AN INVESTIGATION OF THE WASHBACK EFFECT OF THE ETHIOPIAN SCHOOL LEAVING CERTIFICATE (ESLC) ENGLISH LANGUAGE EXAMINATION

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ACRONYMS

ESLCE	-	Ethiopian School Leaving Certificate Examination
ICDR	-	Institute for Curriculum Development and Research
NOEs	-	National Organization for Examinations

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ABSTRACT

This study investigates the washback effect of the ESLC English language examination o n what happens in secondary school language classrooms.

The study employed various methodological techniques such as questionnaire, interviews with Grade 12 English teachers, with the English Curriculum Designer, and with the Senior Expert in English Language Examination Development, and classroom Observation. Besides, to examine whether or not the ESLC English language examination mirrors the secondary school English textbooks, the contents and methods of the textbooks and the 1997, 1998 and 1999 ESLC English language examination papers were analyzed and compared.

The results of the study revealed that ESLC English language examination has an impact on the secondary school English language classrooms. Moreover, there was strong undesirable ESLC English language examination's impact on the teaching content and-to some degree-on teaching methodology as well as on students' study technique. Evidence of negative washback on the way teachers design tests/examinations was also observed.

The ESLC English language examination failed to adequately reflect the secondary school English language textbooks.

Based on the results of the findings, conclusions were drawn and recommendations made.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

In Ethiopia, the English language has had a special status for many years, especially since Ethiopia's liberation from Italian occupation in 1941. In so far as any official publication uses a foreign language, it is more likely to be English. In addition to its use as a medium of instruction from grade nine up to tertiary level, it is also taught as a subject from grade one onwards (Transitional Government of Ethiopia, 1994:93). Moreover, Dejenie (1990:11) asserts its significant roles as a second official language of Ethiopia, as the official language of international agencies as well as of some national organizations, and as one of the two compulsory subjects to pass the Ethiopian School Leaving Certificate Examination (hereinafter, ESLCE).

Moreover, the secondary school English language syllabus stresses that students should have greater and much more consolidated mastery of the language to communicate effectively and understand a variety of English usage in various contexts. Nevertheless, the standard of English is declining. Confirming this view, Rosner and Bolitho (1990: 8) contend that Ethiopian secondary school students' communicative ability in English is much below the standard.

A recent effort made with the hope of improving the country's low standard of English language is the replacement of the secondary school English textbooks by a new series. The content, as stated in the new Grade Eleven and Twelve English syllabus, addresses the four language skills as well as grammar and vocabulary. Grammar and vocabulary, as stated in the syllabus, should be taught in an integrated approach the same way as the four language skills are being taught, rather than in isolation. The recommended methodology for the teaching of the content is the communicative approach. However, these innovations might not be translated into practice unless the solely multiple-choice format that the ESLC English language examination has been employing since 1968 is taken into account to reflect the nature of the new text books.

To avoid such undesirable effects of testing on the English language class rooms (negative washback), Wall (1997:298) argues:

> *There is a clear need for more research into the nature of test washback...and for a model which will guide testers on how to produce and*

introduce tests in order to influence teaching, ...in a positive way

Alderson (1991) further emphasized the washback effect of testing as one of the profound areas that need attention to bring about progress in the teaching and testing of language.

Thus, this research aims at investigating whether the ESLC English language examination is exerting a washback effect on what happens in the secondary school English language classes, to what degree it operates, if it does, whether it (the washback) is positive or negative, and suggesting possible ways of redressing any possible deficiencies.

1.2 Statement of the Problem

The major aim of this study is to establish what impact the ESLC English language examination has on secondary school English language classrooms and to examine whether the ESLC English Language examination represents the current and method of the secondary school English textbooks . Accordingly, it attempts to investigate whether the ESLC English language examination exerts positive or negative washback on what and how teachers teach and, finally, to suggest possible solutions to identified problems, if any.

Thus, the specific aims of the study include:

1. examining whether the ESLC English language examination reflects the secondary school English language textbooks and/or syllabus.
2. finding out whether the ESLC English language examination is exerting washback effect on the content and methods of secondary school English language classrooms, and

1.3 Significance of the Study

The results of the study are hoped to create awareness in English teachers as well as ESLC English language examination developers regarding the advantages and disadvantages of the various types of testing methods while attempting to assess the attainment of the course objectives.

The results of the study are also hoped to exert a considerable impact on the teaching and testing of the English language at the secondary school level and thus contribute towards the improvement of the standard of the English language.

Besides, other researchers may be encouraged to use the study as a springboard for further investigation at different levels and institutions.

1.4 Scope of the Study

As stated above, the main purpose of this study is to examine the washback effect of the ESLC English language examination on what happens in the secondary school English language classes.

Accordingly, grade twelve students and English language teachers have been taken as sources of information. The study, thus, does not aim to encompass other grade levels on which the washback effect could possibly be examined.

1.5 Limitations of the Study

During the course of data collection for this study, many schools in Addis Ababa have stopped giving classes for 12^{th} grade students for different reasons. Those who were found conducting classes were busy working on past examination papers and the like. Thus, it was found impossible to observe teachers in class and how they were handling the prescribed textbooks, both of which could have supplemented the data gathered.

Constraints in terms of research fund and time have restricted the subjects of the study to only one grade level and to only three high schools (two government and one non-government), though it was the researcher's intention to include subjects from different grade levels and from many schools.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Relationship Between Language Teaching and Testing

Examinations have a valuable contribution in assessing learners' proficiency, progress and achievement. More particularly, they are indispensable in motivating and enhancing the teaching/ learning process. Thus, developments in language testing should be viewed in line with the entire teaching/ learning process.

Emphasizing the existence of a closer relationship between testing and teaching, Heaton (1988) states that

> *Both testing and teaching are so closely nterrelated that it is virtually impossible to work in either field without being constantly concerned with the other (1988:5)*

Davies (1968) suggests that "the good test is an obedient servant since it follows and apes the teaching" (1968:5). Stevenson (1977:16), extending Davies' ideas, argues that a language test is considered to be "largely subordinate to and supportive of" the teacher and his method of teaching. Stevenson (1977:16), however, questions the extent of their relationship and states that a test is to test the pupils but not to test the teacher and, therefore hardly is possible to indicate the effectiveness of the instruction.

Although that may be so, Hughes (1989) argues that:

> *We cannot expect testing only to follow teaching. What we should demand of it, however, is that it should be supportive of good teaching and, where necessary, exert a corrective influence on bad teaching (1989:2).*

Parallel to this idea, Hughes (1988) notes that " The proper relationship of testing and teaching is surely one of partnership. And one function of testing is to provide the kind of information that will help keep its partner on the right track" (Hughes: 1988:42).

It is then possible to state that testing and teaching are inseparable components, one determining the activity of the other.

Varrous researchers have reflected their support for the power of examinations over what tubes place in the classroom (for example, Hill and Parry, 1994; Stewart, 1993; Alderson and Wall, 1993; Shohamy, 1992, among others).

Hill and Parry (1994:3), for example, say: ".... how English is tested determines how it is taught...". Morris (1972), cited in Alderson and Wall (1993:115), views examinations as

necessary to ascertain whether the curriculum is put into effect. Swain (1985) and Alderson (1986), cited in Alderson and Wall (1993:115), maintain the view that examination designers should make innovations in language testing in order to effect improvement in the language classroom.

It is then possible to infer from what has been stated above that the close relationship between teaching and testing can be used to the extent that tests may be employed as instruments of innovations.

To mention some of the studies where tests have been used as instruments of innovation, suffice it to see the experiences of Hughes (1988) in Turkey, and that of Wall and Alderson (1993) in Sri Lanka.

Hughes (1988), for example, describes his experience as a member in the development of English language test for Bogazici University, Istanbul. He states that by introducing a new test in place of an earlier one which had been entirely multiple-choice, it was possible to attain an immediate effect on teaching: the syllabus was redesigned, new books were chosen, classes were held differently. Because of these changes, he argues, students attained a much higher standard in English language compared to the university's previous experience (Hughes, 1988:144).

The other example in this regard is that of Sri Lankan O'level English Language examination which introduced changes to its testing which, in turn, may have eventually contributed to the improvement of English language teaching (Wall and Alderson, 1993:42-43).

Similarly, though not put into practice, Dejenie (1990) has tried to show the possibility of improving the teaching of English language by introducing a new test in place of the then ESLC English language examination which was and still is entirely of multiple-choice format.

Despite the stated fact that tests have a strong impact on what happens in the language classroom (washback), this important view is usually neglected by some examination developers. This may have an adverse effect particularly in countries like Ethiopia where the increased use of secondary school leaving examination results is the sole determiner of students' future career and where intense competition is made so as to pass the examination. Thus, any innovation and progress made to improve the low standard of English language should put due emphasis on the impact examinations exert.

Hence, the major objective of test developers should be the attainment of positive washback of testing and, to this end, there should hardly be any difference between what is practised in learning the language and performances in preparing for the test (Hamp-Lyons,1997:296; Messick,1996:242; Airasian and Madaus, 1984:108-109; Bachman, 1990:47).

Teaching to the test will be beneficial or harmful depending on the congruence between what the textbook writers want students to attain and what the examination is trying to assess since the relationship between the two should determine the activities in the language classroom.

Confirming this view, Hughes (1989:45) states that teaching to the test will be considered teaching towards the proper objective of the course if the test is designed as per the communicative needs of the student.

One can fairly infer from what has been stated so far that the improvement of the standard of English language in Ethiopia can be triggered or retarded? by the interest of the ESLC English language examination developers who have the skills and the expertise to design a test that could reflect the present or future needs of the students as stated in the new syllabus. Consequently, teachers may attempt to equip their students to the skills that are tested in the examination.

Prodromou (1995:14), confirming this view, argues: "Professional neglect of backwash effect (what it is, how it operates, and its consequences) is one of the main reasons why new methods often fail to take root in language classes".

In light of the various arguments stated so far, it seems inappropriate to consider teaching apart from testing as the two go together influencing each other.

2.2 The Concept of Washback

Researchers forward a similar view as to the basic definition of washback. Alderson and Hamp-Lyons (1996:260) define washback as "the influence that writers on language testing, syllabus design and language teaching believe a test will have on the teaching that precedes it".

Extending Alderson and Hamp-Lyons's definition, Messick (1996:241) refers to washback as "the extent to which the test influences language teacher and learners to do things they would not necessarily otherwise do".

Bailey(1996:257), citing Buck (1988), describes washback as teachers' and learners' tendency to adjust the teaching / learning processes to the requirements of the test particularly when the test has a major impact on the lives of the test takers and when teachers' effectiveness is measured in students' success on the test. Buck (1988) then notes that this washback effect may either promote or impede students' actual language development.

Washback, in various general education and applied linguistic literature, is termed as backwash,' curricular alignment', 'measurement driven instruction', 'test-impact', 'consequential validity', or 'systemic validity' (Hamp-Lyons, 1997:295; Alderson and Hamp-Lyons, 1996:281;and Brown and Husdson, 1998:667). They go on to argue that though these various terms indicate the close relationship between testing and teaching and learning, they also reveal that the different types of influences examinations exert from the extent of narrowing the existing curriculum to deriving a new curriculum and thereby either impeding or promoting the teaching and learning activities.

Thus, the term "washback" is neutral, with its potential effects of being able to be either positive or negative depending on what is going on in the language classroom (Heaton, 1988:170; and Hughes, 1989:1).

Although it is common to claim about the existence of washback and the power of tests to affect what goes on in the language classroom, Alderson and Wall (1993:41) question these claims and point out that little if any actual research had ever demonstrated the influence of a language test on language teaching. Contrary to this , Wall and Alderson (1993) themselves examine and argue about a number of studies on washback that had been conducted empirically in the past (Brown and Hudson, 1998: 667). Besides, Brown and Hudson (1998), citing various authorities who have recently worked on washback, confirm the existence of washback .

Furthermore, maintaining this issue, Brown and Hudson (1998:667) state that

> *--- the empirical studies to date seem to confirm the existence of the washback effect in various places with a variety of different effects, but these studies also indicate that washback is not a simple or straight forward phenomenon that confirms neatly to popular notions about the effects of tests on language learning.*

Regarding the deterministic nature of tests, Buck (1988) quoted in Bailey (1996:258) selects the washback effect of entrance examination on Japan Secondary School students as the most prominent from the many probable reasons for the poor quality of students' English. Besides, some writers (for example Morrow, 1986 and Fredeiksen and Collins, 1989 quoted in Wall and Alderson, 1993:116) go to the extent of arguing that tests can be the most prominent factors to determine , both positively and negatively, what is going on in the language class room.

From what has been stated above and in terms of the purpose of this study . the concept of washback can be defined as the influence of a language test on what happens in a language classroom.

2.3 Promoting Beneficial Washback

Washback can be either positive or negative to the extent that it either promotes or impedes learners actual language development.

Researchers in language testing claim that testing closely parallel the objective of the instructional activities of the learning sequence. Teaching to the test is inevitable (Hughes, 1988), and, thus, disregard of the demands of the objective of the syllabus by examination developers leads inevitably to goal and test incongruence and affects adversely the quality of teaching and learning of the language. Thus, one must seek ways for test to result in the accomplishment of the stated objective.

Hughes (1989:44-47) enumerates a number of factors that may promote positive washback:

1. Test the abilities whose development you want to encourage.
2. Sample widely and unpredictably
3. Use direct testing
4. Base achievement tests on objectives

Hughes (1989)appears to be aware that some of these approaches may cost a lot of money and time, and would therefore question its practicality. But, he indicates that:

> *Before we decide that we cannot afford to test in ways that will promote beneficial backwash, we have to ask ourselves a question: what will be the cost of not achieving beneficial backwash? When we compare the cost of the test with the waste of effort and time on the part of teachers and students in activities quite inappropriate to their true learning goals---,we are likely to decide that we cannot afford not to introduce a test with a powerful beneficial backwash (Hughes, 1989:47).*

In support of Hughes' view, Nelson et al (1993:308) note that: "Rather than offering accountability, testing mistakenly applies the simple-minded methods of cost accounting - to the complexities of the teaching/ learning process" .

Similarly, various researchers list factors that may promote beneficial washback:

congruence between tests and educational goal, test-task authenticity, increased self-

assessment and learner autonomy (for example, Messick, 1996;; Bailey, 1996; and Hamp-Lyons, 1996).

It is then safe to assume that the use of fragments of language, a focus on word and sentence level linguistic features, and a concentration on skills / sub-Skills which, in terms of administration and marking, are easier to test are likely to have a harmful washback.

Illustrating this view, Messick (1996:241) forwards USA's success in improving the teaching/learning activities by taking into account the notion of performance assessments, as opposed to multiple-choice tests. Maintaining the same idea, Hughes (1989:61-2) notes that:

> *--- where a test which is important to students is multiple-choice in nature, there is a danger that practice for the test will have a harmful effect on learning and teaching .*

Added to this, Skehan (1991:3) argues that some test developers, unfortunately, adhere to using the multiple choice format due to a belief that it is an all-embracing model; consequently, they assume that sampling grammar as widely as possible enable them to predict students' real world performance which , Skehan (1991:3) contends, may have a devastating effect on the teaching and testing of the language.

Thus, to promote beneficial washback, the format and content of a test should be parallel to the objective of the course (Wesch, 1983:40). Otherwise, the type of skills which may be tested by multiple-choice format will be limited. and will not properly reflect the actual learning outcomes of the syllabus (Buckle, 1990:32; Nelson et al. 1993:323).

Davis (1985)and Kellaghan and Greaney (1992), quoted in Wall (1997:293), and Wall (1996:338), respectively, state that change in language teaching is best attained through the coordinated work of the syllabus, the examination and the teacher. But, if a choice has to be made among the three, the examination is the most powerful means and the most difficult to ignore to bring about improvement in the teaching/learning activities that go prior to it (Davis, quoted in Wall (1997: 293); and Nkosana,1998:93).

It is then possible to state that since testing procedures, more than any other teaching device, seem to be in command of the teaching and learning processes (Marso, 1970:5), it seems reasonable to declare the need for test developers to put due emphasis on the selection and use of test batteries that correspond to the syllabus objectives so as to improve the method of teaching and learning of the English language.

Therefore, in the case of Ethiopia, for instance, whether new English language textbooks are published to reflect communicative performance in a syllabus, and teachers are trained on how to handle these textbooks, all these endeavors may result to no avail unless the threats the solely multiple-choice format of the ESLC English language examination's are taken into consideration.

In support of the above view , Brown and Hudson(1998:667) state that if a syllabus emphasizes a series of communicative performance objectives while the assessment procedure at the end of the courses is of a multiple-choice structure, the test is likely to create a negative washback effect. Consequently, they argue: "students... spread the word about such mismatches , and ... insist on the tests and will ignore any curriculum that is not directly related to it".

They then express their experience that such undesirable effects occurred in numerous settings. To alleviate such unwanted effects, they suggest that assessment procedures need to correspond to the objective of the syllabus. They further stress the relevance of informing language teachers the pros and cons of the various test formats while preparing classroom tests in order to attain the syllabus objectives. Illustrating this view, Brown and Hudson(1998:668) state:

> *If teachers consider how those objectives will be assessed at the end of the course and follow through using the assessment format that best matches each objective, they will be helping to create a strong relationship between the assessment procedures and the objectives and therefore helping to produce a positive washback effect.*

Shohamy, Donitsa-Schmidt and Ferman (1996:301) discuss the results of the introduction of oral tests into Israel's national matriculation examination: EFL teachers and students began to spend a great deal of time teaching and practising oral skills; consequently, students' language proficiency were improved.

Dejenie (1990:21), opposing the ESLC English language examination's traditional way of testing, expresses his dissatisfaction with the examination as it requires no writing and

simply focuses as on the form of the language rather than its function at the expense of skills such as writing, speaking and listening.

The implication for the non-inclusion of these skills in the examination, therefore, Nkosana (1998 :96) argues , is that students and teachers might not consider performances on writing, speaking and listening as areas worth improving. Teachers are inclined to teach what will be tested (Nkosana ,1998) and thus it is unrealistic to expect teachers and students to focus on areas that are not included in the test as they are evaluated by test results (Alderson and Wall, 1992) irrespective of the type and quality of the test used as a yardstick.

Dejenie (1990)does not seem here to be arguing for the inclusion of the mentioned skills immediately as they could be considered costly to administer. But, until such time that this could be made possible, at least the inclusion of the various exercise formats of various test batteries that are consistently used in the then English language textbooks like matching, true /false, and gap-filling in the ESLC English language examination could possibly enhance the positive washback effect of the examination.

Forrest (1975:245), who attempted to assess the effect that objective tests have on the teaching of English language at the secondary school level in two West African countries and Ethiopia, recommends the possibilities of cloze procedures " which encourage the teaching of the language rather than the examination questions".

According to him,

> *Scores of cloze tests correlate well not only with comprehension ability but also with the command of structure and lexis . And the backwash effect of cloze tests may be more beneficial than those of the tests now used .(Forrest, 1975:246).*

Moreover, a test which lacks content validity or a test which under-represents or rejects all those that are identified as major areas in the specification is likely to make teachers and learners focus on areas that appear in the examination and ignore those that are not tested. Emphasis on particular content areas and appearance of repetitive items in the ESLC English language examinations seem to exert pressure on students and teachers to collect and study previous examination papers at the expense of the actual use of the language. One might then go to the extent of arguing that the teaching and learning of the English language become ritualistic and thus the stereotype ESLC English language examination

pattern seem to be the cause for the low standard of secondary school students' English language.

In order to promote beneficial washback, Bailey(1996) has the following to say:

> *It is unlikely that a test based on outmoded theoretical constructs will lead to positive washback. Since,…, a narrow view of linguistic competence has been replaced by a broader perspective on communicative competence, it is important that test developers provide test mechanisms by which test batteries can remain current (1998:236).*

Milanovice and Savile (in progress), cited in (Wall, 1997), forward the following points for test development to consider in order to produce positive washback:

> *Planning (using a rational and explicit approach to test development), supporting stakeholders in the testing process (item writers, consultants and expertise in the field,--- teachers, candidates, publishers), communicating (providing comprehensive, useful and transparent information) , and monitoring and evaluating the tests themselves and their impact (1997:290).*

Wall(1997) also seems to warn examination developers to deliberate on suggestions given by various authorities on how to produce positive washback so as to bring about improvement in the teaching and learning of the language.

