5	10	3	6	37	74	5	10
12			10	20	4	8	30	60	6	12
13	43	86	7	14						
14					5	10	39	78	6	12
15	47	94	3	6		16				
16					8	16	40	80	2	4
17							8	16	42	84

In relation to the 1997 E.C, EHEEC English language examination, the respondents who took this examination advise the students who will take the

entrance examination and to be successful with the entrance examination, 37(74%), 30(60%), 39(78%), and 40(80%) respondents agreed to advise students who will take the entrance examination to study reading skill, vocabulary, speaking skill, and writing skill lessons respectively. And 42(84%) respondents strongly agree to advise candidates to study preparatory grammar lessons to be successful in the next English language entrance examination.

But, 47(94%) respondents strongly disagree with studying listening skill lessons in order to be successful with the entrance examination and 43(86%) respondents strongly disagreed with giving advice to study the note-making and summary lessons for the success of students who will take the entrance examination.

➤ The 1997 E.C. EHEEC English language examination format employed was:

- 18: matching,
- 19: true/false, and
- 20: Multiple-choice.

Table 12: Students' Response to the Format of the 1997 E.C. EHEEC English Language Examination

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Nº	Percentage	Nº	Percentage	Nº	Percentage	Nº	Percentage	Nº	Percentage
18	44	88	6	12						
19	39	78	11	22						
20							2	4	48	96

According to the format the 1997 E.C. EHEEC English language examination designers employed the matching format, 44(88%), and 39 (78%) students strongly disagreed with the idea of employing the matching and the true/false formats in the 1997 E.C. entrance examination. But, 48(96%) students strongly agreed with the 1997 E.C. English language entrance examination employed the multiple-choice format.

The last item dealt with the additional comments the respondents could provide if any? 20 respondents replied that the items that were used may be easy questions for preparing and 25 respondents said that the skills which

were practiced in preparatory classes were mostly ignored in the preparation of the entrance examination, but five respondents did not reply.

4.7.2. The Teachers' Responses to the Questionnaire

The questionnaire for the ten teachers had two main parts. The first part focused on general information concerning the teachers such as age, teaching experience, and questions related to whether they took any course about content validity of a test. The second part of the questionnaire focused on the 1997 E.C. English language entrance examination related items towards the representativeness of the 1997 E.C. EHEEC English language examination.

The formats of the questionnaire are close-ended and open-ended. Thus, trying to put the responses of the teachers to the questionnaire fully quantitatively is not convenient; partially they gave their view quantitatively and partially qualitatively. The close-ended parts of the items are discussed quantitatively in numbers and percentage in Table 13.

Teachers' response to the adequacy of the 1997 E.C. English language entrance examination in relation to the preparatory topics they taught in:

Item: 6. Reading skill lessons,

7. Vocabulary lessons,

8. Note-making and summary lessons,

9. Speaking skill lessons,

10. Listening skill lessons,

11. Writing skill lessons, and

12. Grammar lessons.

Table 13: The Adequacy of the 1997 E.C. EHEEC English Language Examination

Nº	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Nº	Percentage	Nº	Percentage	Nº	Percentage	Nº	Percentage	Nº	Percentage
6					1	10	8	80	1	10
7					1	10	6	60	3	30
8	9	90	1	10						
9			1	10	7	70	2	20		
10	8	80	2	20						
11					6	60	4	40		
12							7	90	3	30

Regarding the 1997 E.C. English language entrance examination adequately measures, 8(80%), 6(60%) and 9(90%) teachers agree with the adequacy of the reading skill, vocabulary and grammar questions, respectively. But 9(90%), and 8(80%) respondents strongly disagree with the adequacy of the 1997 E.C. English language examination in note-making and summary, and listening skill questions, respectively. With the adequacy of the speaking and writing skills, 7(70%) and 6(60%) teachers were undecided to say that the speaking and writing skills were adequately or inadequately measuring respectively.

13: Testing punctuation can measure the writing ability.

14: Multiple-choice paper-and-pencil testing can measure the speaking ability of students.

Table 14: The Teachers' Response to Testing Punctuation and Testing Speaking

Nº	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	Nº	Percentage	Nº	Percentage	Nº	Percentage	Nº	Percentage	Nº	Percentage
13	2	20	7	70	1	10				
14	1	10	1	10	8	80				

Table 14 shows, in relation to the statement testing punctuation can test the writing abilities of students, 7(70%) respondents reported that they disagree with the idea of testing punctuation can test the writing ability of students, and 2(20%) respondents strongly disagree the idea.

Regarding paper-and-pencil multiple-choice examination can test the speaking ability of students, 8(80%) respondents said that they did not agree or disagree, that is, they have not any clear idea to support or oppose the idea.

Table 15: According to the 1997 E.C. EHEEC English Language Examination, the teachers' Advise for the Students who will Take the Entrance Examination

According to the 1997E.C. EHEEC English language examination the students to be successful with the next entrance examination their teachers agreed to advise them to study:

- Item: 15. Reading skill preparatory lessons,
 16 Vocabulary preparatory lessons,
 17. Note-Making and summary preparatory lessons,
 18. Speaking skill preparatory lessons,
 19. Listening skill preparatory lessons,
 20. Writing skill preparatory lessons, and
 21. Grammar preparatory lessons.

No	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	No	Percentage	No	Percentage	No	Percentage	No	Percentage	No	Percentage
15							7	70	3	30
16					1	10	6	60	3	30
17	8	80	2	20						
18	2	20	4	40	4	40				
19	9	90	1	10						
20	1	10	2	20	7	70				
21							1	10	9	90

In relation to the 1997 E.C, EHEEC English language examination, the teachers' advise for the students who will take the English language entrance examination and to be successful, 7(70%), and 6(60%) respondents agree to advise students to study reading and vocabulary preparatory lessons, respectively; and 9(90%) respondents strongly agree to advise the students to

study grammar lessons. On the other hand, 9(90%) and 8(80%) teachers strongly disagree with the idea of advising students to study listening skill lessons and note-making and summary lessons respectively; 4(40%) respondents disagree advising their students to study the speaking skill lessons, but the other 4(40%) respondents are undecided to advise their students to study speaking skill lessons.

