



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

MA THESIS ON:

**INVESTIGATING TEACHERS PRACTICES ON INTEGRATIVE LANGUAGE
TESTING IN ENGLISH CLASSES: THE CASE OF MILLENNIUM
SECONDARY SCHOOL.**

BY: GIRMA BELAY

ADDIS ABABA, ETHIOPIA

MAY, 2023



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SECONDARY SCHOOL**

**A THESIS SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES &
LITERATURE IN FULFILMENT OF EFL OF MASTER'S DEGREE IN
ENGLISH LANGUAGE TEACHING**

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ADDIS ABABA, ETHIOPIA

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**Thesis submitted to Department of Foreign Languages and Literature in Fulfillment
of Master's Degree in English Language Teaching.**

Approved by Board of Examiners

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LIST OF ACRONYMS/ABBREVIATION/

EFL English as Foreign Language

FGD Focus Group Discussion

EGSEC Ethiopian General Secondary Education Certificate

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ABSTRACT

The main concern of this study was to investigate teachers' practice of integrative language tests in EFL classes at Millennium Secondary School in Addis Ababa. It examines the obstacles to integrative language testing in EFL classes, and to examine how EFL teachers design English Language tests to assess the students' language abilities. This study was conducted based on a descriptive design. Both qualitative and quantitative data types were collected using questionnaires, interviews, focus group discussions and document analysis. The data were collected using structured questionnaires from the total 3535 students and especially in grade ten there were around 1156 students. From those grade ten population 120 students and 15 English language teachers were the main participants. Here, the researcher used convenience sampling technique for selecting the school and the teachers and random sampling technique to select the students using lottery system. The data were collected through the use of document analysis, questionnaire, interview and focus group discussions. After the data were collected, analysis was made using mixed method of data analysis by organizing the data in tables and comparing using frequency and percentage. FGD and interview with teachers and students was utilized. The study found that teachers in EFL classes hardly use integrative language tests. It also demonstrated that the teachers placed greater emphasis on isolated grammar tests than the integrative language skill tests. English Language tests given in class by the teacher typically consisted of discrete tests and grammar lessons. The study also identified the primary difficulty that prevents the use of integrative language tests. Based on the results, it was concluded that EFL teachers didn't successfully implement integrated skill tests in classes, instead they relied on separate skills tests and isolated grammar content tests and other main obstacles were the most frequently utilized in teacher made exams in EFL classrooms. The research questions raised in the introduction part were finally answered by the findings in the research. Finally, it was recommended that teachers, school administrators and training institutions should play their role for proper implementation of integrative language tests.

CHAPTER ONE

1. INTRODUCTION

The background of the study, statement of the problem, general and specific objectives, research questions, scope of the study, limitation of the study, significance of the study organization of the study were all included in the introduction section of this study.

1.1 Background of the Study

A good classroom test will aid in identifying the specific areas of difficulty that the class or individual student is experiencing (Heaton, 1988).the test should also allow the teacher to determine which elements of the language curriculum the students are having trouble with. This allowed the teacher to assess the efficacy of the curriculum as well as the approaches and materials he or she is employing. Furthermore, Wolf (1979), mentioned in Simachew (2012), and highlighted the widespread use of tests in the educational system, stating that teachers and institutions primarily relied on tests to measure educational processes and outcomes at the primary, secondary and post-secondary levels.

It might appear reasonable to assume that the current in language testing methodology could mirror those in English language instruction. The evolution of major standardized examinations, on the other hand, has not kept pace with the shift and progress in teaching. The newly developing standardized tests of English as a foreign language in the 1960s were built under the influence of structural linguistic and audio lingual methodology. Standardized examinations were developed at the time to assess learners' proficiency in the abilities deemed to be necessary for total language mastering. Sound discrimination and hearing comprehension, conversational and colloquial expressions, grammatical and structural understanding and vocabulary for reading comprehension were among the incremental skills. For more than a century, these discrete points or incremental units of language have been backbone of language testing in virtually every region of the world (Eli Hinket, 2004).

Arthur Hughes (1989: 19) similarly states that integrative testing requires the candidates to combine many language elements in the completion of a task. This test emphasized the simultaneous testing of the taste's multiple linguistic competence from various perspectives. The unitary trait hypothesis proposed an indivisible view of language

proficiency, implying that vocabulary, grammar, pedagogy, the four skills and other distinct elements of language could not be disentangled from each other in language performance by proponents of integrative test techniques. The unitary trait hypothesis contended that there is a general factor of language proficiency such that all the discrete points do not add up to that whole Brown (2003).

The language abilities should be carefully integrated and used to execute as many really communicative tasks as feasible in numerous scenarios where English is taught for broad purposes J. B. Heaton (1988). Several test authors still believed that the best way to achieve their goal was to measure each skill separately. However, it was often difficult to distinguish one ability from another because the four skills are artificially divided and the notion itself is a tremendous oversimplification of the challenges involved in communication.

1.2 Statement of the Problem

Students can benefit from well-designed English tests by developing a positive attitude toward the integrative language classroom sessions and testing by assisting them in mastering the language. Good English tests according to H. Madson (1983), assist students learn the language by challenging them to study hard, emphasizing course objectives and highlighting areas where they need to improve. Though the primary goal of teaching English as a foreign language in most EFL programs was to increase students' proficiency in the language skills (reading, writing, listening and speaking), English language tests might not be designed in a way that to assess the learners' over all language competencies.

There were criticisms against the currently used English language tests. Melkamu (2007), in his MA thesis investigated that the problem of tests stems from its objective nature. Those objective tests didn't adequately measure actual performances because they didn't often help the candidates to produce enough of the target language. Objective tests, according to Mc. Numara (2007), tend to be discrete point tests in which they attempt to assess language skills in isolation. The most widely used still today teacher made tests as well as national exams in Ethiopian context are objective type and thus unable to integrate language skills and assess the overall language competencies of the learners.

According to J.B. Heaton (1988), integrative language testing does not strive to divide language abilities into neat categories in order to measure a learners' capacity to employ two or more skills at the same time. Cloze tests, dictation. Oral interviews, essay writing and reading comprehension were all examples of integrative language skills assessments. As a result, test developers or language teachers might employ the above integrative exam kinds to assess a language learners' ability to apply more than two language abilities at the same time.

Integrative language skills recommended in practicing the skills and assessing the language to give a more useful and meaningful learning environment. Language testing and the incorporation of language abilities in classroom instruction has been the subject of local and international research. Researchers such as Tefera and B.V. Mahlalela (2015) conducted research on "The extent to which integrated skills language teaching learning approach is depicted in English text books," and the findings showed that listening, reading, writing and speaking lessons were designed in an integrative manner, whereas vocabulary and grammar lessons were lacked in integrating the various skills.

Nigussie (2002), in his MA thesis conducted a research on the content validity and the research finding indicated that EGSEC (Ethiopian General Secondary Education Certificate) in present day, there was poor concentration towards preparing a valid test. The tests in no way could develop students' skills and communicative abilities in their study habits. They couldn't even indicate the achievement of our educational objectives. Rather they showed the poor assessment method we had and the way we were following the old approach to testing i.e. testing only the memorization of hard facts.

Alemayhu Negash (2008), in his MA thesis also conducted a research on the practice of integrating language skills in teaching of English, and he concluded that teachers had high theoretical orientations and understanding of integrated skills teaching principles in the light of integrated skills teaching ways of integrating language skills in lessons and merits of integrated skills teaching. However, teachers hardly taught four language skills in integration in the lessons. They frequently used discrete skills teaching at the expense of integrated skills teaching. Therefore, the poor teaching technique could have a negative effect on the testing; teachers might prepare test items that simply required only

the recalling of hard facts. In addition, Simachew (2012) in his PhD thesis, his findings indicated that wash back of the exam was found overriding the practices of teachers and students to be exam oriented, i.e. every domain of teaching and learning was found influenced by the wash back of the exam. The language items that received more attention were test related content, instructional times were mainly devoted to practicing of test related activities and the teaching methodology was tended to practice students for instead of developing their communication ability.

The above explanations, theories and researches were primarily interested in determining how much integrative skills teaching is used in classroom instruction as well as the effects of integrative skills teaching on students' communicative competence, the content validity of national exams and the impact of language tests on teachers' and students' practices'. These studies were mostly focused on integrative skills instructions and its impact on learners' language abilities.

There weren't many studies on the subject of integrative language testing procedures. As a result, evaluating the use of integrative language testing in EFL classes was critical. There might be problems or obstacles to its implementation in EFL classes in Ethiopia, as a language teacher, the researcher had witnessed the problem of ineffective integrative language testing procedures in EFL classes. Students might be generally given exam items on independent or discrete skills by their language teachers. In testing students' language competence, test topics that demanded memorizing of hard facts such as grammatical language contents received the most emphasis. Students might not been assessed on integrative language skills and test items incorporating integrated language skills had not been produced. As a result, students might fail to gain basic competency in the language or the ability to use it successfully and pupils' language abilities hadn't improved and were deteriorating. As a result, the goal of the study was to examine also the issues that were integrative language test posed in EFL classes.

Generally, the researcher selected this problem that used integrative language skill problems might be seen at Millennium secondary school. This problem might not have been seen only at this school but also others from primary school up to secondary school. Most teachers as well as students might highly emphasized grammar, and they might

seriously hated to practice the four language skills and vocabulary. So, in order to minimize this problem, the researcher tried to study teachers' practice of integrated language testing in EFL classes.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this research was to investigate the practice of integrative language testing usage in English classes in Millennium secondary school and provided the necessary feedback.