2.4 Investigating Washback

In order for anyone to examine how washback works, Hughes (1993), in Bailey (1996:262), stresses the importance of distinguishing between participants, process and product in teaching and learning, realizing that all three can be influenced by the nature of a test. Hughes then discusses what these three terms refer to. " Participants" refer to people whose perception towards their work may be affected by a test: students and classroom teachers in this case. "Process" indicates participants' endeavours that may contribute to the process of learning: changes in teaching methodology, the use of learning and / or test – taking strategies. "Product" refers to the learning outcomes.

Hughes (1993), as quoted in Bailey (1996:262), argues as this "trichotomy" facilitates the construction of the basic model of washback. Participants' perception of their teaching/ learning activities may first be influenced by the nature of a test. These perceptions, in turn, may determine the kind of method they employ to carry out the task in the test (process), which will affect the students' actual language development: the product.

Alderson and Wall (1993) employ a different method to examine how washback works. They begin their consideration of washback with the common, simple version of the Washback Hypothesis:" that tests influence teaching". They go on to pose a series of possible hypotheses in an attempt to further specify the Washback Hypothesis:

(1) A test will influence teaching.

(2) A test will influence learning.

(3) A test will influence what teachers teach.

(4) A test will influence how teachers teach.

(5) A test will influence what learners learn.

(6) A test will influence how learners learn.

(7) A test will influence the rate of sequence of teaching.

(8) A test will influence the rate and sequence of learning.

(9) A test will influence the degree and depth of teaching.

(10) A test will influence the degree and depth of learning.

(11) A test will influence attitudes to content, method, etc of teaching/learning.

(12) Tests that have important consequences will have washback.

(13) Tests that do not have important consequences will have no washback.

(14) Tests will have washback on all learners and teachers.

(15) Tests will have washback effects for some teachers and some learners, but not for others (Alderson and Wall, 1993: 120-21).

Alderson and Wall do not seem to argue for or against any of these hypotheses, but rather indicate what the washback studies must address.

Moreover, to examine how washback works, Bailey (1996:263-64) classifies what Hughes (1993) referred to as "participants" into two: the learners and the programme (classroom teachers, in this case).

The way the learners and the programme perceive a test, Bailey (1996:163-66)argues, will have a direct impact on both the learners ("washback to the learner") and on the programme ("washback to the programme"). He then categorizes some of Alderson and Wall's (1993) hypothesis under the categories 'washback to the learner' and 'washback to the programme'.

He continues to note that students- to face the examination-, and teachers- to prepare students for the examination- may employ various techniques depending on the importance of a test. Thus, the techniques both students and teachers use may result in either beneficial

or harmful washback depending on whether or not their use enhanced the learners' actual language development, regardless of their perceived progress.

It then seems safe to assume that the possible strategies teachers and learners use for success on the examination may be considered as the hallmarks of the washback effect.

In support of this view, Messick (1996:254) argues that;

> --- it is important to underscore that washback is not simply good or bad teaching or learning practice that might occur with or without the test but rather good or bad practice that is evidentially linked to the introduction and use of the test .

Messick (1996) seems to be stating that the enhancement of learners' language proficiency largely depends on the nature of the examination that has power to control activities in the language classroom and these classroom practices drawn from the examination's feature may be taken as indicator of the washback effect.

Prodromou (1995: 14-15) also reveals some of the distinguishing features that show the existence of the washback effect:

> --- *It (backwash) usually means doing a lot of past papers in class as preparation for an examination; it may involve replicating, from past papers or the textbook, the exercise-types favored in the particular examination students will be taking: multiple-choice.... The methodological routine... presentation of the texts followed by questions...is a crude mirror image of what happens in most conventional examination. Other hallmarks... include the use of fragments of language, a concentration on word- and sentences–level linguistic features...The absence of any action or follow-up to the work done on a text is entirely typical of testing procedure.*

From what has been stated so far, it seems important to underscore that testing should not only be viewed as a tool to assess students' achievement and to diagnose learners' errors, it is also important to deliberate testing as having a potential effect in dictating what is happening in language classrooms. The types of test format(s) used, thus, seem to have a determinant role in either facilitating or debilitating students' initiatives for actual language development, even when the material chosen is potentially interesting. It seems also vital for text book writers, examination developers and teachers to be aware of such effect of testing back on to the teaching/learning activities (washback) and then work in a close liaison to design examination that could foster positive effects in English language classrooms. It seems viable to investigate the washback effect. To bring this into effect and to decide if teaching and learning are linked to the examination, the complete method seem to be

including both observing classes and inquiring teachers and students about their views and experiences either using questionnaire or interviews.

CHAPTER THREE: METHODOLOGY

3.1. Subjects

3.1.1. Selection of Schools

Among the twenty three government and eighteen non-government high school in Addis Ababa, two government and one non-government high schools were randomly selected in. The aim of taking government and non-government schools was on the assumption that teachers and students of these schools may work for the ESLC English language examination differently so that the samples taken may work for the betterment of the validity of the findings.

3.1.2. Selection of Subjects

The grade level the study focused was Grade Twelve. This was so because it was felt that the effect that the ESLC English language examination exerts will be more discernible on the said grade level's teachers and students than on those in the other grade levels as they are the closest to the ESLCE.

From among the three schools, Wondirad Senior Secondary School, Keftegna 7 Comprehensive Secondary school and St. Marry School, consisting of 420,930 and 76 Grade Twelve students, respectively, 150 students were sampled with the help of random sampling. The number of students taken from Wondirad, Keftegna 7 and St.Marry were 44, 96 and 10, respectively in proportion to the number of students indicated earlier. Five among the six 12th grade English language teachers, two from the two government schools each, and one from St. Marry, were selected.

Two officials from the National Organization for Examinations (henceforth NOEs) and from the Institute of Curriculum Development and Research (henceforth ICDR) were chosen since they were directly related with the purpose of the study.

3.2. Instruments of Data Collection

3.2.1. Questionnaire

To examine the effect that the ESLC English language examination exerts on secondary school English language classrooms and also to cross check teachers' responses on the issue, a questionnaire was designed for the students. It has two parts. The first part consists of items on general information; that is, about respondents' sex, age, school name, class, size

about periods allotted for English language. The second part contains fifteen items related to the content and method of the English language classrooms and examination questions.

Besides the only one open-ended item at the end, the items in the questionnaire were structured in two ways: rating scale and method of rank order. Items in the rating scale were simply stated while items in the method of rank order were followed by open-ended answers referring to the reasons respondents have for their 1st and 2nd ranked choices.

The questionnaire first prepared in English language was translated to Amharic to make the questions comprehensible to the students. Pilot study was conducted during the first semester of the 1999/2000 academic year. The results of the pilot study gave the researcher not only useful information but also revealed some problems in the instruments and procedures that had been designed for the study. For example, some of the questions were not clear to the respondents and some also elicited information that was not important to the study. Requisite revision was then made for the major study.

The final versions of the questionnaire was administered to one hundred and fifty students of the three schools. The students filled in the questionnaire assisted by the researcher. The filled-out questionnaires were collected in a week's time.

3.2.2. Interview

Structured and unstructured interviews were conducted with the grade twelve English language teachers of the three schools. In order to solicit information regarding teachers' activities on the day's lesson, unstructured interviews were conducted just after observing their classrooms. Structured interviews were also conducted after negotiating convenient time. This was done so as not to overload the teachers and thus minimize the reliability of the information supposed to be collected.

Moreover, in order to identify if there exists any working relationship between the English textbook writers and the ESLC English language examination developers and also in order to assess the compatibility of the syllabus objectives with the examination, structured interviews were conducted with the English Language Curriculum Designer in the ICDR, and with the Senior Expert of English Language Examination Development in the NOEs.

3.2.3. Classroom Observation

In order to cross-check the responses of the teachers and students about the teaching/learning process and in order to see the type of teaching materials teachers use and the way they handle them, classroom observations were conducted. Five among the six 12th grade English language teachers in the three sampled schools were observed twice each. The classroom observations were made by taking down notes on what happened in the English language classrooms. Thus, a total of ten classroom observations were conducted. The checklist that was supposed to be employed during the classroom observations was found to be unimportant since all the teachers were observed working on various past examination papers as was the case during the pilot study.

3.2.4.Material Analysis

To examine whether or not the ESLC English language examination mirrors the secondary school English textbooks, the contents of the old secondary school English language text books and the 1997, 1998 and 1999 ESLC English language examination papers were compared and analyzed.

3.3. Procedures

To determine whether or not washback exists, to what degree it operates, if it does, and whether it is positive or negative, the study was conducted using data from classroom observation, as well as data from interview and questionnaire responses.

The data obtained from the classroom observations and the responses from the questionnaires and interviews were analyzed and interpreted using percentages, chi-square test and Spearman's correlation co-efficient statistical methods.

In order to examine the adequacy of the ESLC English language examination in reflecting the secondary school English textbooks, a representative list of content areas was drawn up by referring to the textbooks and the sampled examination papers. The analysis of the textbooks was made by indicating the frequencies (in figures and percentages) of the content areas. Similarly, analysis of the sampled examination papers was made by giving the frequencies of the content areas. Then, the degree of the relationship between the frequencies of the content areas of both the textbooks and the sampled examination paper was determined by the Spearman's Rank Order Correlation coefficient's statistical methods.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

In this chapter, the results and the discussions of the students' questionnaire and the interviews as well as the findings of the classroom observations and the material analysis are presented.

Of the hundred and fifty students who took part in the study, seventy two were males and seventy eight were females. Only thirteen students were between twenty and twenty two years of age, while the remaining were below twenty.

Six periods were allotted for English per week, and fifty eight was found to be the average class size.

Five teachers (two males and three females) were included in the study. All of the teachers were holders of Bachelor of Arts degree , majoring in English but with no minor. Four of them had between twenty and twenty three years of teaching experience, while the remaining one had only fourteen years of experience.

Three out of the five teachers had received training related to English language teaching in 1997 and 1998. The topics entertained were communicative language teaching, the introduction of the newly prepared English textbook series, and the various approaches to teaching English.

The senior Expert in english Language Examination Development at the NOES and the English curriculum designer at the ICDR were included in the study . Both had two and three years of service in their current position, in addition to their fifteen and seventeen years of teaching experience, respectively.

Although the expert at the ICDR is currently attending the post-graduate programme in Curriculum and Instruction during summer at Addis Ababa University, both are graduates majoring in English.

4.1 The Effect of the Teaching and Learning of English in the Language Classrooms

Table 1: Students' Responses

Item No	Statements	Responses							
		A lot		Sometimes		Never		Total	
		f	%	f	%	f	%	f	%
1	The ESLC English language examination is related to the materials covered in the classroom	74	49.33	56	37.33	20	13.3	150	100
2	The English language teaching/ learning activities in the classroom are relevant to the forthcoming ESLC English language examination	68	45.33	73	48.67	9	6	150	100
3	The English language teachers use previous ESLC English language examination papers and items that are similar in content and format to those on the ESLC English language examination as a teaching device	51	34	93	62	6	4	150	100
4	Success on the ESLC English language examination is associated with the English language teachers' hard work	75	50	52	34.67	23	15.3	150	100

The above table shows students' responses to the relation between the ESLC English language examination and the content covered in the classroom, relevance of the teaching/learning activities to the forthcoming ESLC English language examination , the extent of use of past examination paper and various items, and about the association of success with teachers' efforts .

To the question raised regarding the extent of the relationship between the ESLC English language examination and the materials covered in the classroom, the majority (49.33%) of the respondents reported 'a lot' while, on the other hand, only 13.33% of the respondents said 'never'. However, the data gathered through the teachers' interviews seemed to be contrary to the above information. Four of the interviewed teachers were complaining about the mismatch between the new textbook they were officially ordered to use and the ESLC English language examination. Due to this perceived mismatch, the teachers reported that they tend to use the structure part of the earlier grade twelve English textbook so as to prepare students for the ESLC English language examination. The data collected through classroom observations also confirmed this view.

One of the interviewed teachers, however, indicated that the textbooks were used only to select topics and vocabulary items which might help students in the ESLC English language examination since the organization of these textbooks were considered poor in improving students' language proficiency. Thus, the teachers' decision to make the content of teaching identical to the content of the ESLC English language examination was an indication of the impact of the examination on the content of the classroom activities . However, the teacher's rejection of the new textbooks might not be related to the examination.

The teachers' claims to have used the structure part of the earlier textbook in addition to the new textbook in order to prepare students for the ESLCE may indicate examination impact on the content of teaching

Regarding the relevance of the teaching /learning activities to the forthcoming ESLC English language examination(item 2), 45.33 % and 48.67% of the student respondents reported 'a lot' and 'sometimes', respectively, while only 6% said 'never'. These differences in the students' responses could imply that the students may have been taught contents which they had considered irrelevant to the examination. The data obtained through the teachers' interview also revealed teachers' belief that the change made in the textbook would have no impact in the current ESLC English language examination .Despite the replacement of the earlier textbooks and in spite of the pressure on teachers to use the new textbook series, teachers and students do not seem to foresee any change in the current ESLC English language examination and so adhere to the content and method of the new textbooks. The most probable reason for teachers and students to be resistant to the change could be the influence of ESLC English language examination.

To identify whether the construction of the current ESLC English language examination was based on the new or the earlier textbooks, the English Language Curriculum Developer, and, the Senior Expert in English Language Examination Development , were asked . Accordingly, the former reported that all the high schools were using the new textbooks and thus the current ESLC English language examination was likely to be designed based on the new textbooks , though she had no information on it since there had not been any working relationships with the NOEs. The latter, however, pointed out that it was based on the new and the earlier textbooks. Explaining further, he reported that since one of the high schools in Addis Ababa was not using the new textbook in the belief that similar problem was expected in the other regions' high schools, the current ESLCE English language examination was designed based on the new and the earlier textbooks.

Thus , the current ESLC English language examination seemed to be unfair since it had incorporated contents that were not likely to be covered in the classrooms. The possible reasons for such anomaly could be lack of collaboration between the textbook writers, ESLC English language examination developers and teachers. Besides, as indicated in the bio-data, the mismatch between the responsibilities the officials were supposed to carry out and the professional ineptitude and the less number of years of experience at their current position might be the other reason to the problem.

It seems then safe to assume that the textbook writer appeared to sidestep the powerful nature of examination , and that the ESLC English language examination developers also seemed to be unaware of this quality of examination in influencing the activities in the language classrooms more than what the syllabus does.

In item 3, students were required to report whether or not the teachers had employed previous ESLC English language examination papers and items that were identical to those on the ESLCE as a teaching device. On the basis of this item, the majority (62%) of the students reported 'some times', whereas only 4% said 'never'. The data collected through the teachers' interviews and the classroom observation also confirmed this idea.

The interviewed teachers indicated that in addition to the above-stated examination papers and items, they were also using different past model examination papers and commercial

publications that were designed to help teachers and students to prepare for the ESLC English language examination in order to improve students' achievement in the ESLCE.

During the classroom observations, some of the teachers were observed writing some of the questions on the blackboard and students copying into their exercise books. A few of these teachers were found reading the questions for the students to answer , and thus students were responding by saying 'A', 'B', 'C' or 'D' .The teachers then remarked 'yes' or 'No' and moved on to the next question following identical method without making sure of the students' proper understanding .

Thus , much time was lost in writing and copying materials on and from the blackboard , and too little time was spent on discussing why students were not able to answer the questions correctly . Besides, there was less students' questioning and little time was spent on student-students interaction and student - teacher interaction.

During the post-observation interviews in which teachers were asked whether they felt sorry for the time they spent on writing and copying the questions, four of the teachers said 'no'. The common reason they reported was the smallness of the volume of the new Grade Twelve English textbook which they claimed to have finished earlier. Besides, two of the teachers reported that they have found worth writing the questions on the blackboard since such type of questions had frequently appeared in the previous years' ESLCE, and also that students usually faced difficulties in understanding such types of questions (sentence comprehension and sentence combination). However, one of the teachers was found working on past examination papers after getting them duplicated and distributed to each student and thus students were seen actively participating in justifying their answers.

Because teachers were observed using various types of past examination papers and commercial publications which resemble the content and method of the ESLC English language examination, and because teachers admitted that these were employed in order to prepare the students for the ESLC English language examination, it is then possible to state that the students' report, the teachers' interviews and the classroom observations seem to offer evidence for the tremendous examination impact on the content of classroom activities. This examination impact on the content of class activities was likely to be negative since little emphasis has been given to skills such as writing, speaking, and listening which were of particular value to improving students' language

proficiency. The time wasted while teachers were writing and students copying may suggest undesirable examination impact on class time

Teachers' ways of presenting these examination papers- teachers asking and students selecting and responding- resemble the method of the ESLC English language examination and thus indicate examination impact on the method which was likely to have impaired students' initiation for actual use of the language.

As concerns item four that requires students to report as to whether they associate their success on the ESLC English language examination with their teachers' hard work , 50% and 34.67% reported 'a lot' and 'sometimes' respectively whereas the remaining 15.33% pointed out 'never'. That is, the majority (84.67%) of the students indicated positive responses, while 15.33 reported negatively. The data gathered through the teachers' interviews indicated that some of the teachers associated students' success with their (the teachers') own efforts while very few of them attributed the success to the personal achievement of students who were active in the classroom.

Since the ESLC English language examination is one of the compulsory subjects to be considered a pass in the ESLCE and since the results students got in the ESLCE determine entrance to higher institutions of learning, students were likely to develop dependence on what their teachers were doing in the classroom. The results obtained in item one may be supportive of this idea .

The fact that students associated their success on the examination with their teachers' hard work, and teachers associated students' pass rates as their (teachers') own performance could entail that the classroom activities were dominated by teachers' activities. This may also be the case that students have a low level of proficiency since students were unlikely to be encouraged to practice the language on their own.

Table 2: The Relative Contribution of the English Language Course

Item No	Statements	Responses							
		A lot		Sometimes		Never		Total	
		f	%	f	%	f	%	f	%
5	The English language course in the classroom contributed relatively:								
	5.1 To cope with the ESLC English language examination	90	60	51	34	9	6	150	100
	5.2 To develop the English language proficiency	62	41.33	72	48	16	10.67	150	100

As can be seen in the above table, 60% and 34% of students reported that the English language courses in the classroom contributed 'a lot' and 'sometimes' to cope with the ESLC English language examination, respectively, while also 41.33% and 48% of the same students reported that the English language courses contributed ' a lot' and 'sometimes' to cope with the examination , respectively. In general, the majority (that is ,60% and 48%) of the students appeared to be working for success on the ESLCE while also striving for progress on their English language proficiency.

Thus, though students seem to put some effort to enhance their language proficiency while working for the examination, the multiple-choice format of the ESLC English language examination which emphasizes the form of the language rather than its function and the teachers' devotion to match the content and method of the teaching with the examination seem to deter students' effort to develop their English language proficiency.

Table 3: Teachers Devotion to work the Various Exercise Types in the New Textbook

Item No	Statements	Responses							
		A lot		Sometimes		Never		Total	
		f	%	f	%	f	%	f	%
6	The English language teachers while using the new textbook focus on 6.1 Grammar Exercises	87	58	51	34	12	8	150	100
	6.2 Vocabulary Exercises	73	48.67	50	33.33	27	18	150	100
	6.3 Reading Exercises	93	62	34	22.67	23	15.33	150	100
	6.4 Writing Exercises	34	22.67	49	32.67	67	44.67	150	100
	6.5 Speaking Exercises	27	18	54	36	69	46	150	100
	6.6 Listening Exercises	19	12.67	33	22	98	65.33	150	100

When students were asked about the extent of the emphasis their teachers actually put on the various exercise types while working on the new textbook, the following results were observed.

As shown in table 3, the majority (58%) of the students reported that their teachers had give much emphasis on grammar, while only 8% said that their teachers had never focused on grammar exercises in the new textbook.

Concerning vocabulary, the majority (48.67%) of the respondents indicated that their teachers had focused on these exercises a lot of times, while 18% said that their teachers had never focused on these exercises.

As regards reading exercises, the majority (62%) of the students reported that their teachers had alloted much time for teaching these exercises, while 15.33% stated that they had never been taught reading exercises.

Regarding writing exercises the majority (44.67%) of the students reported that their teachers had never paid any attention to teach these exercises, while 22.67% stated that they had been practising the writing exercises a lot.