Table 16: Test Designers Employed Table of Specification to Construct the 1997 E.C. EHEEC English Language Examination

The teachers' response with the idea, the test designers used table of specification to design the 1997 E.C, EHEEC English language examination especially to construct:

22. Reading skill questions,
23. Vocabulary questions,
24. Note-making and summary questions;
25. Speaking skill questions,
26. Listening skill questions,
27. Writing skill questions, and
28. Grammar questions.

No	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	No	Percentage	No	Percentage	No	Percentage	No	Percentage	No	Percentage
22							8	80	2	20
23					1	10	7	70	2	20
24	9	90	1	10						
25			2	20	6	60	2	20		
26	10	100								
27					7	70	3	30		
28							9	90	1	10

Regarding the use of tables of specification for designing the 1997 E.C. EHEEC English language entrance examination, test designers used tables of specification to construct the entrance questions, 8(80%), 7(70%), and 9(90%) respondents agreed the test designers used tables of specification for constructing reading, vocabulary and grammar questions, respectively. But 10(100%), and 9(90%) respondents strongly disagree with the use of tables of specification for constructing the 1997 E.C. EHEEC English language listening and note-making and summary questions respectively; 7(70%), and 6(60%) respondents did not show their agreement or disagreement but they responded that they did not decide to say the writing and speaking skill questions were prepared by using tables of specification, respectively.

Table 17: the Rank of the Language Skills/Sub-skills According to the Emphasis Given in the 1997E.C EHEECE

Item: 29) the rank of the language skill/sub-skills according to the 1997 E.C. entrance examination for:

- Reading skill lessons,
- Vocabulary lesson,
- Note-making and summary lesson,
- Speaking skill lessons,
- Listening skill lessons,
- Writing skill lessons, and
- Grammar lessons.

Skills/sub-skills	Rank						
	1	2	3	4	5	6	7
Reading	1	7	2	-	-	-	-
Vocabulary	-	1	7	2	-	-	-
Note-making and summary	-	-	-	-	-	-	-
Listening	-	-	-	-	-	-	-
Writing	-	-	1	5	3	1	-
Grammar	8	2	-	-	-	-	-
Speaking	-	-	-	1	6	3	-

According to the emphasis given by the test designers to constructing the 1997 E.C. EHEEC English language examination the respondents gave rank for the skills and sub-skills of the preparatory topics. The majority of the respondents agreed that the reading, vocabulary, writing, grammar, and speaking topics were given the second, third, fourth, first, and fifth ranks, respectively. In order to specify, 7 respondents reported that reading was given the second emphasis; 7 respondents agreed that vocabulary was given the third emphasis; 5 students showed that writing was given the fourth emphasis; 8 respondents indicated that grammar was given the first emphasis; and 6 students agreed that speaking was given the fifth emphasis of the 1997 E.C entrance examination according to the number of questions appeared.

Items: 30) State the Reasons why the Test Designers Gave Special Attention to some Topics and Ignored Others.

Six respondents said that probably the skills that were given attention are easy to test but the skills that were ignored are difficult to test in such a nation wide examination. The other three students said that the topics which were given more emphasis are easily score able and the other topics which were ignored may be difficult to score.

4.7.3. IER Coordinators Response to the Interview

The interviewee of the present research was one in the Institute of Educational Research (IER); he is Coordinator for preparing the Ethiopian Higher Education Entrance Certificate English language examination. The

interview questions had two main parts. The first part dealt with general information on the Coordinator's background experience such as current position, educational level and work experience. The second part of the interview focused on the relationship among the 1997 E.C. EHEEC English language examination, and the preparatory textbooks, teachers' guides and syllabus. This was aimed at checking whether or not the entrance examination was representative.

The format of the interview items was open-ended with the hope that the respondent could put ~~his/her~~ idea freely.

The IER Coordinator for designing the EHEEC English language examination has sixteen years experience and he was a graduate of Masters Art in education.

The first two questions were:

- Item** 1) What were the objectives of the 1997 E.C. EHEEC English language examination?
- 2) Does the objective of the examination match the objective of the syllabus?

The IER coordinator for the entrance examination preparation explained that the objectives of the English language entrance examination were to place the students from preparatory levels to different universities and colleges, and to evaluate students objectively. He said that the objective of the English language entrance examination does not necessarily match with the objectives of the syllabus.

The second interview questions were in relation to the guideline for preparing the entrance examination. The questions were:

- Item:** 3) Have you used any guide for preparing the 1997 E.C. EHEEC English language examination to include reading skill, writing skill and grammar questions?
- 4) If you have the guidelines, can you give me those?

The IER coordinator for preparing the English language examination said that they had the guidelines for preparing the English language examination,

but the guidelines are part of the examination, so it will not be given for others. For this reason, the respondent was not voluntary to give the guidelines.

The third questions were about the emphasis given for preparing the skills and sub-skills. The questions were:

Item 5) Are there any language skills/sub-skills you deliberately emphasis or leave out?

6) Which skill/sub-skill is given more emphasis, and why?

7) Which skill/sub-skill is given less emphasis, and why?

The IER Coordinator said that their concern was what was covered in the preparatory lessons and it was difficult to cover all the skills/sub-skills but they can give attention to prepare the questions (the topics) which the preparatory students learnt. He said that they do not have any principle to give emphasis for some topics and ignore others. He also explained that they try to cover all the content areas which the students learnt in the preparatory classes except that of the listening skill topics.

The fourth interview questions were:

Item 8) Do you think testing punctuation can evaluate the students' writing ability?

9) Do you think testing students about the type of written material (like argumentative, expository, descriptive or narrative types of written material) can test the students writing ability?

10) Can we say that writing test was included in the 1997 E.C. EHEEC English language examination?

The IER Coordinator reported that ordering students to write freely was difficult to score. He said that it is a question of practicality and feasibility to prepare free writing in terms of cost, material and expertise. He said that in order to avoid the above problem and to include the writing skill examination they used questions such as punctuation, order of words to make correct sentence, order of sentences to make correct paragraph, types of written text (such as argumentation, narration, exposition and description), and introduction or closing of a given letter. He said that these types of questions

show that the writing skill questions were included.