1.3.2 Specific Objective

The specific objectives of this research were the following:

1. To investigate how teachers use integrative language test in their classroom.
2. To examine the obstacles to integrative skills testing in English classes.
3. To examine the language teachers ways of testing English language to assess students' language abilities.

1.4 Research Questions

To achieve the goal of this research, the following basic questions were stated:

1. In English classes, do teachers use integrative language testing consistently?
2. What obstacles do teachers experience while they are implementing integrative language test in English classes?
3. How do English teachers design English language tests to measure or assess their students' language skills?

1.5 Significance of the Study

As this research attempted to find out the implementation of integrative language testing, the findings of this study have the following benefits:

Firstly, the finding enables teachers to use integrative language tests in their English classes. Secondly, the English teachers may gain new insight into the advantages of using integrative language tests to assess students' language abilities. Thirdly, if it is properly applied, it has the potential to help and improve students' language skills. Fourthly, the findings benefits the learners by improving their English test results by identifying their

real potential in English language through testing. Finally, the outcome also benefits the school administrators and other stakeholders by identifying the use of integrative language testing and provide the necessary support.

1.6 The Delimitation of the Study

The purpose of this research was to look into the use of integrative language test in English tests. The research took place in a high school in Addis Ababa in Addis Ketema Sub-city at Millennium secondary school in 2015 E.C. The research included fifteen English teachers and one hundred twenty students from millennium secondary school. The research held from January to June in Ethiopian academic year.

1.7 Limitation of the Study

Apart from minor problems that arose over the research, these were the major limitations in this study. Firstly, the conclusion and the recommendations might not be applicable to other secondary school because the research was held only in one secondary school and the students might have not given enough information about the interview questions because of English language speaking skills potential. Secondly, the literature and researches related to integrative language testing might not be enough to get more information on the problem.

1.8 Organization of the Study

There were five chapters in this study. The first chapter covered the background of the study, statement of the problem, the study objectives', research questions, significance of the study, the scope and limitation of the study. The second chapter was devoted to a review of related literature. The third chapter was about research methodology, specifically the research design, the study subjects, sampling techniques and data gathering instruments as well as the development of data gathering devices and data processing methodologies. The data analysis and interpretation were covered in chapter four. The study's summary, conclusion and recommendation were presented in chapter five.

CHAPTER TWO

2.1 REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature on integrative language tests reviewed in this chapter. This chapter included language tests and testing of language skills, the relationship between language teaching and language testing, the historical overview of integrative testing, the definition of integrative testing, the integrative approach of language testing, the different types of integrative language tests and the challenges faced in the implementation of integrative language teaching and finally summary of the review literature.

2.2 What is a Test?

A test has been defined by numerous scholars essentially in the same ways, with the exception of little variations in terminology. To give a few examples of the definitions: “A test is a measurement tool created with explicit methods to elicit a specific sample of individuals,” according to Bachman (1990). A test is defined as “a series of questions or tasks a student has to react to; the objective is being to produce a quantitative representation of the students trait, It is supposed to measure,” according to Good (1973), who was cited by Asmare (2008). Last but not least, Brown (1994) described it as a way to gauge a person’s proficiency in a particular area of study.

According to the definitions offered by the scholars mentioned above, a test can be taught of as a method, an instrument, or systematic procedure that involves a group of questions (written or oral) that are primarily intended to elicit students’ performance or check the attainment of teaching objectives.

2.3 Language Tests and Testing of Language Skills

2.3.1 *Language Tests*

Language tests aim to determine a candidates’ proficiency with the language and serve as a focal point for regular, intentional conversation. A mechanical test of structure won’t have the same beneficial impact on language learning as these tests, according to Heaton (1988). Furthermore, Heaton argues that in the past effective grammar tests, translations

and language manipulation had detrimental impact on instructions. However, a competent communicative language test ought to have a lot more benefits on instruction and learning as well as leads to better study habits.

Additionally, according to Madson (1983), well-made English tests benefit students in at least two ways. Tests, in the first place, might foster a good attitude toward the class. Second, by helping students in language proficiency, English tests can be advantageous. They receive assistance both during exam preparation and again after the exams have been returned and discussed. By giving students a sense of success and the perception that their teachers' evaluation is in line with what they have been taught, well-made English tests can contribute to the development of a positive attitude toward instruction. Additionally, by forcing students to work hard during study sessions, effective English tests aid in language acquisition.

2.3.2 Testing Language Skills

When English is taught for general Purposes, language skills should be appropriately integrated and used to complete as many really communicative tasks as possible. The test writer must pay close attention to integrative test item types that appear to be closely related to the capacity to use language for everyday communication.

Questions asking students to compose letters, memos, reports and communications would be utilized in the written portion of a test. According to Madson (1983), there are several aspects of writing tests that can be examined, including mechanics (such as spelling and punctuations), vocabulary, grammar, appropriate content, diction, and many types of rhetorical devices (organization, cohesion and unity). It is desirable that students demonstrate their ability to extract specific knowledge of a practical character in listening and reading tests rather of having comprehension of unimportant and irrelevant facts tested. Short utterances, conversations, discussions and lectures are presented to test-takers in the listening comprehension section. In reading comprehension, questions are designed to assess students' comprehension of a text's main ideas and ability to glean important details about particular passages.

Madson (1983) outlines the advantages and restrictions of passage comprehension. The most comprehensive kind of test is one that evaluates students at all stages of reading development, is simple to score and uses passage comprehension, but it takes more time and uses superficial questions. A vocabulary test measures students' understanding of word definitions as well as word usage patterns and collocations. The students should use them in speaking and writing as well as the terms they should be able to recognize and understand when they are reading or listening, may be tested on such a test (Heaton 1988:8).

2.4 The Relationship of Language Teaching and Testing

Testing and teaching shouldn't be separated, according to Nigussie (2002), testing ought to reflect how we instruct. Testing may serve as a tool to assess how well our teaching approach fits the needs of the class, to identify students' areas of strength and weaknesses throughout instruction, and to suggest the program's overall course. Additionally, Heaton (1991), who was cited by Nigussie (2002), explained the first connection between teaching and testing by saying that "both testing and teaching are so closely interrelated that it is practically impossible to work in either field without being constantly concerned with the other," Venkatswaran (1995) referenced in Asmare (2008) indicates that students and teachers receive substantial knowledge from tests. Learning also has a good impact on testing. According to him, tests' diagnostic character might assist students in developing a good attitude toward their classes, becoming fluent in the language and fostering learning.

2.5 Historical Background of Integrative Language Testing

It would make sense to assume that methodological trends in language testing would follow to those prevalent in language teaching. The introduction of significant standardized tests; however, hasn't kept pace with the change and advancement in teaching. The 1960s saw the development of new standardized English language tests which were built under the influence of structural linguistics and the audio lingual technique. At that time, standardized tests were designed to assess learners' proficiencies in the skills considered to be important for the overall mastery of the language. These incremental skills included sound discrimination and listening comprehension,

conversational and idiomatic expressions, grammatical and structural knowledge and vocabulary needed for reading comprehension. These incremental units of language i.e. the discrete points have been the backbone of language testing for more than a century in practically all regions of the world (Eli Hinkel, 2004).

Since the 1970s, significant philosophical and practical gaps have remind between the objective the methods of integrated language teaching and the methods used for language testing; specifically, if the aim of communicative language learning is to enable students to communicate appropriately and meaningfully in a variety of contexts, then it is obvious that discrete point tests are insufficient and unsuitable for measuring students' communication abilities (Eli Hinkel, 2004).

Integrative language testing was proposed in 1970s to refute the discrete point approach by arguing that not only recognizing the individual elements of language but knowing how they relate to each other is necessary during language processing.

2.6 Integrative Language Test

Integrative language test is the process of evaluating two or more language skills while completing a task, according to Hughes (1989: 19). In addition, Oller (1979) explained that integrative tests emphasize the simultaneous testing of the test-takers multiple linguistic competence from diverse perspectives. These tests designed to assess the learners' capacity to employ several bits at once. According to Heaton (1988), integrative language exams are those that are created to evaluate the learners' capacity to employ two or more skills at once. The three scholars who have just provided a definition are similar. According to the definitions offered, integrative language tests are those that are made to assess two or more language elements simultaneously.

2.7 Kinds of Integrative Language Tests

Oller (1979) mentioned the following types of integrative tests:

Cloze tests- the word cloze as Brown (2003), was coined by educational psychologists to capture the Gestalt psychological concept of “closure”, that is the ability to fill in gaps in an incomplete image and supply omitted details. Cloze tests measure the readers' ability

to decode interrupted or mutilated messages by making the most acceptable substitutions from all the contextual clues available (Heaton, 1988). Cloze testing is a good indicator of general linguistic ability, including the ability to use language appropriately according to particular linguistic and situational contexts.

Dictation-it is another major type of integrative test. it was previously regarded solely as a means of measuring students' skill of listening comprehension. The integrated skills involved in tests of dictation include auditory discrimination, the auditory memory span, spelling, the recognition of sound segments, and a familiarity with the grammatical and lexical patterning of the language and over all textual comprehension Heaton (1988).

The difficulty of dictation task can be easily manipulated by the length of the word groups, the length of the pauses, the speed at which the text is read and the complexity of the discourse, grammar and vocabulary used in the passage. Scoring is another matter. Depending on your context and purpose in administering a dictation, you will need to decide on scoring criteria for several possible kinds of errors: spelling errors, grammatical errors, and skipped words, permutation of words and also replacement of a word with an appropriate synonym.

Passage comprehension- it is the most integrative and challenging kind of language test type. This type has its own advantage and limitations. This test is also objective and easy to score; moreover, it can evaluate students at every level of reading development. However, it is more time consuming to take passage comprehension test.