With regard to the speaking exercises, the majority (46%) of the pupils reported that they had never been encouraged to use the language, while only 18% indicated that they had been exposed to practise the speaking exercises a lot. The above table also revels that the majority (65.33%) of the respondents had never been encouraged to work the listening exercises, while only 12.67% indicated that they had been taught the listening exercises a lot. According to these results it seems that teachers put different emphasis on the aforesaid language exercise types while teaching the new textbook.

To identify whether these differences in emphasis were merely chance variations to be expected, a Chi-square test was applied. Accordingly, the calculated (observed) value of X^2 (135.05) was found to be greater than its tabulated value (11.071) for 5 degrees of freedom at 5 percent level of significance (See Appendix A). Therefore, there was a significant difference between what the textbook expect teachers to emphasize and what they were actually doing in the classroom. The data gathered through the teachers' interviews also confirmed these views. Four of the interviewed teachers admitted that they had skipped some of the writing , speaking , listening exercises in favour of those which were relevant to the ESLCE: grammar, vocabulary and reading exercises.

Students' report on the teachers' unfair treatment of the different exercise types in the new textbook against the suggestions given in the teacher's guide and the teachers' admission that they had skipped some of the exercise types in favour of those which were relevant to the ESLCE tend to indicate an undesirable examination impact on the content of teaching .

Besides, the solely multiple-choice format of the ESLC English language examination is likely to have a negative washback effect on the method of classroom practices.

Table 4 : The Emphasis Teachers Actually Put on the Various Language Skills/Subskills

Item No	Statements	Responses							
		A lot		Sometimes		Never		Total	
		f	%	f	%	f	%	f	%
7	The emphasis the English language teachers actually put on 7.1 Grammar	101	67.33	38	25.33	11	7.33	150	100
	7.2 Vocabulary	59	39.33	68	45.33	23	15.33	150	100
	7.3 Reading	67	44.67	63	42	20	13.33	150	100
	7.4 Writing	12	8	50	33.33	88	58.67	150	100
	7.5 Speaking	21	14	38	25.33	91	60.67	150	100
	7.6 Listening	14	9.33	27	18	109	72.67	150	100

As shown in Table 4, the majority (67.33%) of the respondents indicated that their teachers had emphasized grammar a lot, while teaching English, whereas only 7.33% said that they had never been taught grammar. The table also reveals that the majority (45.33%) of the students had been taught vocabulary sometimes. Only 15.33% of them had never been taught vocabulary. As regards reading the majority (44.67%) of the respondents responded that the teachers had given a lot of attention to this skill, whereas 13.33% of the students stated 'never'. With regard to writing the majority (58.67%) of the respondents said that they had never been taught writing, while only 8% responded that they had been exposed to this skill most frequently. Concerning speaking, the majority (60.67%) of the students reported that they had never had any exposure to practise this skill, while 14% indicated that their were having a lot of opportunity to speak the language. Regarding listening, the majority (72.67%) of the respondents indicated that their teachers had never encouraged them to develop this skill, whereas only 9.33% responded that their teachers had trained them a lot. In general, the majority (92.67%, 84.67% and 86.67%) responded in favour of grammar, vocabulary and reading, respectively, and 58.67%, 60.67%, and 72.67% said negative responses to writing, speaking and listening, respectively. Teachers, thus, appeared to be biased towards the specific skills tested in the ESLC English language examination.

To examine whether or not teachers' bias towards the specific skills/subskills were mere chance variations, a chi-square test was applied. Accordingly, the calculated value of X^2

(193.14) was found to be greater than its tabulated value (11.071) for 5 degrees of freedom at 5 percent level of significance (see Appendix B) which revealed that teachers were biased towards grammar, vocabulary and reading. Therefore, there was a significant difference between the syllabus expectation and the actual emphasis teachers had put on the various language skills/ subskills while teaching the English language. Similar results were found from the teachers' interviews. The five interviewed teachers admitted to have devoted much of the class time working on the specific skills to be tested in the ESLC English language examination: grammar, vocabulary, and reading. The main reasons they gave for such practice were students' pressure to focus on topics known to be in the ESLC English language examination and their own conviction to prepare students for the ESLCE.

The teachers' interviews further revealed that practising of the tested skills was made by employing various supplementary materials which were identical both in terms of content and method to those on the ESLC English language examination, thus making their teaching relevant to the ESLCE.

Emphasizing this view , one of the interviewed teachers indicated that the materials that had been borrowed from the British Council to teach the speaking and listening skills were now used to teach the aforementioned specific skills in order to respond to students' pressure to focus on topics known to be in the ESLCE and to better prepare them for the ESLCE.

The students' report about their teachers' unfair emphasis on the specific skills tested in the ESLCE and teachers' admission that it was to improve students' achievement in the ESLCE seem to suggest undesirable examination impact on the content of teaching .

The teachers' reports and classroom observations seem to suggest that the supplementary material the teachers employed to prepare their students for the ESLC English language examination stressed knowledge of grammar, which was likely to distort the communicative methodology the textbook encourages. The reason for this seemed to be the negative impact of the purely multiple-choice format of the ESLC English language examination.

Table 5: Students' Expectations of Their Teachers to Focus on the Various Language Skills/Subskills and the Empasis the Actually Put on these Skills/Subskills while Studying the English Language

Item No.	Grammar							Vocabulary							Reading						
	Rank order							Rank order							Rank order						
	1	2	3	4	5	6	NR	1	2	3	4	5	6	NR	1	2	3	4	5	6	NR
8	68	35	21	8	9	7	2	32	50	40	12	9	5	2	18	34	45	26	17	8	2
10	79	29	22	9	7	3	2	22	65	33	16	8	5	2	25	34	44	22	12	12	2

Item No.	Writing						Speaking								Listening						
	Rank order						Rank order								Rank order						
	1	2	3	4	5	6	NR	1	2	3	4	5	6	NR	1	2	3	4	5	6	NR
8	6	4	13	29	53	43	2	8	20	16	59	24	21	2	10	7	13	19	29	70	2
10	6	9	16	33	56	29	2	9	11	15	51	41	22	2	7	5	12	12	46	67	2

NR= No Response

Note: Item No. 8, How intensely should your English language teacher teach the following language skills/subskills?

Item No. 10, Which of the following language skills/subskills do you emphasize while studying the English language?

In order to compare what students like their teachers to focus on the various language skills/subskills and the actual emphasis they put on these skills while learning and studying the English language , the results of the students ' responses were treated together (Table 5)

As can been seen in Table 5, the results of the students' preferences of the language skills /subskills while learning, and the actual emphasis they put on while studying the English language (Table 5) were found to be identical : grammar , vocabulary and reading . Thus, the teaching and learning of English seemed to be limited to these specific skills. The information gathered from the teachers' interviews also supported this idea.

The students were further required to give their reasons for their 1st and 2nd ranked choice as indicated in item number 9 and 11 (see Appendix E). Accordingly, the most common reasons the students gave for their preferences and emphasis were summed up

in the following points: 'grammar and vocabulary facilitate success on the ESLCE', 'to know a language is to know its rule and vocabulary', ' to better prepare for the classroom tests,' ' because I like to speak English emphasis has to be made on grammar and vocabulary '.

It does not seem to be surprising that both teachers and students spent a great deal of time working on the tested skills since students' results on the ESLCE had direct and very important consequences on students' future life career and a repercussions on teachers' morale.

More attention being paid to the aforementioned skills so as to match the contents of the teaching and studying with the examination which is not in accordance with what the textbooks required teachers and students to emphasize seemed to indicate undesirable examination impact on the content of teaching and studying

While responding to the question about the influence the solely multiple-choice format of the ESLC English language examination exerts on their teaching , the interviewed teachers reported the following: 'we are restricted to teaching the language form rather than its function to prepare students for the exam', 'it is difficult to teach the activities in the new textbook since students came to the class without having the new textbook which forced us to use the earlier textbook or materials related to the content and method of the ESLCE', 'we know we are making our students one sided-they are poor, for example, in writing to the extent of unidentifying the head and tail of what they wrote, but they are fit for the ESLCE ' and 'we do not want to put our students at risk by teaching skills that are not tested in the ESLCE'.

Regarding the influence the ESLC English language examination may have on students learning and studying, the most common reasons the students gave include: 'it discourages deep understanding and thus my study techniques is adjusted for simple recall', 'it makes most of the students to rely on others,' 'it does not encourage practising speaking and writing', 'it does not have any influence'.

Thus, while the teachers' interviews indicated undesirable examination impact on the content and method of teaching, the students' responses indicated negative examination impact for some and no examination impact for other students whose responses, for example, were: 'it does not have any influence'.

Regarding the starting time of examination preparation classes, the interviewed teachers invariably indicated that they had began preparing students for the ESLCE starting from as early as grade eleven, but this became more intensified as the examination date approached. One of the interviewed teachers claimed to have provided extra classes for the twelve graders every Saturday so as to better prepare them for the ESLCE. The common reason the other teachers provided for not conducting extra classes was the small volume of the new grade twelve textbook.

Thus, preparation for the examination had taken large amount of teaching time. Comparing the length of the time of preparation and the type of activities teachers and students employed while preparing for the ESLCE, one can fairly assume a considerable negative examination impact on the students' actual language development as harmful.

The interviewed teachers also indicated that classes were stopped and students were released a fortnight after the first semester break. Teachers' reactions for this were : 'to give students ample time to study on their own', 'we have finished what we had prepared' , and 'students pressure to halt classes'.

Thus, stopping classes before the examination date to give students study time was strong indication of the examination impact.

Table 6: Study Techniques Students' Employed While Preparing for the ESLCE

Item No.	Study Techniques	Rank order							
		1	2	3	4	5	6	7	NR
12.1	Referring to previous ESLC English language examination papers	31	52	30	17	10	4	2	4
12.2	Practising items similar in format to those in the ESLCE	36	38	38	17	10	5	3	3
12.3	Practising the language inside and outside the classroom	4	4	12	14	24	48	40	4
12.4	Reading a lot of books written in English	5	5	10	11	21	39	55	4
12.5	Enrolling in the ESLCE preparation courses outside regular class-hours	4	13	15	25	35	30	24	4
12.6	Requesting the school for additional or extra ESLCE preparation classes	13	5	19	36	24	24	25	4
12.7	Reading a lot of English grammar books	60	31	24	17	6	4	5	3

As shown in Table 6, the students reported that the three most frequently used study techniques while preparing for the ESLCE were referring to a lot of grammar books, working on the previous ESLC English language examination papers , and working on items that were identical in terms of content and method to those on the ESLC English language examination, respectively.

Similarly , the teachers were asked about the types of activities they were using to prepare their students for the forthcoming ESLCE . Accordingly, the teachers

mentioned the following procedures: 'preparing model questions', 'working on various types of past examination papers whose contents and methods were identical to those on the ESLC English language examination,' 'working on the structure part of the earlier textbook and various commercial publications which emphasized the skills that were tested on the ESLC English language examination

It is then safe to say that grammar books, various types of past examination papers and items identical to those in the ESLCE seemed to be the main teaching and studying materials which were likely to deter students' active involvement in practising in the language in real communication. The fact that teachers and students were paying more attention to practise decontextualized grammar and vocabulary could suggest strong negative examination impact on the content and method of teaching and studying, which could have led to the abandonment of the textbook.

4.2 The Effect on the Way Teachers Design Classroom Tests/Examinations

Table 7 : Teachers' Emphasis on the Various Language Skills/ Subskills While Testing the English Language

Item No	Statements	A lot		Sometimes		Never		Total	
		f	%	f	%	f	%	f	%
14	The English language classroom tests include 14.1 Grammar	93	62	46	30.67	11	7..33	150	100
	14.2 Vocabulary	60	40	81	54	9	6	150	100
	14.3 Reading	37	24.67	57	38	56	37.33	150	100
	14.4 Writing	10	6.67	39	26	101	67.33	150	100
	14..5 Speaking	11	7.33	36	24	103	68.67	150	100
	14.6 Listening	6	4	21	14	123	82	150	100

In responses to item fourteen which required the students to report on the types of skills/subskills included in the classroom tests/examinations, as shown in Table 7, the majority (62%) reported that they had been tested grammar a lot of times, while only 7.33% indicated that they had never been tested grammar. As regards vocabulary, the majority (54%) of the students indicated that their teachers had sometimes emphasized vocabulary while testing the English language, whereas only 6% of the students responded that their teachers had never emphasized this skill while preparing classroom tests/examinations. Concerning reading, the majority (38 %) of the students stated that this skill had sometimes appeared in the classroom tests/examinations, while 37.33% reported that reading skill had never been included in classroom tests/examinations. The table also reveals that the majority (67.33%) of the students respondents had never been tested writing, while only 6.67 % of the students had been tested writing a lot of times. With regard to speaking, the majority (68.67%) of the pupils said that their teachers had never inclined towards testing this skill, while only 7.33% of the students reported that their teachers inclined a lot towards testing speaking. Regarding listening, the majority (82 %) of the students indicated that this skill had never been included in classroom tests/examination. Only 4% of the students respondents reported that listening skill had been included in classroom tests/examinations a lot of times.

In general, more than half (92.67% and 62.67%) of the students indicated that grammar, vocabulary, and reading, respectively, had been favored in classroom tests /examinations, and 67.33%, 68.67% and 82% reported that writing, speaking and listening, respectively, had been disfavored in classroom tests/examination. Thus, its seems that in teachers puts unfair emphasis on the aforementioned skills while testing the English language.

To examine whether or not these variations in the tested skills were merely chance variations to be expected, a Chi-square test was used. Accordingly, a significant difference was observed between what the textbook expects classroom tests/examinations to test and what they were actually testing (See Appendix C). The data gathered through the teachers' interviews supported this view. Four of the interviewed teachers reported that they had a number of years of experience preparing students for the ESLCE as a result of which they claimed that they have mastered the test routines; Consequently, they admitted that they have been inclined towards emphasizing the tested skills and items that frequently appeared in the ESLCE while designing classroom tests / examinations so as to familiarize and prepare students for the ESLCE . One of the interviewed teachers, however, claimed to have also included writing in classroom tests which were provided at the end of every topic . But the mid-semester, the first-semester, and the mock examinations were typical of the ESLC English language examinations in terms of content, format, number and time required so as to familiarize the students with the ESLC English language examination and thus help in improving their performance on it.

The students' report and the teachers' admission that they had emphasized the tested skills in the ESLCE in classroom tests /examinations in order to familiarize and prepare students for the ESLCE and the current examination papers of each sampled school (see Appendix K, L and M) seem to indicate impact of examination on the way teachers design classroom tests/ examinations , but difficult to be sure there was examination impact on the way classroom tests were designed to one of the teachers who admitted that writing was included which was not tested in the ESLCE .

Many of the teachers admitted that they had never tested writing, speaking and listening skills in the classroom since the target was to improve students' achievement in the ESLCE. Thus, the testing of writing, speaking, and listening seemed to be dying out of classroom tests/ examinations. This entails enormous negative washback in the way teachers assess students' progress and thus classroom tests were unlikely to reflect students' attainment of the goal of the textbook.

This washback on the design of classroom tests/examinations seemed to have crippled further students' initiatives to practise the language due to its emphasis in the form of the language rather than its function and thus students were likely to employ the same study techniques as for the ESLC English language examination..

The emphases teachers actually put on the various language skills/subskills while teaching and testing the English language were found to be highly correlated, that is, r = .83 (see Appendix D), but the skills the teachers emphasized while teaching and testing as has been indicated above, were against what the textbook writers hoped to encourage. Thus, the textbook writers, attempt to bring about change in the teaching and learning of the English language by only introducing new textbook series meant to be more student-oriented and communicative seemed to result in failure due to the tremendous examination impact. Dejenie (1990) says that the ESLC English language examination is directing both the teaching and testing methods in the secondary schools and at the threshold level as well.

While responding to the question about the goal of the secondary school English language textbooks, , the English Language Curriculum Designer, reported that the textbooks focus on the attainment of sufficient mastery of the language to enable the students to achieve general academic success as English is the medium of instruction in our high schools, the attainment of sufficient mastery of the language to communicate effectively in the language in certain important professions such as banking, commerce, industry, tourism, the media and the like, and the attainment of sufficient mastery of the language to understand a variety of English usages that are listened to, spoken, written and read for various purposes and for various occasions .

Responding to the same question, the Senior Expert in English Language Examination Development pointed out that there was no any document listing the goal of the ESLC English language examination; however, it was so far designed based on the specifications made in the secondary school English textbooks. He then stated that its goal was to evaluate students' attainment of the secondary school English textbooks.

Concerning the compatibility of the goals of the textbook and the 'goal 'of the ESLC English language examination ,the expert at the ICDR stated that the multiple-choice format of the ESLC English language examination rather than reinforcing the attainment of the innovations made in the new textbook series was found to be

distorting what should be taught and how. Due to this, she went on explaining , it would be difficult to talk about candidates' attainment of the goal of the new textbook series based on the results they obtained in the ESLCE. Admitting this remark, the expert at the NOEs reported that it was found impossible to alter the solely multiple-choice format due to practical reasons and the firm stand of 'bosses' to maintain the age-old tradition.

Thus, the aims and activities of the new textbook series and the ESLC English language examination seemed to be pulling each other in different directions. This conflict was likely to be the main cause for the teachers to work against the goals of the textbook which could, thus, exert a negative washback effect on the content and method of teaching and testing of the English language.

The expert at the ICDR further expressed that different workshops had been organized and given, though not satisfactorily, to help teachers familiarize themselves with the goals and the recommended teaching methodology of the new textbook series. However, the expert at the NOEs pointed out that they had no expectations in terms of content and method for teachers to follow while preparing their pupils for the ESLC English language examinations.

The textbook writers seemed to be unaware of the potential impact examinations may have on classroom practices while spending a lot of money, time and energy to convince teachers to follow the recommended teaching methodology without attempting to persuade the ESLC English language examination developers to design examinations that could reinforce the use of the new textbook. Thus, there seem to be a similar need for communication between examination developers and curriculum designers to produce materials which would help the teachers and their pupils to cope with the ESLC English language examination . Alderson and Wall (1992:21) contend that it would be difficult to persuade teachers and pupils to concentrate on communication if the examination only tested the knowledge of English form.

4.3 Material Analysis

The contents of each of the old secondary school English textbooks are divided into two parts. Each part , from grade nine to eleven, consists of ten units and five review sections. Both parts of the grade twelve textbook, however consists of twenty review units and five reading practices. Every unit of the textbook deals with

comprehension, vocabulary and structure sections. The review sections all deal with only structure items and could thus be categorized under structure section. The reading practices sections with their comprehension questions are also put under the comprehension sections.

Similarly, the contents of the sample ESLC English language examination papers are divided into comprehension, vocabulary, reference, grammar and usage, sentence combination, punctuation and sentence comprehension sections. However, for convenience, the sentence comprehension part was categorized under the grammar and usage section. The other sections were treated as major content areas.

Thus, the content areas drawn up as major sections were comprehension, vocabulary, reference, grammar, sentence combination, and punctuation.

The frequency of each of the content areas treated in the textbook and in the sample examination papers are summarized and presented in the following:

Table 8: Number of Secondary School English Textbook Items Devoted to Each of the Content Areas

Items	Number of Items in Each Grade Level					
	9	10	11	12	Total No of Items	Percentage
Comprehension	220	656	248	234	1358	12.37
Vocabulary	535	701	511	330	2077	18.92
Reference	0	0	0	0	0	0
Grammar	2066	2529	1007	1520	7122	64.88
Sentence Combination	30	54	123	5	212	1.93
Punctuation	54	91	--	77	209	1.90
Total	2892	4031	1889	2166	10978	100

As shown in the above Table, grammar and vocabulary were the two most emphasized content areas in the secondary school English textbooks; however, items on reference were not retreated at all.

Table 9 : Number of ESLC English Language Examination Items Devoted to Each Content Area

Items	Number of Items in the Sampled ESLC English Language Examination Papers					
	1997	1998	1999	Total	Average	Percentage
Comprehension	16	18	20	54	18	18
Vocabulary	16	19	20	55	18.33	18.33
Reference	8	10	8	26	8.67	8.67
Grammar	52	45	44	141	47	47
Sentence combination	4	4	4	12	4	4
Punctuation	4	4	4	12	4	4

Similar to the textbooks, as can be seen from Table9, grammar and vocabulary were the most emphasized content areas in the sampled ESLC English language examination papers.