The fifth questions were in relation to the speaking skill. They were:

Item: 11) Do you expect that pencil-and-paper testing can test the students' speaking ability

12) Do you expect those students who are effective in pencil-and-paper testing in speaking are affective in speaking interaction and vis-à-vis?

Regarding the speaking skill testing, the IER Coordinator reported that preparing oral questions, administering, and scoring was very difficult in terms of time, cost and material for large size population like Ethiopian preparatory students. He explained that subjective questions will not be scored by machine, while scoring by individuals is very difficult in terms of security, time and cost. He said that the speaking skill questions were prepared verbally with two-line dialogues and the part said by one of the speakers was given, and a blank space was left for the other, thus, the candidate was expected to choose the best alternative for the blank space.

The sixth interview was about the topics, which were ignored by the entrance examination questions but the students learnt in preparatory classes.

Item: 13) Why were listening, note-making, and summary not included in the examination?

The Coordinator's response was that it was difficult to include all the skills because of the number of candidates, the way of administrating the listening skill was difficult for the candidates distributed all over the country. He said that it needs instruments for testing the candidates, so expecting the same condition will happen through Ethiopia and preparing listening skill questions will not be practical all over the country.

The seventh interview question was:

Item: 14) Do you think that the different test formats such as true/false, matching, multiple-choice, and-fill-in-the-blank that were practiced in the classroom were employed in the 1997 E.C. EHEEC English language examination?

The IER Coordinator's response for this question was that the machine accepts only the multiple-choice format because of which they used the

multiple-choice format.

The next interview question was in relation to the strength or weakness of the entrance examination.

Item: 15) What were the strength(s) and/or weakness(es) of the 1997 E.C. EHEEC English language examination?

The IER expert who co-ordinates the designing of the entrance examination responded that the strength of the entrance examination was that the questions were objective type and so could be scored objectively. He said that these types of questions could discriminate students objectively. On the other hand, he explained that the main weakness of the 1997 E.C. EHEEC English language examination may be that there was no subjective type question.

And the last interview questions were:

Item: 16) Can you say that the 1997 E.C. EHEEC English language examination is valid?

17) Can you give me reasons for item validity or invalidity?

According to the IER Coordinator's response, the validity of the 1997 E.C. EHEEC English language examination has not yet been checked; so for the time being it is not possible to say whether the examination is valid or invalid.

He said that in order to control the validity of the examination, tables of specification were developed by the ICDR and given for the IER experts who constructed the entrance examination; but he said that the IER experts should not focus on the table of specifications but the most important point was what was covered from the preparatory textbooks and construct questions in relation to what is common for the students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

The summary of this study deals with the content analysis of the three textbooks of the preparatory classes, their syllabus, and the 1997 E.C. EHEEC English language examination. The findings are shown as follows:

The first major finding of this study was that there was a disparity between the different skills/sub-skills treated in the preparatory textbooks and the 1997 E.C. EHEEC English language examination. For example, the listening skill is indicated in the textbooks but in the entrance examination there is no listening question (see Table 6). In addition, the speaking and writing skills are given more emphasis in the textbooks 174(43.5%) periods out of 400 periods, but less proportion in the entrance examination, that is 33(27.5%) questions from the total of 120 questions. Even the speaking skill questions are not oral interaction, they are verbal. This type of test is indirect because it is not evaluating the speaking ability of the learners, that is, the students were not asked to produce the answers orally. The writing skill examination was punctuation, order of words to make a correct sentence, order of sentences to make a correct paragraph, and identifying the type of written text (such as argumentative, descriptive narrative and expository) type. This type of examination is technical; it is not helping the students to develop their skills. Generally, the entrance examination and the focus of teaching are inconsistent.

The next finding was related to the employment of formats in the examination. In preparatory classes the textbooks had different formats but the entrance examination was employed only multiple-choice format. However, a good examination should be a reflection of the formats used in the textbooks.

The third important finding was related to the relationship between the content areas of the syllabus and the textbooks. The textbooks are direct reflections of the syllabus. The length of time taken to complete teaching the

W L G
P. ✓ X
J ✓
W ✓ R.
W ✓ W ✓
L L L

textbooks is found in the syllabus. As indicated in the syllabus, the syllabus is the bases for the development of the students' textbooks, teachers' guides and preparation of examinations if the test designers used properly.

The fourth important finding was related to the weight which is given for the topics in the entrance examination. The skills and sub-skills in the entrance examination were not in proportion to the emphasis given for teaching the textbooks. For example, the grammar lesson covered 58(14.5%) periods but from the total questions 46 (38.33%) items were the grammar part. The time given for teaching listening skill lessons were 56(14%) but there is no listening question in the entrance examination (see Table 5), However, the focus given for constructing the examination questions should depend on the extent to which the time given for teaching the topics.

Finally, in relation to the subject responses both teachers and students had disagreed with the proportion of the topics of the entrance examination, that is, the coverage of the topics in the textbooks and in the entrance examination were not designed proportionally.

5.2. Conclusion

This study shows the relationship between the contents of the preparatory textbooks and the corresponding 1997 E.C. EHEEC English language examination as follows:

1. The 1997 E.C. EHEEC English language entrance, examination was inadequately represented the skills/sub-skills of the textbooks of the preparatory classes.
2. In relation to the employment of test formats, the textbooks employed a variety of test formats, but the entrance examination employed only multiple-choice format. The formats used in teaching in preparatory classes were not given any consideration except multiple-choice format. This improporationality among the formats used in the textbooks and the entrance examination decreases the content validity of the entrance examination.

3. The finding shows that the correlation coefficient between the time given for teaching each content area and the rank with the number of questions shows weak relationship.
4. The findings of the study show differences between the content areas of the textbooks and the entrance examination, especially, the contents that have been given more emphasis in teaching in preparatory classes, were represented inadequately and others totally ignored in the entrance examination.
5. Because of the above problems, the 1997 E.C. EHEEC English language examination fails to reflect the contents and formats of the textbooks of the preparatory classes.