Essay writing- in essay writing a number of factors can be evaluated: mechanics, vocabulary, grammar, and appropriate content, and diction, rhetorical matters of various kinds such as cohesion, organization and unity Madson (1983).

Oral interview- in this integrative test type grammar, vocabulary, and pronunciation are often ingredients. But matters such as fluency and appropriateness of expressions are usually regarded as equally important Madson, (1983). It is widely regarded as the most challenging of all language tests to prepare, administer and score. For this reason, many people don't even try to measure the speaking skill.

2.8 Factors that Impede Integrated Skills Testing

It is possible to examine factors related to teachers, factors related to schools and factors related to learners when describing factors that hinder integrated skills testing. It's possible that English teachers lack the adequate knowledge and skills to teach and test language skills in integration. They might also believe that it is more convenient logistically to teach and test one language competence at a time rather than two or more at once. Additionally, they could think that it is hard to teach and assess multiple language skills at once from instructional standpoint. Furthermore, there may not be conducive conditions in schools for effective integrated skills teaching and testing to occur in classrooms.

In general, a test is a technique, tool or organized process that includes a series of inquiries primarily intended to elicit students' performance or verify the accomplishment of learning goals. A test is a method or systematic procedure that involves a group of questions that are mainly designed to check the attainment of teaching objectives. Teaching language and testing language cannot be viewed integrative language testing was proposed in 1970s to refute isolated testing. Integrative language tests are usually used in order to assess two or more language skills at the same time in the completion of a single task. To implement integrative language tests cloze tests, dictation, passage comprehension, essay writing, and oral interviews are used to evaluate the students' language skills performance. Integrative language tests are hampered by many obstacles which come from teachers, students and from school like lack of adequate knowledge, lack of motivation and lack equipment.

CHAPTER THREE

3. RESEACH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter included mostly information regarding the researcher's overall research methodology for collecting and analyzing data as well as a brief description of it. These were research's design, the populations, sampling techniques, the data gathering tools as well as data collecting procedure and finally the ethical procedures and study's data arrangement and analysis were explained in the last section.

3.2 Research Design

This study used a descriptive design with both qualitative and quantitative techniques to investigate the practice of integrated language testing in English classes. A descriptive design was useful for determining current conditions and identifying current needs. Furthermore, it was useful in demonstrating the current status of the phenomenon. Descriptive research design was chosen for obtaining a broad description of a complex issue in its context.

3.3 Population of the Study

Before sampling, the researcher determined the participants in the research. Therefore, the data was collected from Addis Ketema sub-city from Millennium secondary school. It took place at grade ten (10) students. English teachers and Millennium secondary school students were the study's populations. In this school, there were around 3535 students in total from grade 9-12 and 1156 students in grade ten. It was difficult to include every one of them in this study. Therefore, 120 students from the school served as the study's participants and 15 English language teachers who taught English in the school were used as source to make the study more reliable. Eleven of those teachers were MA degree holders and the rest of them were BA degree holders.

3.4 Sampling Techniques

Convenience sampling technique was employed because of easy access to get the students and teachers, and the school administrators' willingness to participate in the study especially from the point of view of acquaintance with teachers and the

geographical proximity of the school for the researcher. In grade ten; there were around 1156 students in more than 15 classrooms each of which had more than 56 students. This made it impossible to include everyone in the study due to cost, time and resource required. As a result, the researcher chose 120 students for the study based on the assigned numbers on different cards and the subjects' code name on it and shake it, and picking the samples from the plate. Those participants were chosen using simple random sampling method: students were chosen through lottery system to ensure that each participant had equal chance of being represented in the sample. The participants had different sizes in different classes. Because of that classes were randomly selected, 24 participants from grade 10A, 32 from grade 10E, 38 from grade G and 26 from grade 10D were used as participants in this study. In this study the researcher randomly selected a subset of participants from a population. Data was then collected from as large a percentage as possible of this random subset. Additionally, the school had 15 English language teachers who taught English in the school including the 6 teachers who taught in grade ten and they were selected using convenience sampling technique because of fifteen teachers' willingness to work with the researcher and they were readily available in the school.

3.5 Data Gathering Instruments

Multiple sources of information were required (Patton, 1990), because no single source of information can be trusted to provide a comprehensive perspectives. Four types of data collection devices were used to achieve the study's goal. These were Focus group discussion /FGD/, questionnaire, interview, and document analysis.

3.5.1 Document Analysis

Documents are essential sources of data for qualitative research according to Best and Kahn (1989). As a result, previous English language written examination paper was reviewed to see how much the test items were of integrative language testing approach. Analyzing documents incorporates coding content into themes similar to how focus groups or interview transcripts are analyzed (Brown, 2009). Therefore, the researcher designed list of items to overview the documents of the teachers and students. This year's first semester grade ten final exam paper was used as a sample.

3.5.2 Questionnaire

In educational research, questionnaires are commonly used to acquire information on a person's or a group specific circumstances. According to Brown (2001), referenced in Zoltan (2007), questionnaires are written instruments that give respondents with a series of questions or statements to which they must respond either by writing their replies or picking from a list of pre-prepared response. The questionnaire were given to the sample students at the school for the research. Students were given 25 cloze ended items and one open ended item. The items were divided into two sections: one was a part with choices consisting 11 items and the other having 13 items using a rating scale about the problems of taking integrative language tests in practice. They could respond in different ways by the students like by saying yes or no; some others by marking always, usually and rarely and others by ticking the rating scales.

3.5.3 Interview

Best and Kahn (1989) found that interviews are quite effective in providing information on a person's perceptions, beliefs, feelings, motives and past and current activities. Therefore, the researcher used interviews eight teachers and 11 students who are chosen based on their willingness to give the interview at the school. The interview questions were specifically designed to ask teachers if they had the experience of using integrative language tests and its practice and the challenges they faced during preparation. Participants were also interviewed about the tests they had taken before and related to the test effectiveness from their learning objective. The teachers' interview consisted of nine (9) questions and five (5) questions were given or asked to the selected students respectively. Then the data were collected by taking note while interviewing each participants.

3.5.4 Focus Group Discussion

A focus group discussion was a qualitative research method and data collection technique in which a selected group of people discussed on a given questions or issues in-depth facilitated by the researcher. The method served to solicit participants' attitudes and perceptions, knowledge and experiences and practices shared in the course of interaction with different people. Therefore, the 12 (twelve) FGD questions were specifically

designed to ask fifteen teachers which were put into two different groups one had 7 members and the other 8 members and they asked about the concept of integrative language testing about the tests they prepared, how they prepared and what they considered in test preparation. Then the data was captured by taking notes.

3.6 Data Collection Procedures

First, the document analysis was administered to comprehend the test preparation process. Second, questionnaires were constructed and administered to those selected samples for 120 students. Third, an interview were held with the teachers and students. Finally, FGD questions were formulated to the sample participants. That was to get them to elaborate on issues on the questionnaire. In collecting the data, all necessary ethical procedures were followed. Awareness was given to the population and how the data was gathered through the necessary data collecting instruments.

3.7 Ethical Considerations

The following ethical guidelines were put into place for the research period.

- The dignity and wellbeing of students were protected at all times.
- The research data remained confidential throughout the study.
- The researcher obtained the teachers' and students' permission to use code names in the research.

3.8 Data Analysis and Interpretation

Data was organized and analyzed in both quantitative and qualitative analysis after being collected from various sources using data collection tools. Data from questionnaires and document analysis were analyzed to quantitative analysis, and data from interviews and focus groups discussion were analyzed to qualitative analysis. Due to the study's use of mixed methods technique, the quantitative and qualitative data were independently examined. The data obtained from the tools were analyzed by Percentage and mean value statistically.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

The purpose of this section of the study was to present, analyze and discuss the data collected from Millennium Secondary School in order to find appropriate solutions to the basic research questions expressed in chapter one of the research document. As a result, the data acquired from English language teachers and students at school as well as the paper that were teachers made final exams from grade 10th was included in the presentation and analysis. Data was collected using FGD, questionnaires, interview and document analysis that included both open-ended and closed-ended questions. All the questionnaires that were delivered to respondents were fully filled out and returned. In addition, teacher made test was used to collect data.

4.2 Document Analysis

English language test item analysis (first semester grade ten final exam).

Table 1. Number of items the test comprises from the language skills

No	Skills	Number of items	Percent
1.	Word power	2	5%
2.	Language focus or grammar	31	77.5%
3.	Reading	5	12.5%
4.	Writing	2	5%
	Total number of items	40	100%

In addition to using FGD, questionnaire and interviews, the researcher looked at written English language test items to see if they were integrative language test type. For my convenience, I chose the 40 item English language test paper from grade ten first term. The researcher tried to show the number of items in the table. The importance of language structure (grammar) was highlighted by the fact that it accounted for more than half of the items. Then there was reading comprehension, vocabulary and writing

respectively. The test type haven't given any emphasis on listening and speaking. It had given a bit thought to vocabulary and writing skills compared to listening and speaking. It was clear that the four macro language skills were not equally valued throughout the production of the test items and this indicated that teachers mostly focused on grammar contents than other major skills in the exam preparation.

Table 2. The level of integration of the language items to the macro skills

No	Skills	Integrated	%	No integrated	%	Total items
1.	Word power	2	100%	.....	0%	2
2.	Language focus	3	9.6%	28	70%	31
3.	Reading	5	100%	.....	0%	5
4.	Writing	2	100%	.....	0%	2
	Total number of items	12	30%	28	70%	40

The level of integration of the language test items with the macro and micro language skills was depicted in the above table. The vocabulary, reading comprehension and writing were more integrated than others language skills with 100% rate. However, all the grammar items were practically non-integrated and mostly discrete point tests were used in practical at Millennium Secondary School in EFL classes. In total 28 or 70% of the test items were non-integrated from forty test items. In general, the data acquired from the questionnaire and interviews became more clarified by the information obtained from this collected data.