A comparison of the total number of items of each content areas employed in both the secondary school English textbooks and the sampled ESLC English language examination papers was made using the Spearman's Rank Order Correlation Coefficient.

Table 10 : Distribution of the Total Number of Items of Each Content Area in the Secondary School English Textbooks and in the Sample ESLC English Language Examination Papers

Items	Textbook		Sample Examination Papers	
	Total Number	Percentage	Average	Percentage
Comprehension	1358	12.37	18	18
Vocabulary	2077	18.92	18.33	18.33
Reference	0	0	8.67	8.67
Grammar	7122	64.88	47	47

Sentence combination	212	1.93	4	4
Punctuation	209	1.90	4	4

Table11: Ranking the Six Major Content Areas

Content Areas	Ranking Based on Textbooks	Ranking Based on Sample Examination papers
Comprehension	3	3
Vocabulary	2	2
Reference	6	4
Grammar	1	1
Sentencecombination	4	5
Punctuation	5	5

Table12 shows how the above six major content areas were ranked according to their distribution in the textbooks and in the sample examination papers.

The difference between the two rankings is then,

d	0	0	-2	0	-1	0	$E d^2 = 5$
d^2	0	0	4	0	1	0	

The rank correlation coefficient is therefore

$$r_s = 1 - \frac{6 \Sigma d^2}{N(N^2 - 1)}$$

$$1 - \frac{6(5)}{6(36-1)}$$

$$1 - \frac{30}{210}$$

$$1 - 0.14$$

$$0.86$$

Where r_s =Spearman's rank-order correlation coefficient

d^2 =the squared difference in ranks for the pair of squares

N= the number of pairs of scores

The Spearman's rank correlation coefficient table value for samples of size N= 6, at 5 percent level of significance is .829 . Since the observed correlation of 0.86 is greater than its tabulated value, it is then reasonable to state that the contents of the sampled ESLC English language examination papers seem to adequately reflect that of the contents of the secondary school English textbooks.

Though it was found that the various items in the textbooks were presented in terms of various methods like fill in, match, multiple choice , listen and identify, discuss, write, join, punctuate, and the like, the ESLC English language examination uses solely of the multiple choice format.

It is then fair to assume that though the examination papers seem to adequately represent the contents of the textbooks, they appear to fail to adequately mirror the methods used in the textbooks. Thus, teachers and students may lose trust in following the textbook and, therefore, may adhere to using past examination papers as a textbook while preparing for the ESLCE, a situation which is unlikely to promote students' English language proficiency.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter treats the summary of the main objectives, methods and results of the study as well as the recommendations made.

5.1 Summary

In order to look into the washback effect of the ESLC English language examination, if at all it exists, a questionnaire, classroom observation, and interviews were put to use. Besides, to examine if the ESLC English language examination reflects the secondary school English language textbooks, the contents and methods of both the textbooks and the sample examination papers were compared and analyzed.

Students' questionnaire were administered to one hundred and fifty grade twelve students of two government and one non-government high schools in Addis Ababa . This was so in order to cross-check teachers' claims and to encompass students' views and beliefs about the effects of test on the teaching and learning of English in the classroom. Five teachers, two from each of the government schools and one from the non-government school, were interviewed in order to find out both how they were teaching and how they preparing their pupils for the ESLC English language examination . To examine what was happening in the language classrooms and to cross-check teachers' and students' claims, classroom observations were conducted twice on each of the interviewed teachers' classes. In order to identify the compatibility of the new textbook series and the ESLC English language examination , and also to examine the working relationship between the textbook writers and the examination developers, interviews were conducted with the two officials concerned.

The ESLC English language examination does have washback effect on the content of teaching . The teachers concentrate on grammar, vocabulary, and reading since they know that these skills will be tested in the ESLCE. Unlike the intention of the textbook writers, teachers devote little time to promoting their students' writing , speaking, and listening skills.

Teachers cover the new textbook earlier by skipping certain exercise types and devote much of the class time working on past examination papers, commercial publications that help teachers and students for the ESLCE, and the like.

The English language examination has had a strong influence on the classroom tests/ examinations that teachers prepare for their pupils .

The ESLC English language examination was to have washback effect in the method of teaching Claims from teachers' that they had adjusted their teaching methodology counter to the advice given in the teachers guide, and the data from classroom observations revealed that teachers ways of presenting the past examinations papers and commercial publications indicated the ESLC English language examination's impact on the teaching methodology.

While all the high schools were supposed to be working on the new textbook, the current ESLC English language examination was designed based on the new and the earlier textbooks.

Students were associating their success on the examination with their teachers' work and teachers were viewing students' performance on the examination as their (students') own performance.

There was no any document that lists the goal of the examination , what the examination is intended to measure, the activities teachers and students were expected to emphasize while preparing for the examination or the washback the examination is expected to reinforce in the English language classrooms.

There were no any working relationships between the English textbooks writers and the ESLC English language examination developers.

The fact that many schools had stopped giving classes to grade twelve students so as to give students study time seems to indicate examination impact on grade twelve classes. While the contents of the secondary school English language textbooks were adequately mirrored in the ESLC English language examination , the methods were not.

Claims from the teachers that students exert pressure to focus on topics known to be in the ESLCE , and also the results of students' responses that they preferred their teachers to focus on vocabulary , grammar and reading, and the study techniques they used seem to show the washback effect of the ESLC English language examination on the content and method of their study.

5.2 Conclusions

The results of the students responses, and the information gathered from teachers' interviews as well as from classroom observations indicated that the ESLC English language examination had a harmful washback effect on the content and method of teaching and also on the study techniques students carry out . Consequently, the teaching

of grammar, vocabulary, and reading using a lot of examination papers and commercial publications were pervading the English language classrooms, while the teaching of writing, speaking, and listening which were supposed to be considered as having particular value after students' completion of secondary education were almost non existant. Besides, the methods presenting the emphasized skills were teachers-centered and seemed to be encouraging students to concentrate on recalling of simple information and routine exercise . It seems then safe to state that teachers seemed to be paying more attention to helping students overcome the form of the language instead of helping them improve in their language proficiency. The reason for the teachers' emphases seemed to be the purely multiple choice format of the ESLC English language examination.

The results of the study seem to show that there was a negative washback effect on the way teachers assess their students . Thus, the classroom tests / examinations were unlikely, as that of the ESLCE, to promote the attainment of the goal of the new textbook series . Their frequent use was rather likely to perpetuate the undesirable classroom practices.

The teachers' perception of the mismatch between the new textbook and the examination appeared to be making the teachers to depend on past examination papers and commercial publications which were inaccessible to the students. Thus , most of the class time was spent on teachers writing and students copying and little time for discussing them which was likely to exacerbate the inadequacy of the teaching / learning activities to enhance students' English language proficiency.

The ESLC English language examination developer did not have any document listing the goal of the examination and activities teachers and students should employ while preparing for the examination. That is, the examination was not designed to reinforce the new textbook series in terms of both the content and the recommended methodology . That is , there seemed to be incongruence in the aims and activities of the textbooks and the examination. The most probable reason for this incongruence seemed to be the lack of communication between the textbook writers, examination developers, and teachers.

The textbook writers have spent a lot of money, time and energy to persuade teachers to teach in accordance with the suggestions given in the teachers' guide,. However , it was found that teachers were teaching against the advice given in the

teachers' guide due to their perception of the mismatch between the textbook and the examination. For this anomaly to have happened, either the textbook writers seemed to be neglecting the powerful impact of examination or the ESLC English language examination developers appeared to be unaware of the quality that examinations can dictate what is happening in the language classroom more than any other teaching devices. Thus, the ESLC English language examination which is important for students' future career cannot be sidestepped if one is to bring about positive change in the teaching and learning of the English language.

5.3 Recommendations

Based on the findings, the following recommendations are made

1. A close liaison should be made between the English textbook writers and the ESLC English language examination developers in order to facilitate the attainment of the aims and activities of both the examination and the textbook and also to enable teachers and students to successfully perform on the examination.
2. For desirable classroom practice to take place and for appropriate examination preparations to occur , the NOEs must have documents that list the goal of the ESLC English language examination, the positive washback that the examination is intended to encourage, and an explicit guide to teachers on how to prepare pupils for the ESLC English language examination
3. Teachers, through in-service and pre-service teachers' training programs and in different workshops, must be given explicit instruction about what washback is, how it works and its consequences so that teachers would be aware of the advantages and disadvantages of employing various test formats in classroom tests/ examinations.
4. The ESLC English language examination developers and the textbook writers should work together to supplement the age-old multiple-choice format of the ESLC English language examination with various test batteries that may encourage the teaching and learning of the important skills.

5. The English Division at the NOEs and ICDR should call upon the help of individuals with qualifications and considerable practical experience in language testing in order to avoid un-intended consequences.

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APPENDICES

Appendix A

The Results of Chi-square Test on the Emphasis of Teachers Put on the Various Exercise Types in the Official Textbook

To identify the different frequencies of teachers' emphasis on the various exercise types (Table 3) treated in the new textbook were merely chance variations, Chi-square goodness of fit test was applied. The Chi square test was chosen because the emphasis under test requires a comparison of the observed and the expected frequencies in the discrete categories. The six exercise types comprise the categories.

Degree of freedom= K-1 where k= no. of categories

= 6-1

	Exercise types					
	Grammar Exercise	Vocabulary Exercise	Reading Exercise	Writing Exercise	Speaking Exercise	Listening Exercise
Teachers' actual emphasis	138	123	127	83	81	52
Expected emphasis	150	150	150	150	150	150

Keys: indicated the observed frequencies of teachers emphasis in each cell

indicated the expected frequencies of teachers emphasis in each cell

X^2 can be computed using the formula

$$X^2 = \sum_{i=1}^{k} \frac{(Oi - Ei)^2}{E_i}$$

Where O = the observed number of cases in the ith category

E = the expected number of cases in the ith category

K= the number of categories

Thus ,

$$X^2 = \sum_{i=1}^{1} \frac{(Oi - Ei)^2}{Ei}$$

$$= \frac{(138-150)^2}{150} + \frac{(123-150)^2}{150} + \frac{(127-150)^2}{150} + \frac{(83-150)^2}{150} + \frac{(81-150)^2}{150} + \frac{(52-150)^2}{150}$$

$$X^2 = 135.05$$

That is, the calculated value of X^2 is 135. 05 . The table value of X^2 for 5 degree of freedom at 5 percent level of significance is 11.071 Thus, since the calculated value of X^2 is greater than its table value, the different frequencies of teachers' emphasis on the various exercise types was not due to a chance variation. That is, there was a significant difference between the actual emphasis teachers put on and the emphasis teachers were expected to put on

Appendix B

The Results of Chi-square Test on the Actual Emphasis Teachers Put on the Language skills/subskills.

To identify the difference on emphasis teacher actually put on the various language skills/sub skills (Table 4) were merely chance variations, Chi square test was applied. The frequency of students responses in the actual emphasis teachers put on the language skills/ subskills versus the expected emphasis teachers to put on

	Language Skills /Subskills					
	Grammar	Vocabulary	Reading	Writing	Speaking	Listening
Teachers' actual emphasis	139	127	130	62	59	49
Expected emphasis	150	150	150	150	150	150

Key : indicated the observed frequencies of teachers' emphasis

indicated the expected frequencies of teachers' emphases in each cell

Thus,

$$X^2 = \sum_{i=1}^{1} \frac{(Oi - Ei)^2}{Ei}$$

$$= \frac{(139-150)^2}{150} + \frac{(127-150)^2}{150} + \frac{(130-150)^2}{150} + \frac{(62-150)^2}{150} + \frac{(59-150)^2}{150} + \frac{(49-150)^2}{150}$$

$$X^2 = 193.14$$

The table value of X^2 for 5 degree of freedom at 5 percent level of significance is 11.071. Thus, since the calculated value of X^2 is greater than its table value the different emphasis teachers actually put on were not a mere chance variations. There were a significance difference between what teachers were expected to emphasize and the actual emphasis they put on .

Appendix C

The Results of Chi:- Square test on the Distribution of the Language Skills/ Subskills in the Classroom Tests / Examinations.

To test distribution of the skills/subskills in classroom test/examination (Table7) were merely chance variations, chi-square test was applied.

	Language Skills /Sub skills					
	Grammar	Vocabulary	Reading	Writing	Speaking	Listening
Actual distribution in classroom tests examinations	139	141	94	49	47	27
Expected distribution	150	150	150	150	150	150

Keys: indicated the observed frequencies of the distribution of the skills /sub skills in each cell indicated the expected frequencies of the distribution of the distribution of the skills /sub skills in each cell

Then ,

$$X^2 = \sum_{i=1}^{6} \frac{(O_i - Ei)^2}{E_i}$$

$$= \frac{(139-150)^2}{150} + \frac{(141-150)^2}{150} + \frac{(94-150)^2}{150} + \frac{(49-150)^2}{150} + \frac{(27-150)^2}{150} + \frac{(27-15)^2}{150}$$

$$X^2 = 261.86$$

Therefore, since the calculated value of X^2 (261.86) is greater that its table value (11.071), there is a significance different in the frequencies of distribution of the skills/ sub skills in classroom tests/ examinations. That is, teachers seemed to be biased while testing these skills/subskills

Appendix D

The Results of the Spearman's Rank Correlation Coefficient on the Emphasis Teachers Put on the various language Skills/sub Skills while teaching.

To identify the extent of the relationship between the emphasis made on the various language skills / subskills while teaching (Table 4) and testing (Table 7) the English language in the classroom, the Spearman rank correlation coefficient was applied.

Language Skills/sub skills	Teaching		Testing	
	f	Rank	f	Rank
Grammar	139	1	139	2
Vocabulary	127	3	141	1
Reading	130	2	94	3
Writing	62	4	49	4
Speaking	59	5	47	5
Listening	41	6	27	6

The difference between the two rankings is

d	-1	2	-1	0	0	0	$\sum d^2 = 6$
d^2	1	4	1	0	0	0	

the rank correlation coefficient is

$$r_s = 1 - \frac{\sum 6\, d^2}{N(N2-1)}$$

$$\frac{1 - 6(6)}{6\,(36-1)}$$

$$= 1 - 0.17$$

$$= 0.83$$

Where, Vs = Sepearment's rank correlation coefficient
D = the squared difference in ranks for the pair of squares
N = the number of pairs of squares

To check this correlation further at 5 percent level of significance for sample size of 6, tabulated table value was found to be .829 . Thus, since the calculated Spearman's rank correlation is greater than its table value, the emphasis teacher put on what? Various language skills/subskills while teaching and testing are correlated.

Appendix E

Students' Questionnaire

Dear Student,

The main purpose of this questionnaire is to gather information on the possible problems students' face while learning the English language. Thus, the outcome of the questionnaire depends upon your genuine response to each item. Therefore, you are kindly requested to give your frank opinion.

Thank you for your cooperation

Instruction:

1. You do not need to write your name
2. For the multiple-choice questions, please answer by putting a " ✔ " mark in the appropriate box.
3. For the short answer questions please give your opinions in the spaces provided.

Part I. General Information

1. Your A. Age: _____
   B. Sex: _____ (please write "M" or "F")
2. Name of your school: _____
3. Total number of periods per week allotted for English language: _____
4. Total number of students in your section: _____

Part II. Concerning the Teaching and Learning of the English Language

1. How often do you think the items in the ESLC English Language examination match the materials covered in the classroom?
   A. A lot ☐ B. Sometimes ☐ C. Never ☐

2. How often do you think that the English language teaching/learning activities in the classroom are relevant to the forthcoming ESLC English language examination?
   A. A lot ☐ B. Sometimes ☐ C. Never ☐

3. How often does your English language teacher use previous ESLC English language examination papers and items that are similar in format to those in the ESLC English language examination as a teaching device?
   A. A lot ☐ B. Sometimes ☐ C. Never ☐

4. How often do you think the relative contribution of the English language course in the classroom to each of the following?

4.1. To cope with the ESLC English language Examination
A. A lot □ B. Sometimes □ C. Never □

4.2. To develop the English language proficiency?
A. A lot □ B. Sometimes □ C. Never □

5. How often do you associate your success on the ESLC English Language examination with your English teacher's hardwork?
A. A lot □ B. Sometimes □ C. Never □

6. How often does your English language teacher focus on the following exercise types in the new textbook in order to prepare you for the ESLC English language examination?

6.1. Grammar exercises?	A. a lot □	B. sometimes □	C. never □
6.2. Vocabulary exercises?	A. a lot □	B. sometimes □	C. never □
6.3. Reading exercises?	A. a lot □	B. sometimes □	C. never □
6.4. Writing exercises?	A. a lot □	B. sometimes □	C. never □
6.5. Speaking exercises?	A. a lot □	B. sometimes □	C. never □
6.6. Listening exercises?	A. a lot □	B. sometimes □	C. never □

7. How often does your English Language teacher focus on the following language skills/subskills while teaching English language?

6.1. Grammar?	A. a lot □	B. sometimes □	C. never □
6.2. Vocabulary?	A. a lot □	B. sometimes □	C. never □
6.3. Reading?	A. a lot □	B. sometimes □	C. never □
6.4. Writing?	A. a lot □	B. sometimes □	C. never □
6.5. Speaking?	A. a lot □	B. sometimes □	C. never □
6.6. Listening?	A. a lot □	B. sometimes □	C. never □

8. How intensely should your English Language teacher tech the following language elements and skills?
(Please rank them in the order of importance. For example "1" for the most important, "2" for the next most important, and so on)
8.1. Grammar _____
8.2. Vocabulary _____
8.3. Reading _____
8.4. Writing _____
8.5. Speaking _____
8.6 Listening _____

9. Write the main reasons for your 1st and 2nd (rank) choice

_____

10. Which of the following do you emphasize while studying the English language? (put in the order of emphasis. For example "1" for the most emphasized, "2" for the next most emphasized, and so on)

10.1. Grammar _____
10.2. Vocabulary _____
10.3. Reading _____
10.4. Writing _____
10.5. Speaking _____
10.6 Listening _____

11. Write the main reasons for your 1st and 2nd (rank) choice.

_____
_____

12. How often do you use any of the following as study techniques while preparing for the ESLC English language examination? (Please rank them in the order of how frequently you use them. For example, "1" for which you most frequently use, "2" for the next most frequent, and so on).

_____ 12.1 Referring to pervious ESLC English language examination papers

_____ 12.2 Practising items similar in format to those on the ESLC English language examination
_____ 12.3 Practising the language inside and outside the classroom
_____ 12.4 Reading a lot of books written in English
_____ 12.5 Enrolling in ESLCE preparation courses outside regular class-hours
_____ 12.6 Requesting the school for additional or extra ESLCE preparation classes.
_____ 12.7 Reading a lot of English grammar books

13. Write if you have any other study techniques:

_____
_____

14. How often does your English language teacher include the following language skills/subskills in the classroom tests/examinations?