5.3. Recommendations

According to the study conducted through content analysis, the comparison between the contents of preparatory textbooks and the 1997 E.C. EHEEC English language examination, the following recommendations are suggested:

1. In order to maintain the content validity of the examination it is advisable to attach table of specification with the syllabus or the textbooks.
2. In order to construct a content valid examination, teachers, syllabus designers, textbook writers, examination constructors should work closely.
3. So as to develop the language performance of the students, the objective test formats should be minimized and replaced with subjective test formats
4. It is helpful to analyze the content validity of each year EHEEC English language examination and strength the weak part of the examination, that is to say, improve the content coverage of the entrance examination.
5. The entrance examination constructors should give attention for describing thing, giving opinions, criticizing a given text rather than giving more emphasis on the linguistic aspects of objective examinations.

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APPENDICES

INSTITUTE OF EDUCATIONAL RESEARCH (IER)
ADDIS ABABA UNIVERSITY (AAU)
ETHIOPIAN HIGHER EDUCATION ENTRANCE CERTIFICATE
EXAMINATION
APPENDIX A
(EHEECE) ENGLISH, GINBOT 19978/ MAY 2005

Booklet code 11

Subject code 01

Time allowed 2 Hours

Section one: word Order (1-4)

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

1. If you want to study, you have to succeed hard.
 - A If you succeed hard, you have to want study hard.
 - B If you have to succeed, you want hard to study.
 - C If you want to succeed, you have to study hard.
 - D If you study hard, you have to want to succeed.
2. Senior Challenge Cup held in Addis Ababa was the Al Amoudi.
 - A Al Amoudi was held the Senior Challenge Cup in Addis Ababa.
 - B The al Amoudi Senior Challenge cup was held in Addis Ababa.
 - C Al Amoudi Senior Challenge held in Addis Ababa was the Cup.
 - D Addis Ababa was held in the Al Amoudi senior Challege Cup.

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

Section two: Paragraph Coherence (5-10)

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

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

(A) d a e b c

(C) e a d b c

(B) c b d a e

(D) c b e a d

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

(A) b c d e a

(C) c d a b e

(B) b a e c d

(D) a e d c b

7. a. You cannot therefore blame me for all the fault.
 b. But I also know that I am not a devil
 c. I know I am not a saint.
 d. You must also share part of the blame.
 e. Otherwise, you will be very unfair.

(A) d e a b c

(C) a b c d e

(B) c b e d a

(D) c b a d e

8. a. After I had waited for week, I wrote them a letter, but still nobody came.
 b. I phoned the company, but nobody came.
 c. After phoning again, I went to see them, and they sent me a man round.
 d. Two months ago I bought this fridge
 e. I'd nothing but trouble from it.

(A) d b a c e

(C) b e d a c

(B) d e a b c

(D) d e b a c

9. a. Jealousy, on the other hand, is the feeling or though that we might lose something that we already have.

- b. It could be the neighbor's car or the classmate's high scores on a test.
- c. Envy is the feeling that we want to have something that we do not have.
- d. a jealous husband fears he will lose his wife; a jealous child fear losing a parent's love to a new sibling.
- e. The terms jealous and envy are often used in place of each other, but there is a basic distinction between the two.

- (A) e c b a d (C) e c a d b
- (B) c a b e d (D) e d c b a

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

- (A) c d b e (C) e b a d c
- (B) c b e d a (D) b e d a c

Section three: Reading Comprehension

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

Passage 1 (11-20)

Ababa Kikila's Marathon

1. Before that race, on the next- to- last night of the 1960 Olympic Games, Ababe Bikila was an obscure runner from Ethiopia, utterly anonymous to the world's sporting press. A little over two hours later, Bikila had established himself as the fastest marathoner in history. He would go on to win, with surprising ease, the 1964 Olympic marathon in Tokyo, Japan. He would suffer a tragic auto accident that would paralyze him from the waist down and he would die prematurely at age 41. But it was in that one race, at the Rome Olympics, that Bikila became one of the great champions in Olympic history.
2. Since Emil Zatopek of Czechoslovakia swept the Olympic distance running events in Helsinki, Finland, in 1952, no runner had come forward to dominate international completion. The favorites in 1960 included Sergei popov of the Soviet Union, owner of the previous fastest marathon time of 2 hours 15 minutes and 17 seconds, and Abdesalem Rhadi of Morocco. Before the 1960 Games, Bikila had run only two marathons in his life- both in his native country.
3. At the start, Bikila was lost in the crowd, distinguished only by the fact that the ran without shoes. He moved slowly through the pack, and at 10 km (6.2 mi) he was running easily in third place behind the leaders, Allah Saoudi of Morocco and Arthur Keily of Great Britain. At 20 km (12. 43 mi), almost halfway, Rhadi and Bikila took the lead together. They ran stride for stride the rest of the race, until Bikila broke away with only 1000 m (3280 ft) to run. Bikila sprinted easily to

the finish, 30 seconds ahead of Rhadi. He was the first man from east Africa to win an Olympic gold medal.

4. The image of the barefoot champion captivated the world, and overnight Bikila became a national hero in Ethiopia. After the race, the world press produced stories claiming that he ran barefoot because his impoverished country could not provide its runners with track shoes. In truth, Bikila had received a new pair of competition shoes only days before the race. Finding them uncomfortable, he decided to run barefoot- as he had many times during training runs at home.
5. After capturing the Olympic marathon title, Bikila almost vanished from international competition. Four years later, at the Tokyo Olympics, he was still recovering from an appendectomy when he toed the starting line. The outcome, however, was never in doubt; not only did Bikila destroy the field, winning by the largest margin in Olympic history (4 minutes 8 seconds), but he casually loosened up afterward with a session of calisthenics on the Olympic Stadium infield. As of the 1996 Olympic games, no other runner had won two consecutive Olympic marathons. The great Australian distance runner Ron Clarke called Bikila's Tokyo marathon "the greatest performance ever in track and field."
6. At age 36, Bikila came back for the 1968 Olympics in Mexico city, but a stress fracture in his left leg forced him to drop out of the marathon after 16 km (about 10mi). A year later, Bikila wrecked his car on a road near Addis Ababa. Suffering a broken neck, he was confined to a wheelchair for the remainder of his life. In 1973, Bikila died of a cerebral hemorrhage.