4.3 Analysis of Students' Questionnaires

The students were given questionnaires in two different ways as part one and part two which they talked different concepts related to integrative language testing. They were presented some in table and others in description.

1. *Have you ever taken English language tests like passage comprehension, dictation, essay writing etc. in integration?*

The students were expected to answer this question just by simply saying “Yes or No” and based on that this is the result. The participants had taken integrative language tests as evidenced by the data that 92 or 76.6% of the respondents said “yes” indicating that they had taken integrative language assessments in EFL classes. Only 28 or 23.3% of the respondents from the total said “no” to the question. Integrative tests come in a variety of forms, and one or two of them may be used in the school’s EFL programs. The extent to which they were used is debatable and the answers to the following questionnaires show how frequent they were used.

2. *Are you happy or interested in taking integrative language tests?*

Here the respondents were expected to respond to this question using Extremely Happy, Happy, Not very Happy and Not Happy. Based on that instruction they replied. Students’ interest in taking integrated language assessments indicated that 56.5% of those respondents or around 52 of them said they were not happy in taking these tests. In addition, 20.65% of them or 19 respondents said they have no interest in taking integrative language tests. 17.3% or 16 of the respondents said that they are happy in taking these tests and only 5.4% or 5 respondents were very or extremely happy in taking integrative language tests. Overall, 71 or 77.17% of the respondents replied they were not happy in taking integrative language tests and this could be a factor for the implementation of integrative language tests in EFL classes as well as that indicated much work was needed from schools and teachers on the students.

Table 3 - students’ response on how often the following ideas were implemented in EFL classes in practicing integrative language tests.

No.	List of items		Alternatives of Responses				
			Alw ays	Usu ally	Some times	Rar ely	Nev er
1.	Our teacher encourages us to participate in integrative language tests (reading comprehension, oral interview or writing).	No.	-	7	28	71	14
		%	0	5.8	23.3	59.1	11.6
2.	Teachers test language in context in order to emphasize meaning and Communication.	No.	-	-	21	69	30
		%	-	-	17.5	57.5	25

3.	Teachers assess language skills through segregated language testing.	No.	71	35	14	0	0
		%	59.1	29.1	11.6	0	0
4.	Teachers design worksheets and materials for integrative testing purpose in English Classrooms.	No.	0	0	22	42	56
		%	0	0	18	35	46.6
5.	Teachers design worksheets and materials for integrative testing purpose in English Classrooms.	No.	0	0	22	42	56
		%	0	0	18	35	46.6
6.	Teachers create language tests to examine both the topic material & language linked with it	No.	0	0	35	71	14
		%	0	0	29	59.1	11.6

As table one item 1 showed that 71 or 59.1% of the respondents and only 28 or 23.3% of them said sometimes teachers rarely encouraged their students to take integrative language assessments. It was the duty of English language teachers to motivate and prod their students to practice their language skills and to evaluate their skills using integrative language tests. Teachers didn't generally encourage their students as this item indicated. According to item two, in order to emphasize meaning and communication, language should be rehearsed and tested in context not in isolation. It was feasible to incorporate multiple language skills at once while presenting language items in context. However, the situation in the EFL classes of the school was in limitations because the data showed that most respondents around 30 or 25% and 69 or 57.5% of them said teachers never and rarely used contexts to test language to emphasize meaning and communications and this indicates language tests more emphasized on the content and the precise information or rules of language than meaning and communication. Only 17.5% of them said their teachers sometimes used contexts.

Item three indicated that most of the respondents with 71 or 59.1% and 35 or 29.1% of them said teachers used separate language skill tests to evaluate their students' language abilities. Only 14 or 11.6% of them said teachers sometimes used segregated language tests. The replies to item four indicated that there was a difficulty in creating worksheets

and materials for the purpose of integrating skills because the response of the respondents showed that only 22 or 18% of them said teachers sometimes created worksheets and materials and most of the respondents 42 or 35% and 56 or 46.6% of them said teachers rarely and never created worksheets and materials for the purpose of integrative language skill tests respectively. In addition item five demonstrated how language exams or tests created by EFL teachers fell short in their attempts to simultaneously evaluate both the language and about language; it was expected that language tests would evaluate both the content and the language.

Table 4 - students' response on the practice of the different kinds integrative language tests.

No - refers to number of respondents.

No.	List of items		Alternatives of Responses				
			Alw ays	Usu ally	Some times	Rare ly	Nev er
1.	In English language classes, teachers makes us to practice dictation in English classes.	No.	.....	15	28	42	35
		%	0	12.5	23.3	35	29.5
2.	Our teachers assess essay or Paragraph writing skills by checking spelling, punctuation, grammar or vocabulary.	No.	....	.....	28	35	57
		%	0	0	23.3	29	47.5
3.	In English language tests, our teachers allow us to practice oral interviews & presentations.	No.	.....	.....	14	71	35
		%	0	0	11.5	59.1	29.5
4.	Our teachers allow us to practice comprehension of texts from different sources.	No.	7	35	65	13	.....
		%	5.8	29.1	54.2	10.8	0
5.	Our teachers give us cloze tests (fill missing parts using words given) to check linguistic proficiency.	No.	.....	.....	21	67	32
		%	0	0	17.6	55.8	26.6

According to item 6, there were restrictions on how much dictation practice have be done in EFL classes. 35 or 29.1% of the respondents said their never made them to practice dictation and another 42 or 35% of them said they rarely practiced dictation in EFL

classes and only 28 or 23.3% of them replied they sometimes practiced dictation by their teacher. This demonstrated unequivocally that students lacked sufficient opportunities to practice dictation.

The primary integrative language test that allowed the language teacher to evaluate multiple language areas simultaneously was dictation, according to Heaton (1988: 17). Item 7 indicated that the practice of essay writing in the EFL classes, teachers didn't get their students to write essays to assess the students spelling, punctuation, grammar or vocabulary and other language areas because 57 or 47.5% of the respondents said their teacher never assessed their writing by checking the major language areas of writing evaluation and 35 or 29% of them replied their teachers rarely assessed their paragraph or essay writing by checking spelling, punctuation etc based on this data almost 92 or 77% of the respondents replied they were not assessed by their teachers properly through the necessary components of writing assessment.

Item 8 showed that the implementation of oral interviews and presentations was also very limited in EFL classes. The response from the respondents indicated students had not widely exposed to the practice of interviews and presentations because 106 or 88.2% of the respondents said their teachers didn't allow them to practice oral activities or didn't give them enough chance to develop their oral communications.

The data from item 9 provided about reading comprehension showed that students typically practiced from their textbooks. 42 or 34.9% of the respondents said their teachers allowed the students to practice reading comprehensions from different sources and 65 or 54.16% of them said their teachers sometimes allowed them to practice reading, but only 13 or 10.83% of them said their teachers rarely practiced reading comprehension. Item 10 indicated that cloze tests were rarely used in EFL classes and this practice was problematic. Cloze tests are crucial for evaluating children's general verbal proficiency. Cloze tests can be used to evaluate vocabulary, grammar and other language skills. Based on this 67 or 55.8% of the respondents said their teachers rarely gave them cloze tests to check their linguistic abilities and 32 or 26.6% of them said their teachers didn't give them cloze tests and only 21 or 17.64% said they sometimes

practiced cloze tests in EFL classes. The students' textbook included cloze type exercises and the data might indicate the exercises might not be employed properly.

Table 5 - Challenges related to awareness, interest and commitments

Rating Scales are 1= Not a Problem 2= A minor problem 3= Serious problem

No.	Items		Alternative of Responses		
			1	2	3
1.	Taking integrative language tests is difficult for me & have low score.	No	10	15	95
		%	8.3	12.5	79.1
2.	I don't have awareness about the merits of integrative testing.	No	29	49	42
		%	24.5	40.8	35
3.	I feel uninterested in taking integrative language tests like listening & speaking tests.	No	9	22	89
		%	7.5	18.4	24.1
4.	Teachers don't have good habit of designing integrative tests.	No	.....	45	75
		%	0	37.5	62.5
5.	Teachers lack personal commitment to implement integrative language tests.	No	.....	9	101
		%	0	7.5	84.5

As shown in table 7, the highest percent from item 1 indicated that a serious problem with the difficulty of integrative language tests in the school's EFL classes was that most of their students faced difficulties in taking them since 95 or 79.16% of the respondents replied they were serious problems and they had low score on exams. Only 10 or 8.3% of them said integrative tests were not a problem and didn't have low scores. On the other hand in item 2 indicated 49 or 40.83% of the respondents said awareness about the merits of the tests were not a serious problem and 42 of the students said awareness were the serious problems in integrative language tests.

On the other hand, 3, 4, and 5 were severe issues that make it difficult to administer integrative language skill tests. Students and teachers didn't feel motivated to take

integrative language tests as a result, as shown in item 3 and 4. Moreover, teachers were uninterested to construct integrative language assessments. Therefore, the correct application of integrative language tests in EFL classes was severely hampered by a lack of interest in both taking and creating the language test by teachers and students. Item 5 demonstrated that teachers lacked the motivation necessary to introduce integrative language examinations in English language classes.

Table 6 - Challenges related to language testing practices of teachers.

Rating Scales are 1= Not a Problem 2= A minor problem 3= Serious problem

No – refers to number of respondents.