14.1. Grammar?	A. a lot ☐	B. sometimes ☐	C. never ☐
14.2. Vocabulary?	A. a lot ☐	B. sometimes ☐	C. never ☐
14.3. Reading?	A. a lot ☐	B. sometimes ☐	C. never ☐
14.4. Writing?	A. a lot ☐	B. sometimes ☐	C. never ☐
14.5. Speaking?	A. a lot ☐	B. sometimes ☐	C. never ☐
14.6. Listening?	A. a lot ☐	B. sometimes ☐	C. never ☐

15. Please discuss the possible influence of the solely multiple choice format of the ESLC English language examination on your study in learning the language (write only the main points)

Appendix F

የተማሪዎች መጠይቅ

ውድ ተማሪ

የዚህ መጠይቅ ዋና ዓላማ ተማሪዎች የአንግሊዘኛ ቋንቋ ሲማሩ ሊያጋጥማቸው የሚችሉ ችግሮችን በተመለከተ መረጃዎችን ለመሰብሰብ ታቅዶ የተዘጋጀ ጥናት ነው::

ስለዚህ ከመጠይቁ የሚገኘው ውጤት ሊደረግ ለታሰበው ጥናት የሚኖረውን ጠቀሜታ በመገንዘብ በመጠይቁ ውስጥ ለተካተቱት ጥያቄዎች ግልጽና እውነተኛ ምላሻችሁን በመሙላት ትተባበሩኝ ዘንድ በትህትና እየጠየቅሁ ለሚደረግልኝ ትብብር በቅዲሚያ አመሰግናለሁ::

<u>ማሳሰቢያ፤</u>

ሀ. በመጠይቁ ላይ ስም መጻፍ አያስፈልገም

ለ. ዓማራጭ መልስ ላለው ጥያቄ በተሰጠው ሳጥን የ "✓" ምልክት በማድረግ መልስ ስጥ ስጭ

ሐ. አጫጭር መልስ ለሚያስፈልገው ጥያቄ በተሰጠው ክፍት ቦታ አስተያየትህን/ሽን ስጥ/ጭ

ክፍል አንድ- አጠቃላይ መረጃ

1. ሀ. ዕድሜ _____
   ለ. ፃታ _____

2. የትምህርት ቤቱ ስም _____
3. ለአንግሊዘኛ ቋንቋ በሳምንት ውስጥ የተመደበለት ክፍለ ጊዜ ብዛት_____
4. በምትማርበት/ሪበት ክፍል ውስጥ የሚገኙ ተማሪዎች ብዛት _____

ክፍል ሁለት - የአንግሊዘኛ ቋንቋ የመማር ማስተማር ሂደትን በተመለከተ

1. በ2ኛ ደረጃ መልቀቂያ የአንግሊዘኛ ቋንቋ ፈተና ውስጥ የተካተቱት ጥያቄዎች በመማሪያ መጽሀፍት ውስጥ ከሰፈሩትና በክፍል ውስጥ ከተማርካቸው/ሻቸው ጋር ምን ያህል ይዛመዳሉ ብለህ/ሽ ታስባለህ/ቢያስሽ?

   ሀ. በአብዛኛው ☐ ለ. አንዳንድ ጊዜ ☐ ሐ. በፍጹም አይዛመዱም ☐

2. በክፍል ዉስጥ የሚሰጠዉ የአንገሊዘኛ ቂንቂ የመማር ማስተማር አንቅስቃሴ ለመጭዉ የሁለተኛ ደረጃ መልቀቂያ ፈተና ጠቀሜታ አለዉ ብለህ/ሽ ምን ያህል ታስባለህ/ቢያስሽ

   ሀ. በአብዛኛዉ ☐ ለ. አንዳንድ ጊዜ ☐ ሐ. በፍፁም ☐

3. የአንግሊዘኛ ቋንቋ መምህርህ/ሽ ቀደምት የ2ኛ ደረጃ መልቀቂያ የአንግሊዘኛ ቋንቋ ፈተና ወረቀቶችን እና ከሁለተኛ ደረጃ መልቀቂያ ፈተና ጋር በአቀራረብ ተመሳሳይነት ያላቸዉን ጥያቄዎች ምን ያህል ይጠቀማል?

   ሀ. በአብዛኛው ☐ ለ. አንዳንድ ጊዜ ☐ ሐ. በፍፁም አይጠቀምም ☐

4. በመማሪያ ክፍለ ውስጥ የሚከናወነው የአንግሊዘኛ ቋንቋ ትምህርት ከሚከተሉት ለአያንዳንዱ ያለዉ አንፃራዊ አስተዋጽዖ ምን ያህል ነዉ ብለህ/ሽ ታስባለህ/ቢያስሽ?

   4.1. ለ2ኛ ደረጃ መልቀቂያ የአንግሊዘኛ ቋንቋ ፈተና ዝግጅት

   ሀ. በአብዛኛው ☐ ለ. አንዳንድ ጊዜ ☐ ሐ. በፍፁም ☐

   4.2. የአንግሊዘኛ ቋንቋ ክህሎት ለማሳደግ

   ሀ. በአብዛኛው ☐ ለ. አንዳንድ ጊዜ ☐ ሐ. በፍፁም ☐

5. በ2ኛ ደረጃ መልቀቂያ የአንግሊዘኛ ቋንቋ ፈተና የምታገኘው/ኚዉ ውጤት ከአንግሊዘኛ ቂንቂ መምህርህ/ሽ የሥራ ጥረት ... ጋር ምን ያህል ታዛምደዋለህ/ጂዋለሽ?

ህ. በአብዛኛው ☐ ሰ. አንዳንድ ጊዜ ☐ ሐ. በፍፁም አሳዛምደዉም ☐

6. መምህርህ/ሽ አናንተን ለሁለኛ ደረጃ መልቀቂያየአንግሊዘኛ ቂንቂ ፈተና ለማዘጋጀት በአዲሱ የተማሪዉ መጽሃፍ ዉስጥ ለተካተቱት የመልመጃ አይነቶች ምን ያህል ትኩረት ይሰጣሉ?	በአብዛኛው	አንዳንድ ጊዜ	በፍፁም
6.1 የሰዋሰዉ መልመጃዎች			
6.2 የቃላት መልመጃዎች			
6.3 የንባብ መልመጃዎች			
6.4 የመጻፍ መልመጃዎች			
6.5 የንግግር መልመጃዎች			
6.6 የማዳመጥ መልመጃዎች			

7. የአንግሊዘኛ ቋንቋ መምህርህ/ሽ የአንግሊዘኛ ቋንቋ በሚያስተምሩበት ወቅት ለሚከተሉት የቋንቋ ክፍሉችና የቋንቋ ክሂሎች ምን ያሕል ትኩረት ይሰጣሉ?	በአብዛኛው	አንዳንድ ጊዘ	በፍፁም
7.1 ሰዋሰዉ			
7.2 ቃላት			
7.3 ንባብ			
7.4 መጻፍ			
7.5 ንግግር			
7.6 ማዳመጥ			

8. ከሚከተሉት የቋንቋ ክፍሎችና የቋንቋ ክሂሎች ምን ያህል በስፋትና በጥልቀት የአንግሊዘኛ ቋንቋ መምህሩ ሊያተኩርባቸው ይገባል ትላለህ/ያለሽ?
(በስፋትና በጥልቀት ትኩረት ሊሰጠው ይገባል ከምትሉት ቅደም ተከተል አንፃር አስቀምጡት:: ለምሳሌ፤ "1" በበለጠ ስፋትና ጥልቀት ትኩረት የሚገባው፣ "2" ከርሱ ቀጥሉ ስፋትና ጥልቀት ትኩረት የሚገባው፣ ወዘተ በማለት ፃፍ/ፊ)

8.1 ሰዋሰው _____
8.2 ቃላት _____
8.3 ንባብ _____
8.4 መጻፍ _____
8.5 ንግግር _____
8.6 ማዳመጥ _____

9. ለ1ኛና 2ኛ ደረጃ ምርጫዎችህ/ሽ ዋና ዋና ምክንያት ፃፍ/ፊ

_____
_____
_____
_____

10. የአንግሊዘኛ ቋንቋን ስታጠና/ኝ ከሚከተሉት ውስጥ ለየትኛው የበለጠ ትኩረት ትሰጣለህ/ጪለሽ? ከምትሰጣቸው/ጪቸዉ ትኩረት ቅደም ተከተል አንፃር 1፣2፣3 ወዘተ ብለህ/ሽ ፃፍ/ፊ:: ለምሳሌ፤ ከፍተኛ ትኩረት ለምትሰጠው/ጭው "1"፣ ከርሱ ቀጥሉ ትኩረት ለምትሰጠው "2" ወዘተ በማለት ፃፊ/ፊ::

10.1 ሰዋሰው _____
10.2 ቃላት _____
10.3 ንግግር _____
10.4 ማዳመጥ _____
10.5 መጻፍ _____
10.6 ማንበብ _____

11. ስ1ኛና 2ኛ ደረጃ ምርጫዎችህ/ሽ ዋና ዋና ምክንያት ፃፍ/ፊ

_____
_____
_____

12. ስ2ኛ ደረጃ መልቀቂያ የእንግሊዘኛ ቋንቋ ፈተና ስትዘጋጅ/ጂ ከዚህ በታች ከተዘረዘሩት እንደየጥናት ዘዴዎች ምን ያሕል ትጠቀምባቸዋለህ/ሚባቸዋለሽ?
አንደአጠቃቀምህ/ሽ ብዛት ቅደም ተከተል አንፃር 1፣2፣3 ወዘተ ብለህ/ሽ ፃፍ/ፊ::
ለምሳሌ፤ አብዛኛውን ጊዜ እንደጥናት ዘዴ ለምትጠቀምበት/ሚበት"1"፣ ከርሱ ቀጥሎ እንደየጥናት ዘዴ ለምትጠቀምበት/ሚበት ደግሞ "2" ወዘተ በማለትፃፍ/ፊ::

_____ 12.1 ቀደምት የ2ኛ ደረጃ መልቀቂያ የእንግሊዘኛ ቂንቂፈተና ወረቀቶችን ማጥናት
_____ 12.2 ከ2ኛ ደረጃ መልቀቂያ የእንግሊዘኛ ቋንቋ ፈተና ጋር በአቀራረብ ተመሳሳይነት ያሳቸውን ጥያቄዎች መለማመድ
_____ 12.3 እንግሊዘኛ ቋንቋን በክፍል ውስጥና ከክፍል ውጭ መለማመድ
_____ 12.4 በእንግሊዘኛ ቋንቋ የተፃፉትን መጻሕፍት በብዛት ማንበብ
_____ 12.5 ከመደበኛ ክፍል ውጭ ለሁለተኛ ደረጃ መልቀቂያ ፈተና ዝግጅት የሚሰጡ የእንግሊዘኛ ቋንቋ ትምህርትን መከታተል
_____ 12.6 ትምህርት ቤቱ ለ2ኛ ደረጃ መልቀቂያ ፈተና የሚረዳ ተጨማሪ ክፍለ ጊዜ እንዲያዘጋጁ መጠየቅ
_____ 12.7 የእንግሊኛ ሰዋሰዉ መጽሃፍትን በብዛት ማንበብ

13. ሌላ የምትጠቀምበት/ሚበት የጥናት ዘዴዎች ካለህ/ሽ ፃፍ/ፊ

_____
_____
_____

14. የእንግሊኛ ቂንቂ መምህርህ/ሽ ከሚከተሉት የቂንቂ ክፍሉችና የቂንቂ ከሂሉች በክፍል ፈተና ዉስጥ ምን ያህል ያካትታሉ?	በአብዛኛው	አንዳንድ ጊዜ	በፍፁም
14.1 ሰዋሰዉ			
14.2 ቃላት			
14.3 ንባብ			
14.4 መጻፍ			
14.5 ንግግር			
14.6 ማዳመጥ			

15. የ2ኛ ደረጃ መለቀቂያ እንግሊዘኛ ቋንቋ ፈተና አቀራረቡ ምረጫ ብቻ መሆኑ ቋንቋውን በምትማርበትና /ሪበትና በምታጠናበት/ኝበት ወቅት ሊኖረዉ የሚችለው ተፅዕኖ ግለፅ/ጪ

_____
_____
_____

Appendix G

Interview with Grade Twelve English Language Teachers

Part I: General Information

1. Name of the school:_____
2. Location(zone):_____
3. Interviewee's Sex:_____
4. Current Educational Level:_____
   4.1.Major:_____
   4.2. Minor:_____
5. Experience in teaching: _____ years.
6. Have you ever received any training related to ELT?
   _____
7. If so, on what and when?

_____

Part II: Concerning the Possible Washback Effect of the ELSC English Language Examination on the Teaching of the English Language in the Secondary School Classrooms.

1. Which textbook are you currently using: the old or the new?
   1.1 If your answer is "the new textbook". Who advised you to use it?
   1.2 If both, why?
2. Please discuss whether or not and how strictly you follow the suggestion given in the teacher's guide while using the new textbook.
3. Do you have any problem in using the new textbook in the classroom.
4. How committed are you to finish the new textbook?
   Please discuss the reason and the extent of your commitment.
5. Are there any exercise types in the new textbook you consistently and deliberately emphasize or miss out?
   If "yes" which ones (and why?)
6. Are there any language skills/subskills you consistently and deliberately emphasize or miss out?
   If "yes", which ones (and why)?
7. How do you view the changes made in the secondary school English Textbooks and its impact on the forthcoming ESLC English language examination?
8. Do you give extra classes after normal class hours?
   If so, state the reason.
9. When do you start preparing students for the ESLC English language examination?
10. Please discuss how you prepare your students for the ESLC English language examination.
11. Do you feel any pressure from students to focus on topics known to be in the ESLC English language examination? (If so, please discuss the topics).
12. How much do you feel about the fact that the ESLC English language examination consists of multiple choice items only influences the content and method of your teaching?

13 Please discuss your view about the ESLC English language examination in terms of its content, method and its relation with the new textbook and how it does or does/not affect your teaching?

14 How far do your classroom tests resemble the ESLC English language examination in terms of content, method, and the like?

15 Have you ever employed any supplementary materials while teaching and testing English? If "yes", please state their types and the reason (s).

16 Do you stop giving classes to your students before the ESLCE? If so, state the reason and the time.

17 How much do you relate your students' success to your work?

18 Please rank the following language skills/subskills according to the emphasis you give while teaching English? (For example, "1" for the most emphasized, "2" for the next most emphasized, and so on)

- Grammar _____
- Vocabulary _____
- Reading _____
- Writing _____
- Speaking _____
- Listening _____

18.1 State the reasons for your 1st and 2nd (ranked) choices.

Appendix H

Interview with the Secondary School English Curriculum Designer

Part I. General Information

1. Name: _____
2. Interviewee's Sex: _____
3. Name of the organization you work for:

   _____
4. Current Position: _____
5. Current Educational Level: _____

   5.1. Major: _____
   5.2. Minor: _____

6. Experience in the Current Position: _____ year(s).

   Total Experience : _____ year

Part II. Concerning the Secondary School English Language Textbooks

1. Would you give me the official stand of the goal of these textbooks?

   _____
2. How much do you think that the goal of the secondary school English textbooks is compatible with the goal of the ESLC English language examination ?

   _____
3. How far you believe that the ESLC English language examination measures what the syllabus expect students to attain?

   _____
4. Which textbooks, do you think, the secondary schools in Addis Ababa are currently using: the new or the old?

   _____
5. How much do you know whether the ESLC English language examination developers use the new or the old textbooks to design the current examination?

   _____
6. What is your organization working relationships, if there is (are) any, with the ESLC English language examination developers?

   _____
7. How do you view the influence the content and the solely multiple choice format of the ESLC English language examination exert on the secondary school English language classrooms in terms of the attainment of the objective of the syllabus you set for this level?

Appendix I

Interview with the Senior Expert in English Language Examination Development

Part I: General Information

1. Name: _____
2. Interviewee's sex _____
3. Name of the organization you work for: _____
4. Your current position: _____
5. Your current Educational level: _____
   - 5.1. Major: _____
   - 5.2. Minor: _____

6. Service: At your present position: _____ years.
   Total number of years of service: _____

Part II: Concerning the Role of the ESLC English Language Examination on what Happens in the English Language Classroom.

1. Would you give me the official stand of the goal of the ESLC English language examination?

2. How do you view whether or not the goal of the ESLC English language examination is compatible with the goal of the secondary school English language syllabus?

3. Is the forthcoming ESLC English language examination prepared based on the new or the old secondary school English language textbooks?

4. Do you make any changes in the forthcoming ESLC English language examination because of the changes made in the secondary school English language textbooks?

5. Please discuss the kind of working relationship you have, if there is any, with the secondary school English language classroom while preparing for the ESLC English language examination?

6. What do you expect the secondary school teachers and students to do about the content and method of English language classroom while preparing for the ESLC English language examination?

7. How much do you believe that the ESLC English language examination measures what the syllabus expect students to attain?

8. Do you provide teachers any guidance on how to prepare students for the ESLC English language examination?

9. Are there particular areas in the textbooks the ESLC English language examination would sample each year or is it your plan to cover the whole areas in the secondary school English language textbooks in one year's ESLC English language examination?

10. How do you view the influence the ESLC English language examination exert on the content and method teachers are using in the language classrooms?

Appendix J.

Checklist for Classroom Observation

No	Classroom Activities	A lot	Sometimes	Never
1	The teacher uses past examination papers as a reference			
2	The teacher uses old and/or new textbooks			
3	The teacher puts emphasis on grammar			
4	The teacher puts emphasis on language skills			
5	The teacher encourages pair work			
6	Time spent on doing exercises			
7	References are made to ESLC English language examination			
8	Students were made to practise the language			
9	The teacher questions and corrects			
10	The teacher uses either-or/choice questions			
11	The teacher uses prompts (describe/tell) questions			
12	Students direct the teacher to focus on grammar			
13	Students ask questions similar in content and format to the ESLC English language examination			
14	The teacher uses content from the textbook			
15	The methods the teacher uses match with the suggested techniques in the teacher's guide			
16	The lessons presented are contextualized			
17	The teacher reviews/evaluates the lesson			

2 Appendix K 1989 (1997) 2

ENGLISH

BOOKLET CODE
23

TIME ALLOWED $1\frac{1}{2}$ HRS.

DIRECTIONS:

THIS BOOKLET HAS A **CODE NUMBER**. (SEE ABOVE). PLEASE COPY THIS CODE NUMBER UNDER THE COLUMN MARKED "BOOKLET CODE" ON YOUR ANSWER SHEET AND BLACKEN THE CORRESPONDING BOX IN THE COLUMN BELOW EACH NUMBER.

THE **ENGLISH** QUESTIONS ARE FROM 121 - 220. ALL QUESTIONS HAVE EQUAL POINTS. EACH QUESTION IS FOLLOWED BY SUGGESTED ANSWERS AND THERE IS ONLY **ONE** CORRECT ANSWER FOR EACH QUESTION. CHOOSE THE CORRECT ANSWER AND BLACKEN THE LETTER OF YOUR CHOICE ON THE ANSWER SHEET PROVIDED.

PART I

GRAMMAR AND USAGE

DIRECTIONS: (Items 121-130) The sentences that follow are incomplete. Decide which of the choices is the BEST way of completing the given sentence or sentences.

121. When your sister _____, she will be very tired.

A. is arriving
B. arrives
C. will arrive
D. arrived

122. Our friends _____ for Awassa before we arrived at the bus station.

A. had been leaving
B. have been leaving
C. had already left
D. were left

123. The passengers _____ an hour ago.

A. should leave
B. ought to leave
C. ought to have left
D. must leave

124. His father made him _____ the car yesterday.

A. washed
B. washing
C. to wash
D. wash

125. If his mother _____ a doctor, the child _____.

A. had not called/would have died
B. did not call/should have died
C. calls/would have died
D. were to call/wouldn't have died

126. I wish he _____ louder; I _____ what he is saying.

A. is speaking/couldn't hear
B. will speak/cannot hear
C. would speak/cannot hear
D. speaks/can hear

127. The men should leave at once; _____, they will be late.

A. nonetheless
B. moreover
C. although
D. otherwise

128. She cannot understand him _____ his family like that.

A. deserts
B. to desert
C. deserting
D. deserted

129. Definitely, Fatuma _____ to Harar tomorrow morning.

A. will go
B. is going
C. goes
D. shall go

130. Last night, while we _____ a walk around Maskal Square, we _____ a car accident.

A. were taking/saw
B. took/saw
C. had taken/saw
D. took/had seen

DIRECTIONS: (Items 131-134) Choose the word or phrase that BEST completes each blank space in each dialogue.

131. Zewdi: The lesson is clear.
Aster: I have found it difficult to follow, _____ ?

A. isn't it
B. have you
C. is it
D. haven't you

132. Gizachew: I thought you did not like Sisay.
Yohannes: Yes, I _____ but now I don't.

A. used to
B. dare
C. need not
D. ought to

133. Gemechu: You are not a student, are you ?
Debella: _____

A. Yes, you are.
B. No, I amn't.
C. No, I am.
D. Yes, I am.

134. Teacher: Did we discuss this chapter ?
Student: No.
Teacher: Why ?
Student: _____.

A. We didn't need to discuss it.
B. We needn't have discussed it.
C. There was a need for us to discuss it.
D. We need to discuss it.

DIRECTIONS: (Items 135-138) In the following expressions articles are missing. Choose the BEST combinations that can fit in the blank spaces in each expression.

135. _____ proposed site for the new building has to be certified as safe and quiet by _____ expert from _____ Municipality of Addis Ababa.