11. What does the expression, "anonymous to the world's sporting press" mean? (Paragraph 1, lines 3).
- A. Abebe Bikila was popular in his country.
 - B. The world's sporting press did not support Abebe Bikila.
 - C. Abebe Bikila was not known by international sports journalists.
 - D. The world's sporting press did not have a name for Abebe Bikila.
12. Where did Abebe establish himself for the first time as the world's fastest marathoner?
- A. Mexico City
 - B. Addis Ababa
 - C. Rome
 - D. Tokyo
13. Who dominated the Olympic distance running before the Rome Olympic Games?
- A. Mexico City
 - B. Addis Ababa
 - C. Abdesalem Rhadi
 - D. Emil Zatopek
14. Before the 1960 Olympic Games, Abebe Bikila had run the Marathon
- A. Several times abroad
 - B. only twice in his country
 - C. in his country and in Tokyo
 - D. two times- in Rome and Tokyo
15. Which list shows the then best known marathon runners who participated in the 1960 Olympic Games.
- A. Abebe Bikila and Segei Popov
 - B. Emil Zatopek and Sergei Popov
 - C. Arthur Keily and Abdesalem Rhadi
 - D. Abdesalem Rhadi and Sergei Popov
16. Which list shows the then best known marathon runners who

participated in the 1960 Olympic Games.

- A. Mexico City, Tokyo, Rome, Helsinki.
 - B. Tokyo, Rome, Mexico City, Helsinki.
 - C. Helsinki, Rome, Tokyo, Mexico City
 - D. Rome, Helsinki, Mexico city, Tokyo.
17. Why did Abebe run barefooted?
- A. He didn't like to run with shoes on.
 - B. He found the shoes not comfortable.
 - C. The pair of shoes he was given was new.
 - D. Because his country could not provide him with shoes.
18. Which one of the following is true about Abebe Bikila?
- A. He died young
 - B. He died of appendectomy
 - C. He couldn't afford shoes; he run barefooted.
 - D. He was famous in his country before 1960.
19. The above passage consists of the following ideas, but the ideas are not listed in the order they appear in the passage. Select the letter that shows the correct order.
- 1. the event
 - 2. history of Olympic games
 - 3. the last days of Abebe Bikila
 - 4. the summary
 - 5. the effect of Abebe Bikila's performance.
- A. 1 2 3 4 5 C. 4 2 1 5 3
B. 4 2 5 1 3 D. 3 1 5 4 2
20. What is the attitude of the writer towards Abebe Bikila?
- A. Sympathetic C. critical
 - B. envious D. Undecided

Passage II (21-33)

United Nations

1. The United Nations (UN) is an international organization of countries created to promote world peace and cooperation. The UN was founded after World War II ended in 1945. Its mission is to **Maintain** world peace, develop good relations between countries, promote cooperation in solving the world's problems, and encourage respect for human rights.
2. The UN brings together countries that are rich and poor, large and small and have different social and political systems. Member nations **pledge** to settle their disputes peacefully, to refrain from using force or the threat of force against other countries, and to refuse help to any country that opposes UN actions.
3. Each country, no matter how large or small, has an equal voice and vote. **It** is also expected to pay **dues** to support the UN. As of 2003, the UN had 191 members, including almost every country in the world.
4. The UN's influence in world affairs has fluctuated over the years, but the organization gained new prominence beginning in the 1990s. It was awarded the Nobel Peace Prize in 2001. Still, the UN faces constant challenges. It must continually secure the cooperation of its member nations because the organization has little independent power or authority. But getting **that** is not always easy. Many nations are reluctant to **defer** their own authority and follow the dictates of the UN.
5. The UN today has the same basic purpose and structure as it did when it was founded in 1945. Its primary purpose- and greatest benefit - is to maintain world peace. **That,** in turn, helps encourage

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

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

- C. The UN works with agencies that are a part of it and those that are not.
- D. The UN is an important international organization with all its failures and weaknesses.
25. The underlined word, maintain (paragraph 1, line 3) means _____
- A. keep
B. repair
C. prevent
D. appreciate
26. The underlined word, pledge (paragraph 2, line 3) means _____
- A. oppose
B. promise
C. predict
D. propose
27. The underlined word dues (paragraph 3, line 2) means ____.
- A. debts
B. homage
C. attention
D. contributions
28. The underlined word defer (paragraph 4, line 7) means ____.
- A. give up
B. observe
C. depend
D. maintain
29. The underlined word it (paragraph 3, line 2) refers to ____.
- A. vote
B. the UN
C. equal voice
D. each country
30. The underlined word that (paragraph 4, line 6) refers to ____.
- A. The organization
B. Member nations
C. Getting cooperation
D. Independent power or authority
31. The underlined word that (paragraph 5, line 3) refers to
- A. Primary purpose
B. international trade

- C. maintaining world peace
 - D. basic purpose and structure
32. The underlined word such (paragraph 5, line 11) refers to
- A. conflicts leading to war
 - B. international order and global identity
 - C. sources of conflict in developing countries
 - D. poverty, disease and environmental degradation
33. The underlined word It (Paragraph 5, line 14) refers to _
- A. the UN
 - B. work of agencies
 - C. agency within UN
 - D. agency outside UN

Section four: Vocabulary

A: Completion (34-40)

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

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

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

B: Substitution (41-51)

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

41. I was dismayed to hear that my proposal was not accepted.
- A. confused C. disapproved
B. disappointed D. dissatisfied
42. Since the last drought, there has been a scarcity of grain products on the market.
- A. availability C. gap
B. abundance D. lack
43. Nowadays, parents who have to pay for the education of their children find their savings diminishing because of the high cost of education.
- A. enhancing C. reinforcing
B decreasing D rewarding