<u>No.</u>	Items		Alternative of Responses		
			1	2	3
1.	Tests include questions that assess area of knowledge and grammar rather than mastery of language skills.	<u>No</u>	2	31	87
		%	1.6	25.8	72.5
2.	Teachers don't prepare comprehension questions thus we don't practice them comprehension.	<u>No</u>	8	10	102
		%	6.6	8.3	83
3.	Cloze tests, dictation and comprehension questions together are rarely designed by our teachers.	<u>No</u>	9	12	99
		%	7.5	10	82.5
4.	Our teachers mostly use discrete language tests rather than integrative tests.	<u>No</u>	13	20	87
		%	10.8	16.6	72.5
5.	Teachers lack knowledge & experience to implement integrative language tests.	<u>No</u>	15	87	18
		%	12.5	72.5	15

The information that gained from table 4, abundantly took it evident that all of the provided items were regarded as difficulties for the use of integrative language testing. Item 6 served as an example of how language tests that students had been frequently contained questions that evaluate language knowledge or topic rather than proficiency in

language skills. Language tests questions must evaluate both language abilities and language contents. Additionally, the language tests should focus on the greatest extent possible concentrate on content and structure simultaneously.

The data from item 7 showed that language test items created by classroom teachers placed a strong emphasis on language structure rather than language skills and this was indicated by the data that 102 or 83% of the respondents said as a serious problem and 10 or 8.3% of them also said the teachers didn't prepare comprehension lessons and the students also didn't practice them well. According to item 8 and 9, indicated that teachers rarely designed cloze tests, dictation and comprehension questions together for the students because the data showed 99 or 82.5% of the respondents said there was a serious problem in designing this kind of tasks for the students and only 9 or 7.5% of them replied the designing of cloze tests, dictation and comprehension questions were not a problem for them, and mostly teachers focused in designing discrete language tests because the data showed clearly that with 87 or 72.5% of them replied that was a serious problem for them. According to item 10, 87 or 72.5% of the respondents said teachers' lack knowledge and experience toward the implementation was a minor problem for them and 15 or 12.5% of them said it was not a problem for the implementation of integrative language testing.

Table 7 - Challenges related to class size, material and time constraints.

Rating Scales are 1= Not a Problem 2= A minor problem 3= Serious problem

No.	Items		Alternative of Responses		
			1	2	3
1.	Shortage of stationery materials makes implementation of integrative testing more challenging.	No	7	34	79
		%	5.8	28.3	65.8
2.	Large number of students in a classroom makes administration and scoring such testing more difficult.	No	.....	24	96
		%	0	20	80
3.	Insufficient time for the implementation of integrative language tests.	No	5	73	42
		%	4.1	60.8	35

The above data illustrated that the problem in the implementation of integrative language assessments in the school's that included the lack of stationery and multimedia materials, the large number of students in a session were serious problems for the implementation. The lack of time was also a minor problem for the implementation because the data showed that around 42 or 35% of respondents and 73 (60.8%) of them also said time was the serious problem and a minor problem in the implementation process. Therefore, the practice of integrative language testing was not hampered by teachers and students but also lack of materials, large number of students and lack of time to implement those tests. To implement integrative language testing in EFL classroom effectively the materials, time and the size of the class must be considered.

4.4 Analysis of Interview Results

The third instrument used in this study was an interview. Most of the interview items were similar to the items of the FGD. The results of the interviews conducted with selected students and teachers which were related with the practice of integrative language testing.

4.4.1 Interview with Teachers

EFL teachers from Millennium Secondary School were interviewed. There were nine questions and the teachers were asked to react to each question separately. The analysis and the findings of the data obtained from interviewing eight EFL teachers. The teachers were interviewed were code T1 up to T8 in order to analyze the interview data. They were presented as follow.

Item 1. Have you ever taken a training on language testing or courses related to language testing? Explain your answer?

This section analyzed teachers' response regarding their theoretical orientation in particular their training for language tests. Regarding their training for language tests, teachers who were interviewed got trainings and responded, we knew how language skills are integrated in testing as well. I had learnt about it according to T1. T2 and T8

added that although we have learned about language tests in general; he hadn't received any training specifically related to integrative language tests. Moreover, T3 and T5 said, "we learned about language testing and we knew that language skills should be included in language testing." T4 and T6 replied that "we trained in the science of different skills are not practically implemented to use integration of language skills."

The data collected from the teachers showed that teachers had prior experience in language testing even though they didn't directly learn about integrative language testing. In addition, they were aware of how language skills are integrated throughout both class instruction and testing. Teachers had less experience on designing integrative language tests based on the data.

Item 2. To which kind of test do you give more emphasis when you develop language tests: discrete point tests, integrative or communicative language tests? Why do you give more emphasis to that test type?

Here, responses relating to teachers' experience developing language tests were analyzed. The interviewers' idea was that when they created language tests, they primarily used discrete point tests, for instance T2 said, "I occasionally created language integrative language tests particularly passage comprehension, but most of the time I created language questions which assess discrete skills." Similar to this, the other teachers who were interviewed said that they occasionally employ integrative language tests, but gradually placed greater emphasis on discrete point tests. In general, grammar was heavily used and understanding of reading passages was emphasized alongside grammar because the students' performance always assessed by grammar and sometimes passage comprehension questions.

Item 3. In your classroom tests, which skill(s) are less emphasized or excluded mostly? Why do you give less emphasis for that skill?

In this section, data regarding the language abilities that weren't given as much weight while creating language tests analyzed. Teachers who were interviewed gave similar responses when asked their areas of testing concentration. T1 claimed that, aside from grammar, the other language skills received less attention during language testing in the

classroom because the emphasis during instruction was placed on language structures. T2 added that “I prioritize reading, grammar and I hardly ever asked questions about vocabulary. Similar to T3 to T8 reported that less emphasis was placed on speaking, listening, and writing abilities in English language tests in EFL classes. In general, grammar was the primary test area for teachers. The use of reading and vocabulary was also mentioned. On the other hand, the other abilities like listening, writing and speaking were given less emphasis throughout the establishment of language tests by teachers.

Item 4. What do you observe from your students about their background experience and interest with the usage of integrative language testing?

As all interviewers told that students didn't possess the English language abilities required to complete integrative language tests. The interviewers made it quite evident that learners who were taking integrative language tests had a problem with their English language abilities. Similar to this, Alemayehu (2008) noted that teaching practice of integrative skills was impacted in part by students' limited language abilities. Integrative language tests like essay writing, dictation, passage comprehension etc. frequently demand advanced language proficiency from test takers meaning that they demanded the students to produce something and have a thorough understanding of the material and bring various skills to the task rather than just performing. As they interviewed said that the students' language experience was low and they had little prior knowledge which prevented them from performing better on tests of integrative language. Generally, the students' background experience was not balanced to fulfill integrative testing and they lacked interests to take integrative language skills.

Item 5. Do your students' have lack of interest causing you not to give kind of integrative language testing during your English classes?

All the interviewers explained that the focus was on how students' lack of interest caused teachers' usage of integrative language testing. They agreed that the students were less motivated to take language proficiency tests which caused EFL teachers to place less on integrative language tests. Language tests that evaluate skills in integration are not of interest to students.

Item 6. Do you have good experience in designing integrative language tests? Tell something about the experience?

The interviewers told the researcher that, they hadn't good experience in designing integrative language tests because the students' attitudes about the various linguistic domains affect how well EFL teachers test their students. The way of the students approach to language acquisition had a significant impact on the language testing system. Teachers might concentrate on language topics that students find interesting if they are not interested in learning language skills. Learners typically developed a negative attitude about the practice the major skills because these skills were difficult to master and they had a lot to work. Students didn't wish to be devoted themselves entirely to such kinds of language areas as the interviewer said. In general, teachers didn't have enough experience about the practice of integrative language test.

Item 7. What are the difficulties that influence your practice of integrative language testing?

In this section, the information gathered from the interviewers regarding the difficulties faced during the practice of integrative language tests in EFL classes was analyzed. The difficulties faced when practicing the tests were described by T1, T4, T5 and T8 as follows. First of all, students were not motivated to take integrative language tests. They were also lacked the necessary background knowledge.

According to T1, the difficulties were caused by students' lack of interest and background knowledge. T2 and other interviewers on the other hand responded that "there were several problems such as very high number of students to teachers ration in a class, the lack of student motivation in taking these tests and the school's shortage resources to provide extensive practice of integrative language tests in EFL classes. Here, T2 demonstrated that difficulties in the use of the integrative testing include the size of classes, lack of resources for implementation and lack of students' interest.

Additionally T3 described the difficulties as follow. We teachers first and foremost had little interest in practicing integrative language tests. Another problem was the language proficiency of the students'. In addition to the difficulties presented by T1 and T2, a

difficulty with the implementation of this testing was lack of interest to design and to implement and to take the tests.

The interviewed teachers generally agreed that lack of interest and lack of background knowledge were problems that students and teachers faced. They also agreed large number of students in a class and a lack of resources were problems that teachers faced for the implementation of integrative testing.

Item 8. What are the major problems related to class size, materials, time constraints and testing methods to implement integrative language testing?

In terms of the problem of large class size, all interviewers explained that the use of integrative language test was significantly hampered by large class size. Alemayehu (2002) asserts that a large number of students in a small, constrained classroom might prevent integrated teaching and integrative testing. Teachers could not use integrative language tests to assess the language proficiency of their students in a class with large number of the students. In large classrooms, it might be difficult to administer, grade and score integrated test items. As all interviewers explained that designing, delivering and scoring integrative tests was time consuming activity; teachers emphasized designing segregated language tests with defined points.

In terms of shortage material and time for integrative language testing. Integrative language practice tests such as passage comprehensions, essay writing, cloze tests, dictations etc call for the use of appropriate stationery, audio visual materials and time limitation. For example, sufficient materials and sufficient time were needed to construct comprehension questions and listening texts as well as to administer, score the tests. Interviewers told that implementing an integrative language test in EFL classes was difficult because of time, and material shortage.