A. The/an/the
B. A/the/a
C. The/the/a
D. The/an/a

136. They have _____ offer from _____ Dashen Bank to help them build _____ new hospital.

A. the/a/the
B. an/the/a
C. a/an/the
D. the/the/a

137. Miss Helen, who is _____ European, teaches English in _____ university in Addis Ababa. She finds it difficult to understand why her maid always carries _____ umbrella.

A. a/a/the
B. a/a/an
C. an/an/an
D. the/an/a

138. Ato Bulcha and Ato Dinka want _____ good location for _____ new office building which will be _____ tallest in Addis Ababa.

A. the/the/a
B. the/a/the
C. a/a/the
D. a/the/a

DIRECTIONS: (Items 139-160) Select the appropriate completion for each blank space.

139. You must answer quickly _____ lose your turn.

A. either
B. however
C. although
D. or

140. _____ the speeches _____ the music was very exciting.

A. Not only/but
B. Either/or
C. Neither/nor
D. Both/and

141. Derartu is not _____ old _____ Chaltu is.

A. too/than
B. too/as
C. so/as
D. as/than

142. This is a difficult test. In fact, it is _____ last year's test.

A. more difficult than
B. much more difficult
C. the most difficult than
D. difficult than

143. There are not _____ candles left; I must buy _____.

A. many/little
B. some/any
C. many/any
D. any/some

144. Mrs. Brown is the lady _____ this was addressed to.

A. who
B. whom
C. whose
D. which

145. Alemu is the boy _____ ball was thrown out of the school compound.

A. whose
B. whom
C. which
D. who

146. The ladder on _____ I was standing began to slip.

A. which
B. that
C. who
D. whom

147. The girl _____ mother died last week is my friend.

A. whom
B. which
C. who
D. whose

148. The baby is crying bitterly. _____ must be very hungry.

A. It
B. She
C. He
D. You

149. It was _____ who wrote you the letter.

A. her
B. hers
C. her's
D. she

150. We telephoned Omot and _____ last night.

A. him
B. he
C. his
D. himself

151. They could not blame anyone except _____ for the delay.

A. themselfs
B. theirselfs
C. themselves
D. theirselves

152. Few can have _____ own way all the time.

A. theirs
B. his
C. them
D. their

153. The management _____ their differences peacefully.

A. have agreed to resolve
B. has agreed resolving
C. have agreed resolving
D. has agreed to resolve

154. Dr. Rod Hicks came to Addis Ababa from Asmara last Saturday. _____ the following day he visited several friends.

A. In
B. From
C. By
D. On

155. He met his wife for the first time when he was _____ school.

A. at
B. before
C. in
D. from

156. Chaltu is always willing to help her mother _____ the housework.

A. for
B. with
C. in
D. from

157. The boy was punished _____ breaking the window.

A. in
B. by
C. for
D. by

158. The man cut the tree _____ a saw.

A. by
B. for
C. with
D. on

159. The river is wild _____ dangerous.

A. and
B. but
C. although
D. however

160. Hagosa talked quietly _____ firmly.

A. or
B. and
C. but
D. although

PART II

READING COMPREHENSION

Read the following passages. Then answer the questions that follow according to the given passages. Note that each passage is followed by comprehension, reference and vocabulary questions.

PASSAGE 1

PHILIPPINES

A tropical archipelago of over 7,000 islands, the Philippines is gradually re-establishing its own national identity as its colonial rulers fade into the pages of history. The presence of the US military ceased in 1992 with the closure of Subic naval base, ending almost a century of direct involvement in the political and social life of the Philippines.

Spain ruled the Philippines from the mid-nineteenth century until defeated in a bloody rebellion in 1898. However, the Philippines quickly fell prey to another colonizing power - the United States. Full independence was achieved in 1946 (after Japanese control during World War Two) but the US still regarded the South-East Asian nation as its "little brown brother" and influenced it heavily.

Moving away from a culture of dependence on a colonial power and struggling through the teething period of an infant democracy restored after two decades of authoritarian rule under Ferdinand Marcos, the Philippines is, not surprisingly, suffering from a stagnant economy, high inflation and an almost zero growth rate.

Regular and devastating natural disasters such as volcanoes, tidal waves and earthquakes have contributed to the slow development of the Philippines, which lies on the so-called "ring of fire" and has 21 active volcanoes. Environmental degradation including soil erosion and deforestation contributes to the severity of national disasters.

The fast growing population makes demands on the country's economy and environment but with its predominantly Catholic slant, the Philippines remains reluctant to promote contraception.

To boost its wealth the Philippines is trying to develop its tourism industry. Its tropical beaches and linguistic and cultural accessibility to Westerners make it an increasingly popular destination. Another major foreign exchange earner is remittances from migrant female labour - estimated at 175,000 in 1988 with some 81,000 working as domestics. They are sending home between $60 - $100 million in foreign exchange each year, outstripping the income from either sugar or minerals.

slightly adapted from
New Internationalist June 1993

DIRECTIONS: (Items 161-180) Answer the comprehension, reference and vocabulary questions based on the above passage.

161. Today Philippines earns

A. more money from remittances than from tourism.
B. more money from remittances than from minerals.
C. more money from remittances than from sugar and minerals added together.
D. more money from sugar and minerals than from remittances.

162. One of the following lists includes a factor that is not mentioned as seriously affecting Philippines.

A. deforestation, soil erosion, corruption, volcanoes
B. colonialism, volcanoes, tidal waves, erosion
C. soil erosion, earthquakes, tidal waves, natural disasters
D. natural disasters, volcanoes, tidal waves, democracy

163. One source that has helped Philippines to boost its revenue is

A. tourism
B. foreign exchange
C. industry
D. beaches

164. One of the following is not mentioned as a problem in Philippines today.

A. high inflation.
B. stagnant economy.
C. almost no growth.
D. fair distribution of wealth.

165. Philippines was colonized at different times by

A. three countries.
B. four countries.
C. two countries.
D. one country.

166. One of the following best describes Philippines.

A. It is a tropical archipelago.
B. It is still a colonized country.
C. It is a US military naval base.
D. It consists of 7,000 islands.

167. P. .lippines is rebuilding its national identity

A. because it is still colonized.
B. now that it has regained its independence.
C. so that its colonizers play a historical role.
D. as the US military continued its presence.

168. When the Subic naval base closed,

A. US direct involvement in Philippines hardly stopped.
B. Philippines started rebuilding its national identity.
C. the social and political life of Philippines remained unaffected.
D. US military played a significant role.

Reference questions

169. "... its" (paragraph 5 line 22) refers to

A. catholic
B. Philippines
C. population
D. economy and environment

170. "They" (paragraph 6 line 28) refers to

A. sugar and minerals
B. foreign exchange earner
C. female labourers
D. tourism

171. "... it" (paragraph 2 line 10) refers to

A. Spain
B. Japan
C. US
D. Philippines

172. "... which" (paragraph 4 line 17) refers to

A. Philippines
B. Volcanoes
C. ring of fire
D. earthquakes

Vocabulary

173. severity (paragraph 4 line 20) means

A. solution
B. seriousness
C. prevention
D. occurrence

174. achieved (paragraph 2 line 8) means

A. lost
B. gained
C. claimed
D. missed

175. restored (paragraph 3 line 12) means

A. stored again
B. initiated
C. re-established
D. destroyed

176. ceased (paragraph 1 line 3) means

A. continued up to
B. began
C. caught
D. stopped

177. degradation (paragraph 4 line 20) means

A. deterioration
B. determination
C. rejuvenation
D. restoration

178. gradually (paragraph 1 line 1) means

A. ultimately
B. spontaneously
C. carefully
D. surely

179. "fade into the pages of history" (paragraph 1 line 2-3) means

A. remained prominent in history
B. contributed to the history of Philippines
C. concealed themselves in the pages of history
D. became things of the past

180. "fell prey to" (paragraph 2 line 7) means

A. fell down
B. knelt to pray
C. attacked by
D. quarrelled

PASSAGE 2

ZAMBIA

In December 1990 former Zambian President Kaunda signed the repeal of Article 4 of the Constitution. Little did he know that he was signing away his iron hold on the country he had led since independence from Britain in 1964.

For the articles repeal meant that political parties other than his own United National Independence Party (UNIP) were legalized after 17 years of one-party rule.

With the collapse of communism in Eastern Europe, Zambians pressed for democratisation. Pressure from the Movement for Multi-party Democracy (MMD) forced Kaunda to call an early election.

The resultant 1991 October poll saw the MMD, led by trade unionist Frederick Chiluba, win a landslide victory over the UNIP. Chiluba's message during the campaign stressed the need for Zambians to work hard to mend their battered economy.

And with good reason: the country's external debt of over $7 billion meant there would be no easy ride for the new government. But most Zambians were prepared to support their new rulers and the harsh economic recovery measures.

Yet, when Chiluba announced his cabinet it was apparent that he had already ignored some of his campaign pledges. He has virtually ignored women MPs, relegating them to deputy cabinet portfolios. Front-runner posts are filled with Chiluba's relations and his trade unions associates.

To make matters worse, the new president fired the heads of many of the semi-government organisations such as the grain marketing board because they had been appointed during the UNIP era.

So, Zambians today are not only facing daily practical hardship such as rising prices for the staple maize but also demoralised by the overall performance of the MMD.

Women are now lobbying for fai[illegible] local government elections. This is specially important as they have no say in the decision making process - even though they contribute over 60 percent of the total national agricultural output. Some feel that the MMD may be worse for women than the UNIP.

With the drought in Zambia and its neighbors agricultural performance this year is dismal and Chiluba's government is seeking huge grain imports from the United States to supplement dwindling stocks.

Even though the Zambian people have been affected by a double tragedy of structural adjustment programmes and the drought, the government hopes international donors will bail it out. But it can only succeed in the long term by taking the people with it.

Slightly adapted from New Internationalist June 1992

DIRECTIONS: (Items 181-200) Answer the comprehension, reference and vocabulary questions based on the above passage.

181. Zambian women

A. are all satisfied with the overall MMD performance.
B. are fairly represented in the government.
C. produce over 60% of the national agricultural output.
D. feel that the MMD is better for them than the UNIP.

182. Chiluba's government is planning to import grain because

A. agriculture was seriously affected by drought.
B. Zambians refused to work hard.
C. of rising prices for maize.
D. agriculture focuses on cash crops.

183. In order for Zambia to solve its problems, the writer recommends that

A. women should occupy high government posts.
B. the government should involve the people.
C. Chiluba should ask for help from the UNIP.
D. donor agencies should participate.

184. The idea that Chiluba did not keep his campaign words is

A. stated.
B. implied.
C. suggested.
D. questioned.

185. One of the following is true according to the above passage.

A. Chiluba is younger than Kaunda.
B. Britain ruled Zambia for about 17 years.
C. Kaunda put an end to one-party rule in Zambia.
D. The UNIP was made illegal as soon as the MMD took over.

186. It is stated that

A. Kaunda was more efficient than Chiluba.
B. Kaunda ruled Zambia for about twenty six years.
C. Kaunda was aware of the consequences of repealing Article 4.
D. Kaunda led the Movement for Multi-party Democracy.

187. During the election campaign, Chiluba stressed that it was essential to

A. work hard.
B. batter the economy.
C. win a landslide victory.
D. support the MMD.

188. Almost a year after the repeal of Article 4 of the Constitution

A. Kaunda became the president of Zambia.
B. communism in Eastern Europe collapsed.
C. the UNIP was made a legal party.
D. an early election was called.

REFERENCE QUESTIONS

189. "... some" (paragraph 9 line 30) refers to

A. UNIP members
B. women
C. MMD members
D. agricultural output

190. "... bail it out" (paragraph 11 line 37), "it" refers to

A. drought
B. tragedy
C. structural adjustment
D. government

191. "the new government" (paragraph 5 line 15) refers to

A. Kaunda's government
B. Chiluba's government
C. Eastern European government
D. the government that took over from Chiluba.

192. "... their" (paragraph 5 line 16) refers to

A. Chiluba's government
B. Kaunda's government
C. Zambians
D. $7 billion debt

VOCABULARY QUESTIONS

193. seeking (paragraph 10 line 33) means

A. planning
B. being very ill
C. exporting
D. looking for

194. dismal (paragraph 10 line 33) means

A. successful
B. discouraging
C. encouraging
D. substandard

195. fired (paragraph 7 line 21) means

A. dismissed
B. shot at
C. employed
D. appointed

196. recovery (paragraph 5 line 16) means

A. worsening
B. reconstruction
C. improving
D. deterioration

197. debt (paragraph 5 line 14) means

A. economy
B. profit
C. loss
D. loan

198. collapse (paragraph 3 line 7) means

A. spread
B. building up
C. fall apart
D. democratisation

199. legalised (paragraph 2 line 5) means

A. outlawed
B. made lawful
C. formulated a law
D. made illegal

200. repeal (paragraph 1 line 1) means

A. writing
B. inclusion
C. drafting
D. cancellation

PART III

SENTENCE COMPREHENSION, COMPLETION AND CORRECTION

DIRECTIONS: (Items 201-204) Choose the BEST completion for each incomplete expression from the given choices.

201. You've not got a car, _____ ?

A. haven't you
B. gotn't you
C. you have
D. have you

202. He remarked where else _____

A. can we enjoy such a beautiful scenery.
B. we can enjoy such a beautiful scenery.
C. we should enjoy such beautiful scenery.
D. we could enjoy such beautiful scenery.

203. She couldn't tell us _____.

A. how old she was
B. she was how old
C. that how old she was
D. how she was old

204. Had she known how nice the person was, _____

A. she would have been suspicious of him.
B. she would hate him.
C. she would have loved him.
D. she would have loathed him.

DIRECTION: (Item 205-208) Select the sentence with the CORRECT punctuation.

205. A. I will catch the bull by the horn, said the man.
B. "I will catch the bull by the horn" said the man.
C. "I will catch the bull by the horn", said the man.
D. "I will catch the bull by the horn," said the man.

206. A. The boys team did not win any games.
B. The childrens' playground was well prepared.
C. Thomas's father died last week.
D. My parents party was a great success.

207. A. I wish I knew the man, who wrote that book.
B. My uncle, who lives in Gondar, is a successful farmer.
C. Abebe, whose father is a banker is my best friend.
D. The tallest girl, whom you met yesterday is my student.

208. A. We had to think quickly; there was little time left.
B. The moon was a quarter full and, its beams sparkled on the water.
C. On our trip we hope to visit the following places, Langano, Awassa and Wendo Genet.
D. What do you see hear feel and smell ?

DIRECTION: (Items 209-212) Select the INCORRECT statement from the given choices.

209. A. Most students do their assignments very well.
B. It was pleasant cold.
C. It is never very dark at this hour of day.
D. She is afraid of the darkness.

210. A. The teacher gave me a piece of advice when I was writing my assignment.
B. Mariam drives as carefully as possible.
C. He usually always arrived before everybody did.
D. He explained it in proper English.

211. A. She confessed to having gone with him to the cinema.
B. The train came at a stop.
C. The teacher was referring to you.
D. He has returned to school.

212. A. I am interested in collecting stamps.
B. They are learning English literature.
C. She seems to be short of food.
D. He is waiting without patient.

DIRECTION: (Items 213-216) Choose the BEST alternative which is the combination of the given pair of sentences.

213. Wolde cannot go to Lalibella.
He pays for the aeroplane ticket.

A. Wolde cannot go to Lalibella because he pays for the aeroplane ticket.
B. Wolde cannot go to Lalibela unless he pays for the aeroplane ticket.
C. Wolde cannot go to Lalibela; however, he pays for the aeroplane ticket.
D. Wolde cannot go to Lalibela; moreover, he pays for the aeroplane ticket.

214. Azeb had posted the letter.
Azeb remembered it.

A. Azeb remembered to post the letter.
B. Azeb posted the letter and remembered it.
C. Azeb remembered posting the letter.
D. Azeb remembered that why she posted the letter.

215. Many young Ethiopians want to travel abroad.
They don't have money.

A. Many young Ethiopians want to travel abroad when they do not have money.
B. Many young Ethiopians want to travel abroad unless they have money.
C. Many young Ethiopians want to travel abroad as a result they do not have money.
D. Many young Ethiopians want to travel abroad, but they do not have money.

216. Omar works hard.
He has very little free time.

A. Omar works hard so that he has very little free time.
B. Omar works hard; however, he has very little free time.
C. Omar works so hard that he has very little free time.
D. Omar works hard; in addition, he has very little free time.

DIRECTION: (Items 217-220) Read the sentences carefully and then choose the alternative which has the same or nearly the same meaning as the given original sentence.

217. It is not uncommon to see a lot of birds in this area.

A. You can often see a lot of birds in this area.
B. You can hardly see any birds in this area.
C. It is sometimes possible to see birds in this area.
D. You can never see any birds in this area.

218. You had better improve your writing.

A. I advise you to do better writing.
B. I believe that you have better writing.
C. Your writing was better earlier than now.
D. Your writing has got to be better !

219. He took to his heels when the police came.

A. He put on his shoes when the police arrived.
B. As soon as he saw the police, he ran away.
C. Immediately he saw the police, he took up to fight.
D. When he saw the police, he was frightened.

220. Olana went to the cinema alone.

A. He went to the cinema only.
B. He went to the cinema because he wanted to be alone.
C. He went to the cinema without a companion.
D. He went to the cinema without his sister, but his friend.

Appendix L

NATIONAL ORGANIZATION FOR EXAMINATIONS (NOE)

1990 (1998)

ETHIOPIAN SCHOOL LEAVING CERTIFICATE

ENGLISH EXAMINATION

BOOKLET CODE 22 **SUBJECT CODE 02**

TIME ALLOWED 1½ HOURS

GENERAL DIRECTIONS:

THE CODE NUMBER FOR THIS BOOKLET IS **22.** THIS BOOKLET HAS **ENGLISH** EXAMINATION PAPER. THE CODE NUMBER FOR THIS PAPER IS **02.** PLEASE COPY THESE CODE NUMBERS ON THE **FIRST PAGE** OF THE ANSWER SHEET WHERE IT SAYS BOOKLET CODE AND SUBJECT CODE AND THEN BLACKEN THE CORRESPONDING BOX IN THE COLUMN BELOW EACH NUMBER .

THE EXAMINATION PAPER CONTAINS **100** QUESTIONS NUMBERED 1 TO 100. FOLLOW THE INSTRUCTIONS ON THE ANSWER SHEET AND THE EXAMINATION PAPER. DO EXACTLY WHAT THEY TELL YOU TO DO. ALL QUESTIONS IN THIS BOOKLET SHOULD BE ANSWERED ON THE **FIRST PAGE OF THE ANSWER SHEET**. USE **PENCIL ONLY** TO BLACKEN THE ANSWER SPACE ON THE ANSWER SHEET.

THERE IS ONLY **ONE** BEST ANSWER FOR EACH QUESTION OR STATEMENT. CHOOSE THE BEST ANSWER FROM THE SUGGESTED OPTIONS AND BLACKEN THE LETTER OF YOUR CHOICE ON THE ANSWER SHEET. YOUR ANSWER MARK SHOULD BE HEAVY AND DARK, COVERING THE ANSWER SPACE COMPLETELY. PLEASE ERASE ALL UNNECESSARY PENCIL/PEN MARKS COMPLETELY FROM YOUR ANSWER SHEET. THE OPTICAL MARK READER(OMR) REJECTS ALL ANSWER SHEETS WITH UNNECESSARY PENCIL/PEN MARKS.

YOU WILL BE ALLOWED TO WORK FOR **1½ HOURS**. IF YOU FINISH BEFORE TIME IS CALLED ON YOU MAY GO BACK AND REVIEW. WHEN TIME IS CALLED FOR YOU MUST IMMEDIATELY STOP WORKING AND LAY YOUR PENCIL DOWN AND WAIT FOR FURTHER INSTRUCTIONS FROM THE EXAMINER.

ANY FORM OF CHEATING OR AN ATTEMPT TO CHEAT IN THE EXAMINATION HALL WILL RESULT IN AN AUTOMATIC DISMISSAL FROM THE EXAMINATION HALL AND CANCELLATION OF YOUR SCORE(S).

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

BOOKLET CODE 22 **SUBJECT CODE 02**

Read the following passage. Then answer the questions that follow according to the information in the given passage. Note that the passage is followed by comprehension, reference and vocabulary questions.