44. My mind is entangled by many problems.
A. occupied C. blocked
B. questioned D. worried
45. He was breathless when he arrived home.
A. hungry C. ill
B. angry D. tired
46. As long as it is done with consent, resettlement is good for the country.
A. arrangement C. agreement
B. discussion D. motivation
47. A number of factors has contributed to the apparently decreased supply of salt. The depletion of the supply may cause its price to go up.
A. boosting C. reduction
B. enhancing D. availability
48. My sister attributes her success to the support she received from our rich grandmother.
A. asks C. doubts
B. makes D. ascribes
49. The Ethiopian Airlines built a good reputation by providing good service, on-time arrivals and safe flying.
A. fame C. repetition
B. price D. success
50. I gave up my job to concentrate on writing.
A. left C. improved
B. changed D. postponed

51. You can't look down upon me; I'm as good as you are
- A. object to C. ignore
B. underrate D. ridicule

SECTION FIVE; GRAMMAR

A. Completion (52-78)

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

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

57. I always enjoy _____ to reggae music
 A. to listen C. listen
 B. listening D. listened
58. I think he has done something: he is looking _____ his shoulder.
 A. on C. over
 B. after D. above
59. You can say _____ you like; I am not bothered.
 A. everything C. something
 B. anything D. nothing
60. Which team is _____, Tanzania or Zanzibar?
 A. weakest C. the weakest
 B weaker D. weak
61. On his way to he office, he stopped _____ his friend in hospital.
 A. to visit C. for visit
 B visiting D. in visiting
62. The regulation affects everybody _____ the board.
 A. along C. over
 B. across D. off
63. East African football is not _____ that of West Africa.
 A. so better than C. More than
 B as good as D. less attractive
64. Come on! Let's do _____ about it. It requires action.
 A. nothing C. anything
 B. something D. all things
65. He _____ a teacher all his life. He has had no other job.
 A. is C. was
 B. had been D. has been

66. She has decided not _____ him.
A. to marry C. Marry
B. marrying D. to have married
67. There was no food left when I returned. They _____ everything.
A. had eaten C. have eaten
B. Were eating D. ate
68. It took twelve hours to get to Tokyo _____.
A. but we managed to do it in eight hours
B. however, our team leader was asleep.
C. therefore, Tokyo was a beautiful city.
D. and we were exhausted when we arrived.
69. The exam will have finished by noon _____.
A. most students left the exam hall soon
B. it was very difficult
C. so, I will see you then
D. because there was nobody around
70. The academic commission meeting was to have taken place in the new auditorium _____.
A. and it was well attended
B. but had to be cancelled at the last moment
C. and several decisions were arrived at
D. however, all members turned up on time
71. _____ shops should open on Sundays led to a heated discussion.
A. The suggestion that
B. when he said that
C. Because they wanted that
D. He argued that

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

B. Sentence Connectors (79 - 88)

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

The scientific Attitude

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

- | | | |
|-----|-----------------------|---------------------|
| 79. | A. Although | C. similarly |
| | B. But | D. Then |
| 80. | A. Fore example | C. One the contrary |
| | B. However | D. Then |
| 81. | A. on the other hand | C. Similarly |
| | B. moreover and so on | D. obviously |

- | | | |
|-----|-------------------|----------------------|
| 82. | A. Until | C. But |
| | B. Before | D. when |
| 83. | A. In spite of | C. If |
| | B. Fore one thing | D. Consequently |
| 84. | A thus | C. however |
| | B. sine | D then |
| 85. | A. when | C. Until |
| | B. For example | D. but |
| 86. | A. since | C. because of |
| | B. until | D. in spite of |
| 87. | A. in summary | C. on a similar vein |
| | B. however | D. for example |
| 88. | A. regardless of | C. either |
| | B. pertaining to | Despite |

C. Phrasal Word Order (89-97)

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

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

- | | | |
|-----|---------------------|---------------------|
| 89. | A. my beautiful new | C. beautiful my new |
| | B. my new beautiful | D. new my beautiful |
| 90. | A. an entirely old | C. an old entirely |

91. B. an old entire D. a very old
A. which C. where
B. who D. what
92. A. wood origin C. wooden original
B. original wooden D. wooden origin
93. A. suitable flat for C. flat suitable for
B. suited flat for D. flat situated in
94. A. extreme comfortable for me
B. completely comfortable for me
C. comfortably extreme for me
D. comfortably complete for me
95. A. a similar garden to yours C. similar to your garden
B. a garden similar to yours D. your similar garden
96. A. small nice town C. town nice small
B. nice town small D. small town nice
97. A. extremely terrible C. appreciably terrible
B. honestly terrible D. absolutely terrible

Section Six: Punctuations (98-102)

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

98. Which one of the following is correctly punctuated?
- A. He cried; she tried to comfort him; and they made up.
B. He cried, she tried to comfort him; and they made up
C. He cried, she tried to comfort him, and they made up.
D. he cried; she tried to comfort him, and they made up

99. Which one of the following is correctly punctuated?
- A. "Fire!." he shouted.
 - B. You must bring a pen;a pencil and an eraser.
 - C. He asked "what is your name?"
 - D. The teacher cleaned the blackboard -and wrote notes on it.
100. Which one of the following is correctly punctuated?
- A. The director asked, "Whom did you talk to, your mother or father?"
 - B. The director asked", whom did you talk to; your mother or father? "
 - C. The director asked, "whom did you talk to; your mother or father?"
 - D. The director asked, "Whom did you talk to? Your mother or father"?
101. Which one of the following statements requires a semi-colon?
- A. I have a 1994 Toyota car my brother a 1994 one.
 - B He is hardworking generous and polite.
 - C. I am not sure if I agree with you
 - D. Guess what I found when I opened the parcel a digital camera.
102. Which one shows the correct punctuation of the following to give a meaningful written sentence?
- Punctuation is not very interesting to study correct punctuation does however make writing easier to read
- A. Punctuation is not very interesting to study, correct Punctuation does however; make writing easier to read
 - B. Punctuation is not very interesting to study; correct Punctuation does, however, make writing easier to read.

- C. Punctuation is not very interesting to study correct Punctuation does. However, make writing easier to read.
- D. Punctuation is not very interesting to study correct Punctuation does; however, make writing easier to read.