Item 9. What do you suggest to be done to improve the practice of integrative language testing in English classes?

The final interview question was on how to deal with the difficulties that arise in the practice of integrative language testing. In this section, the information gathered from interviewees regarding the solution was analyzed. T1 and T8 claimed that students should

be widely exposed to the language even out of the class. T2 and T5 also said that we teachers should be committed in practicing language skills in teaching and testing by upgrading and updating ourselves.

Moreover, T3 and T7 said teachers should give equal emphasis to the language skills practice in addition to that we have to encourage students to practice language skills. T4 and T6 also said that the education officials and the school administrators should fulfill the necessary materials for the teachers and students to effectively implement the integrative language testing in the classroom.

4.4.2 Interview with Students

The analysis and conclusion of the data gathered from eleven students were presented in this section. Students who were interviewed had codes ranging from S1 to S11. Three themes were used to analyze the students' interview: testing focus areas, types of tests used in EFL classes and difficulties faced during practicing integrative language tests.

Item 1. How often do you take a language test which combines different skills such as reading comprehension, essay writing, dictation or oral interviews or presentations together? Explain your response briefly?

This section interviewed the data gathered from students about the kind of assessments that were prioritized in the classroom. According to S1, in discrete point tests, mostly isolated grammar questions were given more weight in English language tests in the class. S3 and S6 also reported that teachers tend to focus on grammar test items whereas S2 said most of the time we worked on isolated grammar tests and vocabulary items in English classes as quiz or test. Sometimes we took integrative language tests especially reading passages. Other interviewees agreed that single grammatical points were frequently practiced in the class.

Generally, the interviewees claimed they had completed an integrative skills tests specifically passage comprehension questions. Other sorts of integrative language tests had never been used in the classroom. They also stated grammar items was heavily stressed in the EFL classroom.

Item 2. In your classroom English language lessons or quizzes, what kind of test is given more emphasis?

The interview questions in this section were asked to identify the test type or skills were given higher weight in their English language tests in the class. Tests given in EFL classes frequently focused on grammar according to students who were interviewed for instance S4 explained teachers sometimes designed reading comprehension items. However, teachers highly emphasis on grammatical contents when they teach in the classroom thus the language tests also emphasis was on grammar.

Generally, teachers mostly focused on grammar contents when they teach and test in the classroom rather than the language skills which were important to practice in the class and to be tested during test times. Teachers sometimes developed such skill items.

Item 3. Do the language teaching approaches in your classroom influence the use integrative language tests? How?

All the interviewed students replied that classroom teaching method had an impact on the practice of integrative language testing development was undervalued in both classroom teaching and test practices. The teaching approach had a great issue on testing because the interviewees said that the way teachers helped learners to practice the language skills and contents was no equally given to the students mostly the class focused on the grammatical contents rather than the major skills that should be tested and practiced in the EFL classrooms.

Item 4. What are the difficulties that you encounter when you take integrative language assessments in English classes?

The difficulties that prevent the use of integrative language tests were the subject of student interview data that was studied. Interviewed students clearly mention as follow: S9 said the style of teaching influences testing. Because teachers primarily teach grammar test items tended to focus on grammar. We students also lacked motivation to practice our language skills. Additionally, S6 made a similar statement stating that teachers never taught us the language skills and they didn't prepare tests on the language abilities. Teachers were not actively participating in using integrative language testing in

their classrooms. Additionally, S4 clarified that children lacked the necessary basic knowledge on the language skills and fundamental language abilities necessary to practice integrative language tests. S10 and S11 said that the large number of students was the major challenge during the practice.

To sum up, the challenges forwarded by the interviewees were related in focus of teaching, lack of interest, and commitment of language teachers to practice the testing and students lack basic language knowledge and language abilities to take those tests. In addition, number of students had great effect on the implementation of integrative testing.

Item 5. How can the practice of integrative language testing be improved in English classes in your school?

The solutions that improve the use of integrative language tests were the subject of students' interview data studied interviewed students clearly mentioned below.

S1 said that the students should be interested and practice the language skills. S2, S7 and S9 also responded that teachers should encourage students and S3, S4 and S5 similarly said teachers should give more attention to integrative language tests than discrete point tests.

Moreover, S6 and S11 replied the English language club should involve students to practice the language skills. S7 and S8 also explained that teachers should give equal emphasis to all language skills; the school administration should fulfill language learning materials and the number of students in a class should be minimized.

To sum up, the last interview question showed that the practice of integrative language testing can be improved by applying different approaches from all the participants who are teachers, students and teachers. For instance, teachers should encourage students to practice and take the tests with interest, should design integrative tests. Students should have motivation to practice and take the tests and the schools' should support the teaching and learning process by providing the necessary materials in the EFL classrooms.

4.5 Teachers' Focus Group Discussion Analysis

This section presents the results and analysis of the information obtained from 15 EFL teachers via FGD. The descriptive qualitative method was used to analyze the data. The analysis is presented in the order of the questions as follow.

1. What do you understand by integrative language testing?

As FGD participants explained, integrative language tests are tests which are designed to assess two or more language skills at the same time. Integrative language tests are crucial for evaluating language learners' abilities.

To sum up, integrative tests are tests that are designed to assess the students' abilities of the four macro and micro skills through testing.

2. When evaluating students' language abilities, what kind of language testing do you use? Do you evaluate your students' vocabulary, dictation, the four language skills, grammar and essay writing effectively?

The researcher got information from the participants that they didn't evaluate their students' dictation, vocabulary, the four skills especially listening and essay writing effectively because our students didn't have good attitude towards these activities. They always focused on grammar rather than other major skills. So there were restrictions on how often cloze tests, dictation, the four language skills and essay writing were used to evaluate language skills in integration. They rarely administered cloze tests to students' linguistic proficiency. Cloze tests allowed teachers' to evaluate students' vocabulary, grammar and other textual knowledge. Clearly they replied that mostly the priority is given for grammar kind content tests to evaluate them in EFL classes and the other skills were given less coverage during their evaluation of language tests.

They hardly required their students' to practice reading comprehension questions. Reading comprehension test items, according to H. Madson (1983: 85), are the most integrative test type since they evaluate multiple language skills at once. Learners could work on two or more language skills at once while taking practice reading tests. The use of dictation tests in EFL classes was addressed for the FGD participants. As they said that dictation was not implemented properly. They also told that they had several problems on

the practice of dictation. All the participants explained that they never asked to write essay or anything because the students hated dictation activities.

To sum up, the information that the researcher got from FGD participants showed that they didn't evaluate their students' vocabulary, the four language skills and dictation and also essay writing properly because mostly grammar was the main focus of them and because their students didn't have good attitude or interest to these kind of activities. In addition to that the teachers didn't have commitment to apply it.

3. Do you believe you implement integrative language testing successfully? If your answer is No, why not? And what kind of achievement will teachers and students get in the use of integrated language testing?

All FGD participants said there were serious problems on the implementation of integrative language testing. They also explained that they rarely designed test questions that assess two or more language skills simultaneously. The data that got from the participants, teachers frequently relied on segregated skill tests in EFL classes rather than employing integrative language tests. Sometimes we tried to implement integrative testing, but our students were not fruitful or didn't score good grade and had lack of experience to implement it. They rarely administered integrative language test. The result would be in problem because students had no good experience about usage of this kind of testing. They also had lack of interest to practice integrative language testing frequently. It's important to construct English language tests in a way that integrates language abilities into the testing process. Integrative language tests were not successfully used in EFL classes as the finding indicated. Teachers usually knew the difficulty and easiness of the integrative language testing, but they had implementation problems.

4. How often do you prepare tasks and activities from different materials including students' textbook? And what additional materials do you use when you evaluate their language abilities in integration?

The FGD participants told about purpose of integrative language testing but they never adapted tasks and activities from other materials. They most of the time evaluated their students' abilities in a segregated way basically about grammar. In order to provide authentic language and give students the opportunity to practice using the language skills

in integration and teachers were expected to design test items and activities in which a way that develop the students learning and check what they learnt. The students' textbook had a lot of exercises which allowed students to practice different skills, but those exercises were not enough to develop the students' learning capacity. They explained they relied typically on students' textbooks to design the tests and assessed the students' language proficiency. The students' textbook might not be enough to construct language tests or to evaluate their multiple language skills simultaneously.

5. *According to your experiences, which kind of testing do you focus from discrete, integrative and communicative language testing?*

As they discussed they said they focused on discrete point tests rather than integrative and communicative language testing because they said developing, administering and scoring integrative and communicative kind of testing are tedious. They couldn't use integrative and communicative language tests because there were large number of students in each classes. Therefore, in large classes, it was very difficult to administer and grade integrative test items and they were also very time consuming activities. As a result, teachers emphasized designing discrete point tests to avoid such related issues.

In general, the FGD participants told the researcher that, grammar was the primary test area for teachers discrete point test focuses on specific content and evaluate that content separately. The other integrative and communicative testing were time taking and tedious to design, administer and score them with the given time period.

6. *What are the major problems related to teachers, students and school related that restrict the practice of integrative language testing?*

The FGD participants responded that the problems in the practice of language test in EFL classes as well as they suggested solutions to those challenges. The first problem came from the students. From the problems the students faced during English testing were lack of experience in taking such kind of testing when they were in elementary or grade nine. The other problem was that the test by itself require practicing before testing and the students didn't have that practice. The students' motivation and interest in taking such kind of tests were very low. They didn't also had enough practice during actual classes because of internal and external factors.