PASSAGE 1

The centre of world economic and commercial activity from about the eighth and ninth centuries until around the dawn of the 18th century was the area encompassed by the Islamic empires, India, Southeast Asia and the coastal areas of China. In the 15th and 16th centuries, Europe entered this global commercial network. Europeans imported enormous amounts of consumer goods, ranging from cotton products, tea, and ceramics, to lacquerware and seasonings such as pepper and cloves. They exchanged those goods for silver and gold which they obtained from North and South America.

The key to this global economic system was the importance placed on commercial activities by Islamic merchants. Around the time of the Abbasid dynasty, cross-border trade became extremely active in the Islamic world with merchants acting as mediators for the movement of goods among Western and African countries, India and China. Joint business operations resembling modern corporations thrived. Islamic, Jewish, and other merchants travelling on dhows - wooden ships with triangular sails - had reached as far as the southern coast of China as early as the 11th or 12th century. Chinese merchants sailing on junks reached Calcutta and other Indian ports on the Bay of Bengal sometime between the 12th and 14th centuries.

It is true that Venetian, Spanish, Portuguese, Dutch, and English merchants participated in this global trading network. But compared with their Islamic, Indian and Chinese counterparts they were latecomers, originally interested in importing luxury Asian goods for the European nobility and bourgeoisie in exchange for wool and woollen products or silver and gold.

Admittedly, the Industrial Revolution, which began in Europe in the late 18th century, and European superiority in firearms, have shifted the balance towards the West over the last 200 - odd years. However, according to the new view emerging among Japanese intellectuals Asia has a long tradition of global trade among countries with diverse cultures and religions.

Slightly adapted from The Economist March 22-28, 1997

BOOKLET CODE 22 **SUBJECT CODE 02**

DIRECTIONS: (Items 1-22). Answer the comprehension, reference and vocabulary questions based on the above passage.

Vocabulary Questions

1. encompassed by (para 1 line 3) means

A. invaded by
B. comprising
C. visited by
D. claimed by

2. enormous (para 1 line 5) means

A. few
B. very great
C. much
D. little

3. obtained (para 1 line 7) means

A. discovered
B. sold
C. got
D. exported

4. extremely (para 2 line 11) means

A. to a very high degree
B. more or less
C. to a lesser extent
D. profitably

5. mediators (para 2 line 12) means

A. traders
B. translators
C. go-betweens
D. carriers

6. sometime (para 2 line 17) means

A. often
B. seldom
C. occasionally
D. at some time

7. resembling (para 2 line 13) means

A. calling
B. similar to
C. replacing
D. constituting

BOOKLET CODE 22 **SUBJECT CODE 02**

8. counterparts (para 3 line 21) means

A. enemies
B. people going against
C. persons engaged in similar work
D. latecomers

9. view (para 4 line 26) means

A. theory
B. sight
C. opinion
D. scenery

10. diverse (para 4 line 28) means

A. varied
B. many
C. few
D. several

Comprehension questions

11 One of the following is **NOT** true.

A. The Islamic Empires were part of the global commercial network.
B. Europeans used gold and silver to import goods.
C. The Islamic Empires included India and China.
D. Europe was a late-comer to the global commercial network.

12. The Europeans used silver and gold

A. to export goods.
B. to create corporations.
C. for manufacturing consumer goods.
D. to buy cotton products.

13. During the period mentioned, Islamic merchants

A. played a major role in the economic activities.
B. imported pepper and cloves.
C. established the Abbasid dynasty.
D. rarely visited Western and African countries.

BOOKLET CODE 22 **SUBJECT CODE 02**

14. The first paragraph indicates

A. how the global world economic system expanded.
B. why Islamic merchants were successful.
C. how the Europeans were able to catch up with others.
D. how important the North American economy was.

15. In the second paragraph, the main idea is expressed in the

A. first sentence.
B. second sentence.
C. third sentence
D. fourth sentence

16. Luxury Asian goods were

A. exported by Jewish merchants.
B. imported by Europeans.
C. produced by Indian merchants.
D. cheaper than any other goods.

17. One of the following was **NOT** used by European merchants to import goods.

A. silver
B. wooden products
C. gold
D. iron

18. How many reasons have been mentioned for the shift in the balance of trade towards the West?

A. Three
B. Four
C. One
D. Two

Reference Questions

19. 'this' (para 1 line 4) refers to

A. Europe
B. the Islamic Empire
C. the economic network
D. India and Southeast Asia

BOOKLET CODE 22 **SUBJECT CODE 02**

20. 'which' (para 1 line 7) refers to

A. Europeans
B. Islamic merchants
C. pepper and cloves
D. silver and gold

21. 'their' (para 3 line 20) refers to the

A. European merchants
B. Islamic counterparts
C. global trading network
D. English merchants

22. 'they' (para 3 line 21) refers to the

A. Chinese
B. Indians
C. Europeans
D. Asians

SENTENCE COMPREHENSION, COMBINATION AND PUNCTUATION

DIRECTION: (Items 23-26). Choose the **BEST** combination of the given pair of sentences.

23. It looks a pretty hopeless job. I don't think it is any use trying.

A. It looks a pretty hopeless job; still, I don't think it is any use trying.
B. It looks a pretty hopeless job, because I don't think it is any use trying.
C. It looks a pretty hopeless job; indeed, I don't think it is any use trying.
D. It looks a pretty hopeless job, but I don't think it is any use trying.

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24. She threatened to turn him out of doors. He refused to listen to her advice.

A. She threatened to turn him out of doors unless he refused to listen to her advice.
B. She threatened to turn him out of doors before he refused to listen to her advice.
C. She threatened to turn him out of doors; indeed, he refused to listen to her advice.
D. She threatened to turn him out of doors if he refused to listen to her advice.

25. There was nobody at the office. I went home again.

A. There was nobody at the office, so I went home again.
B. There was nobody at the office; however, I went home again.
C. There was nobody at the office, still I went home again.
D. There was nobody at the office, but I went home again.

26. It was a long and tiresome discussion. I stayed until it ended.

A. Because it was a long and tiresome discussion, I stayed until it ended
B. Although it was a long and tiresome discussion, I stayed until it ended.
C. When it was a long and tiresome discussion, I stayed until it ended.
D. As it was a long and tiresome discussion, I stayed until it ended.

DIRECTION: (Items 27-30). Select the sentence with the **CORRECT** punctuation.

27. A. After marking the papers the teacher, recorded the grades.
B. The ring being too costly, Fatuma did not buy it.
C. The latest book which you may have read, is about the sea.
D. Automobiles, which now crowd our streets create many problems.

28. A. "Tolera, have you written your assignment?" the teacher asked.
B. "Come with me," Senait said, and I will help you."
C. A womans' hat is different from a mans' hat.
D. My mother bought the following things; a kilo of sugar; a kilo of banana; a kilo of orange; and a kilo of butter.

BOOKLET CODE 22 **SUBJECT CODE 02**

29. A. The princess's driver was responsible for the accident.
B. The dog gave a wag of it's tail.
C. Salem bring me a cup of tea.
D. Chaltu, my friends younger sister is a nurse.

30. A. "When you have paid your debt" said the money-lender to the peasant, "I will give you your ornaments."
B. Love is a blessing; hate is a curse.
C. Jealousy where is thy sting.
D. The girl, whose father is a pilot, is absent today.

DIRECTION: (Items 31-35). Read the sentences carefully and then choose the alternative which has the same or nearly the same meaning as the given sentence.

31. I hardly remember the time we first discussed the matter.

A. I can vividly remember the day we discussed the matter.
B. I can vaguely remember the day we discussed the matter.
C. I don't remember the day we discussed the matter.
D. It is possible for me to clearly remember the day we discussed the matter.

32. The manager left me to deal with the whole job single-handed.

A. The manager did not buy me a machine for the job; so I had to do it manually.
B. The manager assigned me to do the job in collaboration with others.
C. The manager did not give me a leave before the job was done.
D. The manager did not give me any assistants to help me with the job.

33. After the performance, the actors left the stage amid thunderous applause.

A. After the performance, the actors were warmly cheered by the audience.
B. After the performance, the actors were shouted down by the audience.
C. After the performance, the actors were criticized by the audience.
D. After the performance, the actors were advised to improve their performance.

34. The students needn't have done the assignment.

A. They didn't do the assignment.
B. They did the assignment.
C. It was essential but they didn't do it.
D. They were obliged to do it.

35. Had he had enough money, he could have bought a new house.

A. He didn't buy a new house.
B. He had just enough money to buy a new house.
C. He bought a new house because he had enough money.
D. Although he had enough money, he didn't buy a new house.

READING COMPREHENSION

Read the following passage. Then answer the questions that follow according to the information in the given passage. Note that the passage is followed by comprehension, reference and vocabulary questions.

PASSAGE 2

Intolerable Forms of Child Labour

Recent International Labour Office (ILO) reports estimate that some 250 million children between the ages of 5 and 14 currently work in developing countries, a figure almost double that of earlier estimates.

International law sets a minimum working age of 15 and of 14 in less-developed countries. The ILO has calculated that almost 73 million children worldwide in the 10-14 age range, 13.2% of all those in this age group, were economically active in 1995. The highest figures were recorded in Asia (44.6 million - 13%), Africa (23.6 million but with the highest percentage - 26.3%) and Latin America (5.1 million - 9.8%). Although most endemic in developing regions, child labour exists to a lesser extent in industrialised countries.

BOOKLET CODE 22 **SUBJECT CODE 02**

The factors governing the supply of and demand for child labour are many and their effects frequently combine. One factor affecting supply is the extreme poverty suffered by many families due to lack of economic growth and an unequal distribution of national income. Added to this are quantitative and qualitative shortfalls in education systems: there are simply not enough schools, while many of those that do exist are too far from where children live. Likewise, there is a shortage of teachers and many who are in the profession lack qualifications. The instruction given is often viewed by the children's families as insufficiently useful- in terms of the opportunities it creates - to compensate for the immediate income lost by keeping their children in school.

Children work because there are people who have a specific interest in child labour. Children cost less in terms of direct and indirect wages than adults; they are more manageable and more easily dismissed should business slacken. Many children also carry out an economic activity and many people use their services simply because the law doesn't prohibit them from working. And where child labour is effectively prohibited, the law is frequently not implemented owing to a lack of genuine political will to apply it and the limited resources available to labour inspection services.

It is often said that underdevelopment and the poverty it creates for countries and families are the primary reasons for child labour. This assertion is largely true, but it does not fully explain the situation. The reality is that child labour exists and has developed as if it were part of the natural order of things because, sometimes even in its most abusive forms, it is widely ignored and tolerated by society.

Slightly adapted from The Courier No. 165
September - October 1997.

DIRECTIONS: (Items 36-60). Answer the comprehension, reference and vocabulary questions based on the above passage.

Vocabulary Questions

36. currently (para 1 line 2) means

A. largely
B. presently
C. lately
D. effectively

BOOKLET CODE 22 **SUBJECT CODE 02**

37. endemic (para 2 line 9) means

A. particular to the place
B. commonly found everywhere
C. child labour
D. developing regions

38. viewed (para 3 line 18) means

A. considered
B. argued
C. ignored
D. rejected

39. wages (para 4 line 22) means

A. engage
B. payment
C. carry on
D. money

40. slacken (para 4 line 23) means

A. develop
B. expand
C. become successful
D. become slow

41. prohibit (para 4 line 25) means

A. forbid
B. encourage
C. allow
D. direct

42. implemented (para 4 line 26) means

A. questioned
B. put into effect
C. interpreted
D. influenced

43. genuine (para 4 line 27) means

A. wrong
B. progressive
C. true
D. decisive

44. owing to (para 4 line 26) means

A. because of
B. in order to
C. in other words
D. as a result of

BOOKLET CODE 22 **SUBJECT CODE 02**

Reference Questions

45. 'this' (para 2 line 6) refers to

A. 13.2 %
B. 10-14 age range
C. 1995
D. 73 million

46. 'their' (para 3 line 12) refers to

A. the factors
B. children's
C. child labour
D. families

47. 'it' (para 3 line 19) refers to

A. instruction
B. income
C. opportunity
D. school

48. 'who' (para 4 line 21) refers to

A. children
B. people
C. their children
D. work

49. 'they' (para 4 line 22) refers to

A. wages
B. children
C. adults
D. business

50. 'it' (para 5 line 31) refers to

A. child labour
B. assertion
C. reality
D. underdevelopment

Comprehension questions

51. It is indicated that earlier estimates were

A. unacceptable.
B. less than that of the current estimates.
C. double that of recent estimates.
D. based on some 250 million children.

BOOKLET CODE 22 **SUBJECT CODE 02**

52. According to international law, children between the ages of 5 and 14

A. should currently work in developing countries.
B. ought to have worked in developing countries.
C. are estimated to be 250 million.
D. are forbidden to work.

53. In 1995, all children worldwide in the 10-14 age range

A. were almost 73 million.
B. constituted about 13.2% of all children.
C. were not economically active.
D. were made to work.

54. One of the following is **NOT** considered as determining the supply of child labour:

A. social inequality.
B. shortfalls in education.
C. teachers' lack of qualifications.
D. compensating for income lost

55. Many parents feel that

A. schooling is not sufficiently useful.
B. teacher qualification has increased.
C. children should work as they learn.
D. children are getting education for life.

56. People prefer to employ children because

A. they are expensive.
B. they are effective and productive.
C. they are cheap.
D. it is illegal.

BOOKLET CODE 22 **SUBJECT CODE 02**

57. The writer believes that

A. there is no child labour in developed countries.
B. more than half of the children worldwide are made to work.
C. poor people do not send their children to school.
D. underdevelopment and poverty can be causes for child labour.

58. Child labour is common in many countries

A. because there is no law prohibiting it.
B. solely because of poverty.
C. where the birth rate is higher than the death rate.
D. because it is usually taken as normal.

59. Shortfalls in education contribute to

A. teacher qualification.
B. the quality of instruction.
C. the increase in child labour.
D. the increase in the number of schools.

60. The main ideas in the above passage can be represented by the expressions numbered 1 to 4 below. But they are not in the correct order. Choose the letter that indicates the correct order as in the passage.

1. There are reasons why people like to employ children.
2. Despite the law, the number of children who are working below the age limit has increased.
3. Underdevelopment is not the only reason for child labour.
4. The supply of and demand for child labour are determined by several factors.

A. 1, 2, 3 and 4
B. 2, 1, 3 and 4
C. 2, 4, 1 and 3
D. 3, 1, 4 and 2

BOOKLET CODE 22 **SUBJECT CODE 02**

GRAMMAR AND USAGE

DIRECTIONS: (Items 61-100). The sentences that follow are incomplete. Decide which one of the choices is the **BEST** to produce a grammatically correct sentence.

61. After the store was inundated with water, we were forced to dispose _____ of the flour.

A. many
B. few
C. more
D. much

62. My uncle died in the war when he was young, but his wife died _____ old age.

A. by
B. of
C. in
D. because

63. The president is going to America _____ days.

A. for little
B. for a few
C. for a little
D. for some of

64. It might have been _____ in that crash.

A. we
B. us
C. our
D. ours

65. Just between you and _____; the test was very easy.

A. I
B. myself
C. mine
D. my

66. Few can have _____ own way all the time.

A. one
B. once
C. theirs
D. their

BOOKLET CODE 22 **SUBJECT CODE 02**

67. _____ narrative tells what happened It mentions _____ event in _____ order or sequence that a reader can easily follow.

A. The/an/an
B. A/an/an
C. A/the/an
D. A/the/the

68. My sister doesn't work in _____ office; she works in _____ department store

A. the/a
B. an/a
C. an/the
D. the/the

69. My room is situated on _____ ground floor of our house; _____ door from our dining-room leads to my room.

A. the/the
B. a/the
C. the/a
D. a/a

70. _____ man has never done _____ honest work in his life.

A. A/an
B. The/a
C. A/the
D. The/an

71. I went to the bus station at 6:30 a.m. but the bus _____.

A. left
B. already left
C. had already left
D. has already left

72. Mother wouldn't let us go to school until we _____ eating our breakfast.

A. finish
B. had finished
C. finishing
D. finished to

73. I think someone has stolen the ball or _____ it somewhere.

A. hid
B. hidden
C. hide
D. had hidden

74. It has been noted that they cannot cope _____ the challenging situation.

A. up
B. up with
C. with
D. ___

75. When she _____, we can begin the programme.

A. will arrive
B. arrives
C. will be arriving
D. arrived

76. If we _____ to their party, they would be very angry.

A. didn't go
B. hadn't gone
C. haven't gone
D. shouldn't go

77. He will still be having breakfast if you _____ at 7 o'clock.

A. called
B. calls
C. call
D. will call

78. I _____ play tennis a lot when I was at school.

A. must
B. can
C. used to
D. should

79. Could you please give the boy this book _____?

A. when he came
B. when he comes
C. after he came
D. while he comes

80. _____ you pay the membership fee, you cannot be a member of the club.

A. Since
B. Unless
C. If
D. Otherwise

81. They reached _____ the town in time for the meeting.

A. at
B. to
C. in
D. ___

BOOKLET CODE 22 **SUBJECT CODE 02**

82. Drinks _____ gin and whisky are very expensive these days.

A. as
B. for instance
C. such as
D. since

83. _____ her parents _____ her teachers were happy with her poor grades.

A. Either/or
B. Both/and
C. Not only/but also
D. Neither/nor

84. Hussien was born _____ 1978 _____ the month of July.

A. in/in
B. in/on
C. at/of
D. on/at

85. Believe me there isn't _____ who will report this to the police.

A. no one
B. nothing
C. someone
D. anyone

86. The story was _____ funny that the students could not stop laughing.

A. very
B. so
C. too
D. such

87. A dog barks but a lion _____.

A. will roar
B. is roaring
C. roars
D. roared

88. The boy preferred drinking tea _____ coffee.

A. from
B. to
C. than
D. for

89. The municipality of the city complain that people _____ not usually put their garbage in the garbage cans.

A. did
B. does
C. has
D. do

BOOKLET CODE 22 **SUBJECT CODE 02**

90. Our teacher let us _____ our assignment when it was convenient for us.

A. do
B. to do
C. does
D. did

91. Finally, _____ that the owner of the house was awake, the thief abandoned the compound and started running.

A. admiring
B. realizing
C. failing
D. unknowingly

92. The director of the school had the unit leader _____ the late-comers.

A punish
B punished
C. was punishing
D. had punished

93 Although the teacher spoke softly, I could understand what he _____

A was saying
B says
C. tries to say
D. has said

94 You have been traveling all day; so, you _____ be tired.

A must
B ought to
C. should
D. may

95 We have plenty of time. We _____ hurry.

A mustn't
B can't
C. couldn't have
D. shall not

96 This examination is simple; _____?

A is it
B it is
C. it isn't
D. isn't it

97. Last year, most students in our school succeeded _____ the E.S.L.C.E.

A to pass
B passing
C. pass
D. in passing

BOOKLET CODE 22 **SUBJECT CODE 02**

98. The students managed _____ various clubs in our school.

A. to organize
B. organizing
C. organize
D. in organizing

99. Assefa went to Gondar last week; _____?

A. isn't it
B. did he
C. didn't he
D. is it

100. Mohammed is one of the students who always _____ attentively before responding.

A. listen
B. are listening
C. listens
D. had listened

Appendix M

NATIONAL ORGANIZATION FOR EXAMINATIONS (NOE)

1991(1999) ETHIOPIAN SCHOOL LEAVING CERTIFICATE

ENGLISH LANGUAGE EXAMINATION

BOOKLET CODE 24 **SUBJECT CODE 02**

TIME 1½ hours

GENERAL DIRECTIONS:

THIS BOOKLET HAS YOUR ENGLISH EXAMINATION. THE CODE FOR THIS EXAMINATION IS **02** AND THE CODE FOR THIS PARTICULAR BOOKLET IS **24**. PLEASE COPY THESE CODES ON YOUR ANSWER SHEET WHERE IT SAYS BOOKLET CODE AND SUBJECT CODE, THEN BLACKEN THE CORRESPONDING BOXES IN THE COLUMNS BELOW EACH NUMBER.

THE EXAMINATION CONTAINS **100** QUESTIONS. ATTEMPT ALL THE QUESTIONS. FOLLOW THE INSTRUCTIONS ON THE ANSWER SHEET AND THE EXAMINATION PAPER EXACTLY. USE ONLY **PENCIL** TO MARK YOUR ANSWERS.