Section seven: writing (103- 107)

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

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

106. Which one of the following is an appropriate opening for a friendly letter?
- A. Hi Teklu
 - B. Dear Ato Teklu
 - C. Dear sir
 - D. Hello Ato Teklu
107. Which one of the following can be taken as an introduction to a piece of writing?
- A. I hope I have illustrated my points in the aboce examples.
 - B. I hope to illustrate my points with some examples.
 - C. In this essay, I have discussed the issues briefly
 - D. As the examples have illustrated my points, I have asserted my thesis.

Section Eight: Communication (108- 120)

Direction: Question 108-120 are presented in the form of two- line dialogues. The part said by one of the speakers is given, and a blank space is left for the other. Each dialogue is followed by alternative responses **A-D**. Choose the response that is most appropriate to complete the dialogue and blacken the letter of your choice in the space provided in the answer sheet.

108. Caller: Could I speak to Ayele, please?
Receiver: Ayele? There is no Ayele here.
- _____
- A. I'm afraid you've called a wrong number.
 - B. You can call again later.
 - C. This is Ato Hailu's residence.
 - D. Hold on I' ll put you through.

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

- A. I don't drink
B. Pepsi, please.
C. That sounds nice, thank you.
D Drinking is bad for health
110. Receiver: Ethiopia Airlines. May I help you?
You : _____
A. please help me
B. Thank you
C. No, I don't need any help
D. Could I speak to the Manager, please?
111. Your friend: Israel must leave occupied Palestinian Territory.
You: _____
A. You are anti-Isreal
B. I don't' agree with you
C. Palestinians are terrorist.
D. Yes, it mustn't stay on.
112. Waiter: Can I get You anything else?
You: _____
A. No, thanks. I'm fine.
B. Please.
C. Yes, please. Bring me the bill.
D. Thanks.
113. Your friend; I've a bad toothache.
Your: _____
A. Toothache gives you a headache too.
B. If I were you, I d go to a dentist.
C. You must have eaten bad food.
D. Toothaches are very painful.

114. Your friend: What this meansI think
- You : _____
- A. I don't agree.
 - B. It's a shame
 - C. pardon me.
 - D. If I were you, I' d speak louder.
115. Your friend; Good bye and all the best
- Your : _____
- A. I miss you
 - B. see you later.
 - C. It's my pleasure.
 - D. Thank you
116. Customer; Do you have a changing room?
- Shop assistant: _____
- A. We don't change here.
 - B. certainly. It's over there.
 - C. The rooms are too narrow.
 - D. No. thanks you.
117. John: Couldn't you leave work early?
- Jane: _____
- A. Yes, I couldn't
 - B. Yes, at what time?
 - C. Yes, I am hardworking
 - D. No, I've got too much to do.
118. Teacher: Don't you want to wait to find out the results?
- A. Yes, I find out the results.
 - B. No, I think I' ll come back later.
 - C. No, I want to find out the results.
 - D. Yes, I want.
119. Henry: _____
- Bill: Yes, that would be lovely
- A. Here's a cup of coffee

B. Wouldn't you like another coffee?

C. Would you like tea or coffee?

D. I would like a cup of coffee.

120. Husband : _____

Wife: Yes, I m just a bit worried, that's all.

A. Aren't you feeling well?

B. You feel well, don't you?

C. Why are you so quiet?

D. What's troubling you?

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APPENDIX B

Questionnaire for the 1997 E.C. EHEECE Candidates

Dear Student;

The main purpose of this questionnaire is to gather information on the content validity of the 1997 E.C. EHEEC English language examination. Thus, the outcome of the questionnaire depends upon your genuine response to each item. Therefore, you are kindly requested to give your honest opinions.

Dear student; you are the candidate who took the 1997 E.C. EHEECE. I expect you practiced all the topics of English language lessons in preparatory classes and the question in the 1997 E.C. EHEEC English language examination. As a result, the following questions are prepared in order to decide the content validity of the 1997 E.C. EHEEC English language examination. So, your genuine response is necessary.

Thank you for your cooperation.

Instruction

- A. For the following close-ended questions, please answer by putting a '✓' in the appropriate place.
 - B. For the short answers, please write out your opinions briefly.
 - C. Do not write your name
1. Your a) age: _____
 b) Sex: _____

	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strong agree
2	The 1997 E.C. EHEEC English language examination adequately measures the reading skill lessons you learnt in preparatory classes.					
3	The 1997 E.C. EHEEC English language examination adequately measures vocabulary lessons that you learnt in preparatory classes.					
4	The 1997 E.C. EHEEC English language examination adequately measures note-making and summary lessons that you learnt in preparatory classes					
5	The 1997 E.C. EHEEC English language examination adequately measures speaking skill lessons that you learnt in preparatory classes.					
6	The 1997 E.C. EHEEC English language examination adequately measures listening skill lessons that you learnt in preparatory classes.					
7	The 1997 E.C. EHEEC English language examination adequately measures writing skill lessons that you learnt in preparatory classes					
8	The 1997 E.C. EHEEC English language examination adequately					

	measures grammar lessons that you learnt in preparatory classes.					
9	Pencil-and-paper speaking test measures the speaking ability of students.					
10	Students who are effective in pencil-and-paper speaking test are effective in oral interaction.					
11	According to the 1997 E.C. EHEECE in order to be successful in the EHEEC English language examination, you will advise preparatory students to follow reading skill lessons.					
12	According to the 1997 E.C. EHEECE in order to be successful in the EHEEC English language examination, you will advise preparatory students to follow vocabulary lessons.					
13	According to the 1997 E.C. EHEECE in order to be successful in the EHEEC English language examination, you will advise preparatory students to follow note-making and summary lessons.					
14	According to the 1997 E.C. EHEECE in order to be successful in the EHEEC English language examination, you will advise preparatory students to follow the speaking skill lessons.					
15	According to the 1997 E.C. EHEECE in order to be					

	successful in the EHEEC English language examination, you will advise preparatory students to follow the listening skill lessons.					
16	According to the 1997 E.C. EHEECE in order to be successful in the EHEEC English language examination, you will advise preparatory students to follow the writing skill lessons.					
17	According to the 1997 E.C. EHEECE in order to be successful in the EHEEC English language examination, you will advise preparatory students to follow Grammar lesson					
18	The matching format that was practiced in the classroom was employed in the 1997 E.C. EHEEC English language examination					
19	The true/false format that was practiced in the classroom was employed in the 1997 E.C. EHEEC English language examination.					
20	The multiple-choice format that was practiced in the classroom was employed in the 1997 E.C. EHEEC English language examination.					