Teachers faced problems such as lack of basic testing skills and unwillingness to conduct integrated language tests. The respondents indicated that problems related to teachers as “though the main challenges are related to students, teachers also had limitations to perform integrative language testing effectively in EFL classes. Teachers also had no chance to practice such kind of testing because of time shortage, from responses they get from their students about the tests and number of students in the classroom. For example, one respondent said “I was not interested enough to practice it widely in the classroom.” Furthermore, respondents informed that lack of experiences of testing integrative language was another teacher related problems.

The other factor informed by the participants was related to school. In this regard, teachers revealed that there were challenges related to the school which hampered the proper implementation of integrative language tests. For example, FGD respondents explained the school lacked resources which aided the implementation of the tests such as papers, computers, CD players, cassettes, printers and copy machines to address the whole student. The school didn't also have enough classrooms and enough classroom sizes to practice this testing types and they didn't provide necessary trainings for the teachers to reinforce them and to develop their knowledge and skills about integrative language teaching and testing.

7. What recommendations do you have to encourage the practice of integrated language testing in English classes?

Teachers who participated in FGD also offered suggestions for how to improve the use of integrative language tests. Teachers were advised be committed for their profession and themselves in order to practice this kind of tests in EFL classes and to arouse the language learners' interest by giving interesting learning tasks for the contents. Furthermore, they recommended that the number of students in the class to be at minimum level in order to make integrative language tests more manageable and effective. All the teachers from the primary school up to the higher one should take sustainable training about how to measure the students in integrative language skills. Students should also take every chance to practice language skills to get better results in integrative language tests. They

should also have motivation and interest to practice and to take such tests to be an effective students.

Generally, the information which the researcher got from the FGD participants showed that teachers should work on this kind of testing to improve students' language abilities through their level students. They were also responsible for giving the students' enough attention and encourage them to perform integrated skills and to lead them to good integrative language tests. The schools should also provide the necessary supplementary materials and trainings for the effectiveness of the work related to integrative language testing.

4.7 Discussion and Results

In this section the pose of research question were addressed through the findings from the different data analysis. The findings of the analyses were triangulated and discussed in this section, and they are presented as follow.

The descriptive research design was used to attain the target goal. The research took place at Millennium Secondary School included 120 students chosen through simple random sample for questionnaires and also the school and fifteen teachers for FGD and eight teachers for interviews were chosen by convenience sampling technique. Data was gathered through FGD, questionnaires and interview. The frequency of percentage were used the quantitative data acquired from the students questionnaire. However, the qualitative data gathered by FGD and interview were analyzed qualitatively.

The first research question was intended to explore the practice of integrative language testing. The data obtained from the teachers' FGD and interview indicated that there was limitations in the practice and evaluate students' performance in two or more language skills at a time. Majority of the students in the questionnaire also confirmed that teachers rarely practiced in the classroom. Language abilities at once Oller (1979) EFL teachers should construct language tests that examine language abilities in integration when assessing students' language proficiency.

Teachers must use a variety of integrative language tests such as passage comprehension, dictation, essay writing and oral interviews while implementing integrative language

testing. According to the results of the teachers' FGD and students questionnaires EFL teachers needed their students to practice reading passages from their textbooks. From the data gathered the researcher understood from the questionnaire, FGD and interview revealed that the implementation of integrative testing in the EFL class problematic and mostly it was not practical. In general the use of various sorts of integrative language tests in the schools' was limited with the exception of reading comprehension.

The second research question looked into the difficulties teachers confronted while administering integrative language tests. According to the results of the questionnaire, FGDs and interviews, there were a number of obstacles that prevent teachers from using these tests in EFL classes. The problem that impeded the use of integrative testing could be divided into three categories based on the findings. The students had obstacles related lack of motivation, lack of enough the level language proficiency, they were uninterested in taking integrative tests and they had a poor language learning attitude. Rather than of taking integrative language learning and testing they preferred to the segregated testing especially grammar contents. Teachers also had limitations on the implementation of integrative language tests. Teachers lacked interest in developing integrative tests. They also had lack of experience to design the tests rather than of these tests they focused on discrete point tests and grammar contents.

Integrative language skills were not practiced in EFL classes for taking the tests. Furthermore, teachers must be dedicated to using and applying integrative language tests and skills in EFL classes. On this topic, respondents were also asked if they modified tests and activities from other materials for use in EFL tests to teach integrative language skills. As the researcher got from the FGD and interview, teachers rarely employed additional materials for integrative language testing.

The shortage of stationery and multimedia materials, the large number of students in a class, and the lack of support from school principals were the main problems faced by the school. According to Richards (2001), the presence of a large number of students in a small classroom limits language teaching and test for integrative skills. The third research objective aimed to learn more about hoe EFL teachers designed English language tests to assess students' language skills. The results of the teachers FGD, interview and students'

questionnaire revealed that utilizing integrative language tests to assess their language abilities. Generally, most of the students and teachers responded integrative language testing wasn't properly applied in EFL classrooms because limitations from teachers, students & school.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary

This study's major objective was to investigate how integrative language tests were used at Millennium Secondary School in EFL classes. The study had three objectives to know how they were used in the class, the obstacles faced and how the integrative testing was designed and the findings based on the objectives were described as follow.

EFL teachers didn't practice integrative language testing successfully. The teachers didn't design language tests that examine language abilities in integration when measuring students' language proficiency. However, the study found that designing and performing these tests was to assess the learners' performance on their language abilities.

There were many challenges related to teachers, students and schools. The findings revealed the obstacles on the use of integrative language tests. Those problems from students were lack of interest in practicing and taking the tests, lack of their language competency and low attitude towards the language testing. Teachers lacked interest to develop these tests and their practice, lack of personal commitment, lack of experience and lack of emphasis for integrative testing during teaching learning were challenges. There were also material shortages on the implementations of the integrative language testing.

5.2 Conclusion

This research study's main goal was to investigate the practice of integrative language testing in EFL classroom at Millennium Secondary School. The following conclusion were formed based on the major findings from the four research questions.

Integrative language tests in EFL classes aided in the test of students' overall linguistic abilities. These tests investigated a variety of language skills at the same time. Language teachers should employ various types of integrative language tests and construct resources for the language testing while administering the tests. However, the study findings indicated that designing and administering these tests was difficult and teachers

didn't investigate the students' language abilities in integration. From this the researcher understood teachers preferred to use discrete point tests. Dictation, essay writing, comprehension, cloze tests and oral interviews were important tests for integrative language testing because they allow learners to practice two or more language skills in integration at the same time in the class and create authentic learning environment.

When conducting integrative testing in the class teachers rarely used materials other than their textbooks as a result integrative language testing was not practical in the class. In the class teachers placed less emphasis on teaching language skills and they focused strongly on discrete grammar lessons and tests including their teaching method in the EFL classroom. Teachers also had less in producing these tests, they had not enough experience in designing integrative tests, and they had commitment problems in implementation of the tests. Students also had some limitations on the use of integrative tests such as low learning attitude of integrative lessons, lack of interest in taking and practicing the language skills, and lack of language proficiency in English language. School-related obstacles were also seen as material and multimedia shortages, large number of students in each class and lack of support from school administrators were problems to implement integrative language testing.

Therefore, we can conclude that English language teachers should employ language tests to improve the students' general language proficiency. Integrative language tests were critical tools for evaluating their language abilities. In the school the practice of integrative language tests were not effective because of the above listed obstacles in the classroom.

5.3 Recommendations

The following recommendations have been made based on the findings and conclusion reached in order to reduce the problems that impede in the practice of integrative language tests and improve the implementation in EFL classes.

- To increase students' interest in practicing integrative language tests, language teachers should take responsibility and implement initiatives that will increase their interest. Teachers and schools' should create awareness about the value of integrative

language learning and tests with the necessary monitoring and support. They should plan and prepare integrative language tests continuously to increase their language abilities.

- The implementation of the integrative language tests should be led by English language teachers and they should be committed to put in practice the practice of integration in the class. Teachers should prepare important materials for the purpose of integrative language practicing and testing. Furthermore, they should use authentic learning environment by using multimedia's as newspapers, magazines, audio cassettes, audio-visual materials and movies.
- During instruction and testing, teachers should provide appropriate emphasis for all language testing and skills. Teachers should also design language test items that include two or more language skills in integration at the same time.
- Teachers should develop their abilities and their knowledge's about how to design integrative language tests through further reading, trainings or any other ways about language testing. They should also work in great motivation and have great interest to teaching and testing students' language abilities.
- The school administration should provide the necessary materials and create situations in which students were exposed in a variety of activities that need integrative language tests. To practice integrative, the classroom size should be appropriate according to the number of students which helps to be manageable and easy to monitor every student in the given time of EFL classroom. The number of students should be or near be in the standard level of ministry of education recommended level.
- Different capacity-building programs for teachers to develop their knowledge and abilities should be prepared by the necessary stakeholders in the education system who can be schools or sub-city administrators. In addition to that, Teachers' experience sharing stages should be prepared according to their educational level.

Finally, further study can be made on investigating the practice and the implementation integrative language tests' and the problems that hampered its practice and implementation in other schools as well as how to improve the practice and the implementation of integrative language tests in EFL classes.

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APPENDIX A: FOCUS GROUP DISCUSSION /FGD/ QUESTIONS

1. What do you understand by “integrative language testing”?
2. When evaluating students’ language abilities, what kind of language testing do you use?
3. Do you believe that you implement integrative language testing successfully? If your answer is “No”, why not?
4. What kind of achievement will teachers and students get in the use of integrated language testing?
5. When you conduct integrated language testing, how do you check the abilities of the test items to differentiate the students?
6. How often do you prepare tasks and activities from different materials for integrated language testing?
7. What things do you use or ask them to use when you evaluate language abilities in integration?
8. How often do you employ the activities provided in their textbook to measure the students’ linguistic abilities?
9. Do you evaluate your students’ grammar, the four language skills, vocabulary and essay writing effectively? If your answer is no, why not?
10. What are the major problems related to teachers, students, and school-related difficulties that restrict the practice of integrated language testing?
11. Which do you focus on discrete, communicative language testing or integrative language testing? Why?
12. What recommendations do you have to encourage the practice of integrated language testing in English classes?