THERE IS ONLY ONE BEST ANSWER FOR EACH QUESTION OR STATEMENT. CHOOSE THE BEST ANSWER FROM THE SUGGESTED OPTIONS AND BLACKEN THE LETTER OF YOUR CHOICE ON THE ANSWER SHEET. YOUR ANSWER MARK SHOULD BE HEAVY AND DARK, COVERING THE ANSWER SPACE COMPLETELY. PLEASE ERASE ALL UNNECESSARY PENCIL/PEN MARKS COMPLETELY FROM YOUR ANSWER SHEET. THE OPTICAL MARK READER (OMR) REJECTS ALL ANSWER SHEETS WITH UNNECESSARY PENCIL/PEN MARKS.

YOU WILL BE ALLOWED TO WORK FOR **1½ HOURS**. IF YOU FINISH BEFORE TIME IS CALLED, YOU MAY GO BACK AND REVIEW. WHEN TIME IS CALLED, YOU MUST IMMEDIATELY STOP WORKING, LAY YOUR PENCIL DOWN, AND WAIT FOR FURTHER INSTRUCTIONS.

ANY FORM OF CHEATING OR AN ATTEMPT TO CHEAT IN THE EXAMINATION HALL WILL RESULT IN AN AUTOMATIC DISMISSAL FROM THE EXAMINATION HALL AND CANCELLATION OF YOUR SCORE (S).

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO

GRAMMAR AND USAGE

DIRECTIONS: The sentences that follow are incomplete. Decide which one of the choices is the BEST to produce a grammatically correct sentence.

1. Almaz _____ the letter yesterday because there was electric power failure in the building.

   A. was not typed
   B. did not typed
   C. couldn't type
   D. typed not

2. The woman _____ daughter you met yesterday is the manager's secretary.

   A. whose
   B. who
   C. which
   D. that

3. _____ the car over-turned three times, the driver escaped with only a few minor injuries.

   A. Since
   B. Although
   C. In spite
   D. Despite

4. She is _____ beautiful _____ she attracts everybody's attention.

   A. such a / that
   B. so / that
   C. such / that
   D. so / so

5. This one is _____ and that one is _____.

   A. his / hers
   B. mine / her
   C. our / theirs
   D. mine / your

6. There is _____ that I can do for you.

   A. no anything
   B. not nothing
   C. no nothing
   D. not anything

BOOKLET CODE 24 **SUBJECT CODE 02**

7. Since the subject was so unfamiliar, _____ students could follow the speaker.

A. many
B. few
C. a lot of
D. a few

8. I've got only _____ time left; so I can help you answer one or two questions.

A. little
B. a lot of
C. a little
D. much

9. Because of the rise in the numbers of traffic accidents in the city, _____ her father _____ her mother was willing to send Mimi to school on her own.

A. as/and
B. both/and
C. either/or
D. neither/nor

10. Either the teacher or the students _____ not seem to be happy with the changes on the timetable.

A. do B. does C. was D. were

11. Almaz was very tired; _____, she decided to continue working in order to finish before lunch time.

A. thus
B. so
C. however
D. even

12. My grandfather died _____ Friday, the 20th of May, _____ the year 1980.

A. by, one
B. on, in
C. in, on
D. on, by

13. We reached _____ home much later than when you arrived _____ the airport.

A. at / at
B. at / in
C. – / at
D. – / in

BOOKLET CODE 24 **SUBJECT CODE 02**

14. My uncle works in _____ shoe factory in Addis. _____ factory grew from _____ small manufacturing house in 1980 to its current holdings.

A. a / The / a
B. the / The / a
C. a / A / the
D. a / The / the

15. He is believed to have been _____ honourable person who worked hard for _____ good of _____ country.

A. a / a / a
B. an / the / the
C. an / a / a
D. a / the / the

16. Please tell her to telephone me when _____.

A. she came back
B. she will come back
C. she come back
D. she comes back

17. I will not leave this place _____.

A. until you give me my money back
B. until you will give me my money back
C. unless you will give me my money back
D. unless you do not give me my money back

18. One of the girls _____ to join the club because of lack of time.

A. is willing
B. were willing
C. are not willing
D. is not willing

19. Maaza is one of those kinds of people who _____ for others.

A. does not care
B. do not care
C. cares
D. is caring

20. It _____ yesterday that the police had arrested a man for stealing one of the museum's silver crosses.

A. was reported
B. has been reported
C. is reported
D. reported

BOOKLET CODE 24 **SUBJECT CODE 02**

21. The woman said that she _____ unfairly.

A. treated
B. has been treated
C. had been treated
D. is treated

22. They always pay the rents on time, _____?

A. isn't it
B. did they
C. do they
D. don't they

23. He wasn't aware that the window had been broken, _____ ?

A. hadn't he
B. was he
C. wasn't he
D. does he

24. Many countries in Africa are famous _____ their wild life reserves and other natural attractions.

A. by B. in C. for D. about

25. The man lives _____ a meager salary of a hundred birr a month.

A. on B. by C. in D. from

26. She died after suffering for a long time _____ cancer.

A. by B. with C. from D. for

27. They would have attended the ceremony if they _____.

A. would have been invited
B. had been invited
C. were invited
D. have been invited

28. If I _____ him, I would tell him to report to the office.

A. see
B. will see
C. would see
D. saw

29. The general principle is that the demand for a commodity _____ as the supply _____.

A. increased/decreased
B. has increased/has decreased
C. will increase/will decrease
D. increases/decreases

30. He _____ the Rift Valley lakes for the first time last week.

A. saw
B. had seen
C. has seen
D. sees

31. The police arrived after the robbers _____.

A. had run way
B. have run away
C. were running away
D. had been running away

32. The children _____ in the school compound when the enemy aeroplanes dropped the bombs killing scores of them.

A. have been playing
B. are playing
C. were playing
D. were play

33. When they were younger, they _____ visit their grandparents every Sunday.

A. have to B. must C. can D. used to

34. We _____ help the poor, it is our moral obligation.

A. can B. must C. have to D. could

35. _____ to the other side of the street, the girls went into a shop to buy some clothes.

A. They crossed
B. They crossing
C. Crossing
D. Being crossed

BOOKLET CODE 24 **SUBJECT CODE 02**

36. When they entered the room, they found the man _____ on the floor.

A. laying B. lying C. lay D. lies

37. She enjoys _____ comic films.

A. watching
B. to watch
C. having to watch
D. to watching

38. They hoped _____ him alive.

A. finding
B. to find
C. to found
D. finds

39. The athlete _____ for winning the race.

A. congratulated
B. has congratulated
C. will congratulate
D. was congratulated

40. The man _____ his life in a car accident that took place outside the city last week.

A. was losing
B. lost
C. lose
D. has been losing

BOOKLET CODE 24 **SUBJECT CODE 02**

READING COMPREHENSION

DIRECTION: Read carefully the passage given below. Then answer the questions based on the passage

Environmental degradation, whether tropical deforestation in Africa or air pollution in Eastern Europe, occurs when those who make decisions about using these resources ignore or underestimate the costs of environmental damage to society. The reasons for this divergence in interests fall into two main categories. Markets frequently do not accurately reflect the social value of the environment, for several reasons. No market exists because it is difficult to demarcate or enforce the rights to own or use the environment, as with air quality. Thus prices do not reflect the adverse effects of pollutants, and the result is too much air pollution. Some uses for a resource are marketed but others are not, as with tropical rain forests, where timber is marketed but watershed protection is not. The non-marketed benefits are frequently ignored while other uses of the resource are overexploited. Open access to resources allows them to be exploited by all, as with rain forests in the Amazon and sardines off the coast of Costa Rica. In these instances environmental effects are not recognised by users (and so become externalities). The results are deforestation and over-fishing. Individuals and societies lack information about environmental impacts or about low-cost ways to avoid damages. Private firms may not provide better information because they find it difficult to capture the benefits.

Sometimes government actions encourage inefficiencies that in turn cause environmental damage. Examples include subsidies for agricultural and energy inputs and for logging and cattle ranching, non-accountability of public sector polluters, provision of services such as electricity, water, and sanitation as subsidised prices, and ineffective management of public lands and forests. These failures of government policy may aggravate the environmental damage caused by market failures.

/Adapted from a document by the *Ministry of Education* 1994/

Comprehension

41. Deforestation and air pollution are instances of _____.

A. tropical Africa
B. Eastern Europe
C. degradation
D. environment

42. The costs of environmental damage are usually ignored because _____

A. it is very difficult to estimate them
B. of lack of awareness
C. the users do not really care
D. governments could not effect their laws

43. The divergence in interests refers to _____.

A. the need to use resources but the tendency to ignore the damage
B. the rise in costs but the tendency to underestimate the damage
C. market versus government interests
D. Eastern Europe and tropical Africa

44. The phrases, ' ... whether tropical deforestation ... or air pollution' (line 1 paragraph 1) serves as _____.

A. reason
B. [illegible]
C. effect
D. example

4[illegible] vantage out of the "non-marketed benefits"?

[illegible] buyers
[illegible] sellers
C. the government
D. not stated

[illegible] Why do environmental effects become externalities?

A. Because people are not aware of them.
B. Because they result in deforestation and over-fishing.
C. It is impossible to treat them otherwise.
D. No body knows.

47. The marketed uses of timber are _____.

A. listed
B. suggested
C. implied
D. not given

48. ".. Examples include ..." (line 2 paragraph 2). What are they examples of?

A. agricultural and energy input
B. logging and cattle ranching
C. provision of electricity
D. inefficiencies

Vocabulary

49. 'underestimate', (line 3 paragraph 1), means _____.

A. establish
B. fix low value to
C. estimate after
D. calculate

50. 'divergence', (line 4 paragraph 1), means _____.

A. disharmony
B. similarly
C. conformity
D. ignorance

51. 'reflect', (line 5 paragraph 1), means _____.

A. express
B. contradict
C. control
D. underestimate

52. 'marketed', (line 9 paragraph 1), means _____.

A. bought and sold
B. exploited
C. reimbursed
D. extracted

53. '... 'instances', (line 13 paragraph 1), means _____.

A. reasons
B. examples
C. details
D. important points

BOOKLET CODE 24 **SUBJECT CODE 02**

54. 'impacts', (line 15 paragraph 1), means _____.

A. information
B. deforestation
C. causes
D. influences

55. 'capture', (line 17 paragraph 1), means_ _____.

A. conquer
B. attack
C. estimate
D. obtain

56. 'non-accountability', (line 3 paragraph 2), means _____.

A. responsibility
B. state of not being held as responsible
C. state of having no accounts at all
D. enhancing pollution

57. 'aggravate', (line 3 paragraph 2), means _____.

A. alleviate
B. diminish
C. worsen
D. curb

58. 'subsidies', (line 4 paragraph 2), means_____.

A. taxes
B. customes
C. supports
D. loans

Referencing

59. 'it ... ', (line 6 paragraph 1), refers to_____.

A. market
B. use
C. environment
D. not given

60. 'Others', (line 9 paragraph 1), refers to_____.

A. uses
B. resource
C. rain forests
D. timber

61. 'them', (line 11 paragraph 1), refers to_____.

A. resources
B. rainforests
C. instances
D. users

62. 'they', (line 16 paragraph 1), refers to_____.

A. ways
B. benefits
C. government actions
D. private firms

READING COMPREHENSION

DIRECTION: Read carefully the passage given below. Then answer the questions based on the passage.

The main objective of any educational system is to develop the individual's capacity for problem solving. It also aims to help the individual to adapt to the environment by developing the necessary knowledge, abilities, skills and attitudes. The person will then be able to participate in an all-rounded way in the community and contribute to the overall development of the society.

The quality and standard of education in a given country is mainly determined by the nature of its curriculum and the process of its implementation. The relevance of any curriculum on the other hand is determined by the extent it meets the educational objectives. In this respect the former educational curriculum of Ethiopia was not properly developed to meet the societal and pedagogical demands. One of its major problems was that the learners' profile and the corresponding educational structure and inputs to achieve it were not well defined. This was because the educational objectives were not clearly formulated and stated in relation to societal needs.

If one examines the content of the old curriculum, it is clear that it is overloaded by theoretical knowledge with little emphasis on practice. The lessons lack co-ordination and do not cross relate. The teaching/learning materials are in most cases inadequately provided. The evaluation system does not enable one to assess the development of the student since it is not continuous. Overall, the curriculum does not appear to have the capacity to prepare the learner for a meaningful and productive life.

With respect to teachers, the problem is more of quality rather than quantity. Some years ago, a look at the enrolment rate indicated that the student-teacher ratio was quite adequate at all levels - about 26:1 for primary and 32:1 for secondary schools. The recruitment of teachers was done centrally and training took place in 12 primary school teachers' training centres; for secondary schools at 4 colleges and 1 university with a total output of 6520 teachers per year. During the same time there were 69,743 primary school, 10,796 junior secondary school and 11,174 senior secondary school teachers.

Despite this, about 82% in primary, 30% in junior secondary and 40% in senior secondary had appropriate certification for their posts. 85% of the technical/vocational teachers in secondary schools did not have the required degree in their area of speciality.

Source: *Anonymous*

Comprehension

63. Having the necessary knowledge, abilities, skills and attitudes

A. helps one to adapt to the environment.
B. determines any educational system.
C. is marginal to developing one's capacity.
D. hardly contributes to participation in community efforts for development.

BOOKLET CODE 24 **SUBJECT CODE 02**

64. The content of the curriculum and the way it is put into practice

A. may not affect the quality of education.
B. has an impact on the standard of education.
C. encourages both teachers and students.
D. is always a source of problem.

65. One of the problems of the former Ethiopian educational curriculum was

A. its ability to answer several questions.
B. its lack of development.
C. its inability to relate its basic elements.
D. that it was meant to meet societal demands.

66. The degree of relevance of a curriculum is

A. not related to the quality of education.
B. tied to meeting educational objectives.
C. well understood by both teachers and students.
D. very difficult to establish.

67. The ultimate goal of education is to

A. enable the individual for participation in efforts for social development.
B. build and civilise the country.
C. emphasize theoretical knowledge.
D. control the environment.

68. According to paragraph 2, the learners' profile, the educational structure and the essential inputs

A. can be defined in isolation.
B. constitute the various educational objectives.
C. are considered to be the three major problems.
D. should be related.

69. A possible reason for a learner not to be able to fully participate in community efforts for development is due to the fact that

A. the curriculum puts an emphasis on practice.
B. the curriculum components adequately relate to each other.
C. there are not enough textbooks.
D. the curriculum is not theoretical.

70. One of the qualities of a desirable evaluation system is that it

A. indicates the development of the learner.
B. cannot be continuous.
C. determines the curriculum.
D. Prepares learners for a meaningful life.

71. According to the figures, there were

A. nearly two million primary school students.
B. about twelve thousand secondary school students.
C. more secondary than primary school students.
D. less number of students for a teacher in secondary than in primary schools.

72. One of problems of the old curriculum was that

A. there were abundant teaching materials.
B. educational objectives were clearly established.
C. teachers and students had a participatory role.
D. more attention was given to theory.

73. One of the following is NOT true.

A. Hardly any teacher is qualified.
B. About 20% of primary school teachers are not qualified.
C. 15% of vocational teachers have the required degree.
D. 60% of senior secondary school teachers are not qualified to teach in that level.

74. The best topic for the above passage is

A. Future trends in Ethiopian education.
B. Problems in the Ethiopian education.
C. Student-teacher ratio.
D. The qualities of a curriculum.

Vocabulary

75. 'capacity', (line 1 paragraph 1), means _____.

A. interest
B. ability
C. enthusiasm
D. concern

76. 'all-rounded', (line 4 paragraph 1), means _____.

A. circular
B. round in all respects
C. having interest in a particular field
D. having ability in many different ways

77. 'relevance', (line 2 paragraph 2), means _____.

A. appropriateness
B. dependence
C. rely upon
D. chance

78. 'In this respect, (line 4 paragraph 2), means _____.

A. contrary to this
B. hence
C. concerning th...
D. nevertheless

79. 'formulated', (line 8 paragraph 2), means _____.

A. summarised
B. expressed
C. questioned
D. emphasized

80. 'is overloaded by, (line 1 paragraph 3), means _____.

A. excluded
B. emphasised
C. expressed by
D. related to

81. 'cross-relate', (line 3 paragraph 3), means _____.

A. match
B. contrast
C. oppose
D. cancel

82. 'Overall', (line 5 paragraph 3), means _____.

A. Above all
B. Generally
C. In this regard
D. Particularly

83. 'with respect to', (line 1 paragraph 3), means _____.

A. regarding
B. excluding
C. on the contrary
D. furthermore

84. 'recruitment', (line 4 paragraph 4), means _____.

A. teaching
B. learning
C. employment
D. enrolment

Referencing

85. 'It ... ', (line 2 paragraph 1), refers to _____.

A. educational system
B. individual's capacity
C. problem solving
D. environment

86. "its ... ", (line 2 paragraph 2), refers to _____.

A. education
B. country
C. implementation
D. curriculum

87. 'it ... ', (line 7 paragraph 2), refers to _____.

A. structure
B. curriculum
C. profile
D. input

88. 'their ...', (line 3 paragraph 5), refers to _____.

A. teachers'
B. primary schools
C. junior secondary school
D. senior secondary schools

SENTENCE COMPREHENSION, COMBINATION AND PUNCTUATION

DIRECTION: **Read the sentences carefully and then choose the alternative, which has the same or nearly the same meaning as the given sentence.**

89. The game continued in spite of the rain.

A. It was raining but the game continued.
B. It stopped raining and the game continued.
C. It was raining; so the game was discontinued.
D. It stopped raining but the game was discontinued.

90. He scarcely wrote to us when he was in France.

A. He always wrote to us when he was in France.
B. He sometimes wrote to us when he was in France.
C. He never wrote to us when he was in France.
D. He hardly wrote to us when he was in France.

91. She would rather die than marry the old man.

A. She would like to marry the old man.
B. She does not want to marry the old man.
C. She prefers the old man to any others.
D. She does not want to leave the old man.

BOOKLET CODE 24 **SUBJECT CODE 02**

92. I used to play the guitar when I was young.

A. I don't play the guitar any more.
B. I played the guitar because I was young.
C. I still play the guitar.
D. I used the guitar in order to look young.

DIRECTION: Choose the BEST combination of the given pair of sentences.

93. She is ninety-five years old. She can read and write well.

A. She is ninety-five years old and she can read and write well.
B. She is ninety-five years old, so she can read and write well.
C. She is ninety-five years old; therefore, she can read and write well.
D. She is ninety-five years old, but she can read and write well.

94. He decided to stay in the job. He got some increment.

A. Although he got some increment, he decided to stay in the job.
B. Because he got some increment, he decided to stay in the job.
C. He got some increment, but he decided to stay in the job.
D. He decided to stay in the job, still he got some increment.

95. She left the house. Then her father arrived.

A. Her father arrived before she left the house.
B. Her father arrived after she had left the house.
C. Her father arrived when she was leaving the house.
D. Her father arrived at the same time she left the house.

96. I will not give you the book. You have to pay for it first.

A. I will not give you the book if you pay for it first.
B. I will give you the book unless you pay for it first.
C. I will not give you the book unless you pay for it first.
D. I will give you the book if you don't pay for it first.

BOOKLET CODE 24 **SUBJECT CODE 02**

DIRECTION: Select the sentence with the CORRECT punctuation.

97. A. "Where's the key"? she asked her assistant.
B. She went into the childrens' shop.
C. " I want to buy a cigarette," he said.
D. "Where's the key? she asked her assistant."

98. A. He couldn't get anything to eat, because he came late.
B. Because he came late, he couldn't get anything to eat.
C. He came late so he couldn't get anything to eat.
D. He came late, he couldn't get anything to eat.

99. A. The teacher said, "don't go away." "wait here."
B. The mens' hats are on the table.
C. Asfaw, keep quiet!
D. Ambo, to the west of Addis is a beautiful town.

100. A. He was hungry however, he didn't want to eat.
B. He didn't want to see it, though he liked it.
C. Its very cold in Addis in December.
D. Father, lunch is ready.

Declaration

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

Name: Dereje Negede

Signature: Dereje N.

Place: Addis Ababa University, Addis Ababa

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