21. Additional comments if any?

No	Statement	Strongly Disagree	Disagree	Undecided	Agree	Strong agree
6	The 1997 E.C. EHEEC English language Examination adequately measures the contents of reading skill lessons that you have taught in preparatory classes.					
7	The 1997 E.C. EHEEC English language examination adequately measures the contents of Vocabulary lessons that you have taught in preparatory classes.					
8	The 1997 E.C. EHEEC English language examination adequately measures the contents of note-making and summary lessons that you have taught in preparatory classes.					
9	The 1997 E.C. EHEEC English language examination adequately measures the contents of speaking skill lessons that you have taught in preparatory classes					
10	The 1997 E.C. EHEEC English language examination adequately measures listening skill lessons that you have taught in preparatory classes.					
11	The 1997 E.C. EHEEC English language examination adequately measures the contents of writing skill lessons that you have thought in preparatory classes					
12	The 1997 E.C. EHEEC English language examination adequately measures the contents of grammar lessons that you have taught in preparatory classes.					
13	We can test the students' writing ability by testing their ability in punctuation.					
14	We can test the student's speaking ability by multiple-choice paper-and-pencil tests.					
15	According to the 1997 E.C. EHEECE in order to be successful in the					

	EHEEC English language examination, you can advise your students to study reading skill lessons.					
16	According to the 1997 E.C. EHEECE in order to get good grade in EHEEC in English language examination, you can advise your students to study vocabulary lessons					
17	According to the 1997 E.C. EHEECE in order to be successful in the EHEEC English language examination, you will advise preparatory students to study note-making and summary lessons in preparatory text books.					
18	According to the 1997 E.C. EHEECE in order be successful in the EHEEC English language examination, you can advise your students to study speaking skill lessons in preparatory text books					
19	According to the 1997 E.C. EHEECE in order be successful in the EHEEC English language examination, you can advise your students to study listening skill lessons in preparatory text books.					
20	According to the 1997 E.C. EHEECE in order be successful in the EHEEC English language examination, can advise your students to study writing skill lessons in preparatory textbooks.					
21	In order to get good grade in EHEEC English language examination, you can advise your students to study grammar lessons in preparatory textbooks.					
22	The test designers used table of contents and construct reading skill questions according the focus given in the preparatory lesson.					
23	The test designers use table of contents and construct vocabulary questions according the focus given in preparatory lesson.					
24	The test designers used table of contents and construct note-making					

	and summary questions according the focus given in preparatory lesson.					
25	The test designers used table of contents and construct speaking skill questions according the focus given in preparatory lessons.					
26	The test designers used table of contents and construct listening skill question according the focus given in preparatory lesson.					
27	The test designers used table of contents and construct writing skill questions according the focus given in preparatory lesson.					
28	The test designers used table of contents and construct grammar question according the focus given in preparatory lesson.					

29. Please rank the following language skills/ sub skills and grammar contents according the emphasis the test designers gave while preparing the 1997 E.C. EHEEC English language examination as for example number '1' for most emphasis given by test construct number '2' for the next emphasis and so on.

- a) Reading skill lessons _____
- b) Vocabulary lessons _____
- c) Note-making and summary lessons _____
- d) Speaking skill lessons _____
- e) Listening skill lessons _____
- f) Writing skill lessons _____
- g) Grammar lessons _____

30. State the reasons why the test designers gave special attention to some topics, and ignored others

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APPENDIX D

Interview Questions for IER Coordinator of EHEEC Preparation Centre

Interview questions for Addis Ababa University, IER Coordinator. This interview is designed with the aim of getting the IER experts' view regarding the content validity of the 1997 E.C. EHEEC English language examination. Thus, the outcome of the interview depends upon your genuine response to each item. Therefore, you are kindly required to give your honest opinions.

Part I General Information

Fill the blank spaces.

Do not write your name.

1. Interviewee's age _____
2. Current poison: _____
3. Educational level: _____
4. Work experience: _____

Part II. The relationship among the 1997 E.C. EHEEC English language examination, the preparatory textbooks and the syllabus.

1. What were the objectives of the 1997 E.C. EHEEC English language examination?
2. Does the objective of the examination match the objective of the syllabus?
3. Have you used any guide for preparing the 1997 E.C. EHEEC English language examination to include reading Skill, vocabulary, note-making and summary, speaking skill, listening skill, writing skill, and grammar question?

4. If you have the guidelines, can you give me those?
5. Are there any language skills/ sub-skills you deliberately emphasize or leave out?
6. Which is given more emphasis, and why?
7. Which is given less emphasis, and why?
8. Do you think testing punctuation can evaluate the students' writing ability?
9. Do you think testing students about the type of written material (like argumentative, expository or descriptive types of written material) can test the students' writing ability?
10. Can we say that writing test was included in the 1997 E.C. EHEEC English language examination?
11. Do you expect that pencil-and-paper speaking test can test the students' speaking ability?
12. Do you expect those students who are effective in pencil-and-paper testing in speaking are effective in speaking interaction and
13. Why were listening, not-making and summary not included in the examination?
14. Do you think that the different test formats such as true/ false, matching, multiple-choice, fill-in-the-blank that were practiced in the classroom were employed in the 1997 E.C. EHEEC English language examination?
15. What is the strength(s) and weakness(es) of the 1997 E.C. EHEEC English language examination?
16. Can you say that the 1997 E.C. EHEEC English language examination is valid?
17. Can you give me reasons for its validity or invalidity?

Declaration

The undersigned declare that this thesis is my work and that all sources of materials used for this thesis have been dully acknowledged

Name: Kassaw Baye

Signatue:



Place:

Addis Ababa University
Institutes of Language Studies and Literature

Date of Submission