6. How often does your teacher allow you practice oral interviews and presentations in English language classes?
A. Always B. Usually C. Sometimes D. Rarely E, Never
7. How often does your teacher give you close tests (to fill the missing part using the words given) to check your overall linguistic proficiency?
A. Always B. Usually C. Sometimes D. Rarely E, Never
8. How often does your teacher use context in order to emphasis the meaning of new words and communication?
A. Always B. Usually C. Sometimes D. Rarely E, Never
9. How often does your teacher allow you practice comprehension of texts from different sources?
A. Always B. Usually C. Sometimes D. Rarely E, Never
10. How often your teacher design worksheets or materials for integrated skills testing purpose in English classrooms?
A. Always B. Usually C. Sometimes D. Rarely E, Never
11. How often your teacher create language tests that examine both the topic material and the language linked with it?
A. Always B. Usually C. Sometimes D. Rarely E, Never

Part two: Questions on the challenges of using integrative language testing in practice.

4.1 Ideas that can be seen as obstacles in the practice of integrated skills assessment are included below. Please mark the appropriate column with a making “X” to indicate severity of the problem.

Key for rating scale: 3= a serious problem 2= a minor problem 1= not a problem

No	Questions	3	2	1
1.	Taking integrated language tests is difficult for me & has low score.			
2.	I don't have awareness about the merits of integrated language tests.			
3.	I feel uninterested in taking integrated language skill tests.			
4.	Teachers don't have good habit of designing integrative tests.			
5.	Tests include questions that assess area of knowledge and grammar			

	rather than mastery of language skills.			
6.	Teachers' practice to prepare reading texts to practice reading comprehension.			
7.	Shortage of stationery materials makes the implementation of such tests more challenging.			
8.	Cloze tests, diction and passage comprehension questions together are rarely designed by our teachers.			
9.	Our teachers mostly use discrete language tests rather than integrated language tests.			
10.	Large number of students in a classroom makes administration and scoring of such tests more difficult.			
11.	Teachers lack of time to implement integrative language tests.			
12.	Teachers lack commitment to implement integrative language tests.			
13.	Teachers' knowledge and experience to implement integrative language tests.			

4.2 What other difficulties do you face before, while and after you take different English language skill tests? _____

APPENDIX C: INTERVIEW QUESTIONS FOR TEACHERS

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Dear teachers,

The objective of this research is to investigate the teachers' practice of integrated language testing in English classes. The information is needed for the MA thesis which is going to be done in the entitled; "Investigating Teachers' Practice of Integrated Language Testing in EFL Classes at Millennium Secondary School." Your cooperation in providing the needed information plays a vital role for the success of the research.

1. Have you ever taken a training on language testing or second language testing? Explain your answer?
2. To which kind of test do you give more emphasis when you develop language tests: discrete point tests, integrative or communicative language tests? Why do you give more emphasis to that test type?
3. In your classroom test, which skill(s) are less emphasized or excluded mostly? Why do you give less emphasis to these skills?
4. What do you observe about your students' background experience and interest with the usage of integrative language testing?
5. Do your students' have lack of interest causing you not to give kind of integrative language testing during your English classes? How?
6. Do you have good experience in creating integrative language tests? Tell me something about that experience?
7. What are the difficulties that influence your practice of integrative language testing? How?
8. What are the major problems related to class size, materials, time constraints, and testing methods to implement integrative language testing?
9. What do you suggest to be done to improve the practice of integrated language testing in English classes?

APPENDIX D: INTERVIEW QUESTIONS FOR STUDENTS

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

Dear students,

The objective of this research is to investigate the teachers' practice of integrated language testing in English classes. The information is needed for the MA thesis which is going to be done in the entitled; "Investigating Teachers' Practice on Integrated Language Testing in EFL Classes at Millennium Secondary School." Your cooperation in providing the needed information plays a vital role for the success of the research.

Therefore, you are kindly requested to answer these interview questions openly and frankly; your information will be kept secret and used just for this research.

1. How often do you take a language test which combines different skills Such as reading comprehension, essay writing, dictation or oral interviews or presentations together? Explain your reaction to the test?
2. In your classroom English language lessons or quizzes, what kind of test is given more emphasis?
3. Do the language teaching approaches in your classroom influence the use of integrative language test? How?
4. What are the difficulties that you encounter when you take integrative language assessments in English classes?
5. How can the practice of integrative language testing be improved in English classes in your school?

APPENDIX E: SAMPLE GRADE TEN FINAL EXAM

**2015E.C MILLENNIUM SECONDARY SCHOOL GRADE TEN ENGLISH
FIRST SEMESTER FINAL EXAMINATION**

Name: _____ Roll number: _____ Section: _____ Time: _____

Part 1: Reading comprehension

Direction: For items 1-10, read the given passage and choose the correct answers for each of the following questions.

Pablo Picasso

Pablo Picasso drew pictures before he could talk. As a child, he sat happily with his paper and pencils and drew for hours. His father was a painter. **He** was happy that his son liked to draw, but he didn't know that one day Pablo would be one of the greatest artists in the world. Pablo Picasso was born in 1881 in Malaga, Spain. He was a very bad student and he hated school. Instead of studying, he drew pictures. When he was only eight years old, he finished his first oil painting. **It** had beautiful colors. Picasso never sold his painting.

When Pablo was fourteen, his family moved to Barcelona. He wanted to go to the school of Fine Arts. To get into the school, a student had to finish a painting in one month. Picasso finished his paintings in one day.

When he was eighteen, Picasso went to live in Paris. He was very poor at first. He lived in a small room and painted with only the light of a candle. Sometimes he did not even have money for a candle. Pablo Picasso had a strong personality. He believed in himself. He created one piece of art after another. He met important people and **they** began to buy his work. Finally, Picasso became rich and famous.

Picasso lived a long life. He never stopped working. He painted two hundred pictures the year he was ninety years old. He was still working on the day he died at the age of ninety two. Picasso left the world a huge collection of art.

1. Pablo Picasso was a _____ student at school.
A. cheerful B. clever C. joyless D. successful
2. Which tense is basically used to write Pablo Picasso passage?
A. Present simple B. Past continuous C. Present perfect D. Past simple
3. In which school did Pablo join after he moved to Spain?

- A. Economics B. Fine & Arts C. Business D. Teaching
4. When Picasso was very poor, he had strong _____ and trusted _____.
- A. personality & his father C. himself & personality
B. personality & himself D. muscle & himself
5. The pronoun “**they**” in paragraph 3 line 4 refers to _____.
- A. Pablo & his father B. Important people C. His money D. His pictures

Part two: Grammar usage

Direction: for items from 11- 40, choose the one that best completes each of the following sentences.

6. I think Saladin was _____ person because of his knowledge & humor.
- A. less wonderful C. the most wonderful
B. more wonderful D. the least wonder fullest
7. Most of Ethiopian drivers _____ driving license tests again because most of the traffic accidents happened in the country are caused by them.
- A. can take B. should take C. must take D. ought to take
8. _____ is a short official note that written in the same place to inform the employees.
- A. Letter B. Essay C. Memo D. Pamphlet
9. Italy _____ to colonize Ethiopia during Emperor Minelik, but they _____ because of Ethiopian freedom fighters.
- A. tried / failed B. tries / fails C. is trying / failed D. tried / fails
10. While the doctor _____ to treat the injured person, a mother begged him to save her son first.
- A. tried B. is trying C. were trying D. was trying
11. The students _____ their homework; I think they will finish soon.
- A. has done B. did C. have done D. are doing
12. Most of the time _____ drugs enter into a country by contrabandists.
- A. legal B. legally C. legality D. illegal
13. I don't like him because he is a _____ man & he lied me a lot of times.
- A. Truthful B. honest C. dishonest D. immortal
14. Mohammed Ali, _____, had won too many boxers.
- A. which was an American boxer C. whom was an American boxer
B. who was an American boxer D. where was an American boxer
15. Athletes all the time train themselves on the playground. They _____ that training to improve themselves.
- A. always do B. seldom do C. sometimes do D. never do
16. Active voice: A mechanic always repairs the cars.
Passive voice: _____.

- A. Have / taken B. Did / took C. Did / take D. Does / take
32. Which prefix goes with the word **lead**?
 A. Mis- B. Un- C. Dis- D. Il-
33. He must develop his _____ to be awarded as the best player.
 A. recreation B. fitness C. reduction D. promotion
34. Which pair show correct match between root word and suffix?
 A. Lovely + -ness >> Loveliness C. Change + -able >> Changable
 B. Quick + -ly >> Quikly D. Dis- + agree >> Disagree
35. _____ Is a person who makes people laugh by telling jokes.
 A. Comedian/comic B. Investor C. Director D. Journalist
36. Which suffix is used to form nouns from verbs?
 A. - ment B. - ly C. - ness D. - able
37. She _____ unemployed since she left school.
 A. wasn't B. haven't been C. hasn't been D. is
38. I love New York. I _____ there many times, and I have many friends.
 A. was B. has been C. have been D. hasn't been
39. The pen _____ is not good for writing on white paper.
 A. whom I use to write by it C. whose I use to write by it
 B. which I use to write by it D. where I use to write by it
40. Mahlet _____ is a friend of mine called me yesterday night from Berlin.
 A. whom B. which C. who D. whose