ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGUAGE STUDIES
DEPARTMENT OF ENGLISH

AN ASSESSMENT OF THE RELATIONSHIP BETWEEN TEACHER- MADE CLASSROOM TESTS AND COGNITIVE LEVELS OF LEARNING OBJECTIVES OF THE MATERIAL CONCERNED

ADDIS ABABA UNIVERSITY
ILS LIBRARY

BY

ENIDEG ABEBAYEHU TAMIRIE

JUNE 2011

ADDIS ABABA

AN ASSESSMENT OF THE RELATIONSHIP BETWEEN TEACHER-MADE CLASSROOM TESTS AND COGNITIVE LEVELS OF LEARNING OBJECTIVESOFTHE MATERIAL CONCERNED

BY

ENIDEG ABEBAYEHU TAMIRIE

A Thesis Submitted to English Department of
Addis Ababa University
(Graduate Program)

ADDIS ABABA UNIVERSITY
ILS LIBRARY

In Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Teaching English as a Foreign Language (TEFL)

JUNE, 2011

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGAUGE STUDIES
DEPARTMENT OF ENGLISH

AN ASSESSMENT OF THE RELATIONSHIP BETWEEN TEACHER-MADE CLASSROOM TESTS AND COGNITIVE LEVELS OF LEARNING OBJECTIVESOFTHE MATERIAL CONCERNED

BY

ENIDEG ABEBAYEHU TAMIRIE

Approved by the Board of Examiners

Tilahun Aseffa
Advisor

Signature

15 June, 2011
Date

Tamene Kitila
Examiner

Tamene K
Signature

Date

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF LANGAUGE STUDIES
DEPARTMENT OF ENGLISH

AN ASSESSMENT OF THE RELATIONSHIP BETWEEN TEACHER-MADE CLASSROOM TESTS AND COGNITIVE LEVELS OF LEARNING OBJECTIVESOFTHE MATERIAL CONCERNED

BY

ENIDEG ABEBAYEHU TAMIRIE

Approved by the Board of Examiners

Tilahun Aseffa
Advisor

Signature

15 June, 2011
Date

Tamene Kitils
Examiner

Tamene K
Signature

Date

Acknowledgements

First, I would like to send my heartfelt gratitude to my advisor, Dr. Tilahun Aseffa for his guidance which has enabled me to organize this thesis in the present form.

Then, I would also like to extend my thanks to my friends Yeshambel Almaw, Arega Temesgen, Alex Tilahun, Amrote Seifu, and Dagnachew Adefirs for they helped me in different work aspects.

Finally, I would like to thank my parents, brothers and sisters for their life-long inspiration, encouragement and emotional support.

Table of Contents

Contents **Pages**

Acknowledgements i

Table of Contents ii

List of Tables iv

List of Appendices v

Abstract vi

Chapter One: Introduction 1

1.1 Background of the Study 1

1.2 Statement of the Problem 2

1.3 Objectives of the Study 3

1.4 Significance of the Study 3

1.5 Scope of the Study 4

1.6 Limitation of the Study 4

Chapter Two: Review of Related Literature 5

2.1 Definition of Language Test 5

2.2 Language Tests: Purpose and Type 5

2.3 Objectives of the Cognitive Domain 12

2.3.1 Knowledge 13

2.3.2 Comprehension 14

2.3.3 Application 15

2.3.4 Analysis 15

2.3.5 Synthesis 16

2.3.6 Evaluation 16

2.4 Matching Test Items to Learning Objectives 17

Chapter Three: Methodology 19

3.1 Sources of Data 19

3.2 Sampling Techniques and Sample Size 19

3.2.1 Selection of Schools 19

3.2.2 Selection of Grade Level 21

3.2.3 Selection of Teachers 21

3.3 Data Collection Tools 21
3.3.1 Documents Analyses 21
3.3.2 Interview 22
3.4 Procedure of Data Collection 23
3.5 Procedure of Data Analysis 23
Chapter Four: Results and Discussion 25
4.1 Results 26
4.1.1 Analysis of Objectives of the Cognitive Domain in the Syllabus 26
4.1.2 Analysis of Cognitive Domain in Sample Test Papers 28
4.1.3 Comparison of the Cognitive Levels Observed in the Syllabus and in Sample Test Papers 29
4.1.4 Respondents' Responses 36
4.2 Discussion on Results 37

Chapter Five: Summary, Conclusions and Recommendations 41
5.1 Summary 41
5.2 Conclusions 43
5.3 Recommendations 44
Bibliography 45
Appendix 47

List of Tables

Tables **Pages**

Table 1: Distribution of Cognitive Levels of Learning Objectives under each Language Skill 27

Table 2: Distribution of Cognitive Levels in Sample Test Papers under each Language Skill 28

Table 3: Distribution of Cognitive Levels in the Syllabus and in Test Questions under each Language Skill 30

Table 4: A Summary of the Distribution of Cognitive Levels in the Syllabus and in Test questions 33

Table 5: Total Frequencies of Cognitive Levels in the Syllabus and in Sample Test Papers 35

Table 6: The Degree of Relationship between the Distribution of Cognitive levels in the Syllabus and in *Sample* Test Papers ... 35

List of Appendices

Titles **Pages**

Appendix A: Specific Learning Objectives of Grade Twelve English Language Syllabus under each Language Skill 47

Appendix B: Distribution of the Cognitive Levels in the Syllabus 51

Appendix C: Sample Test Papers 52

Appendix D: Distribution of the Cognitive Levels in Test Questions 76

Abstract

This study aimed at analyzing the relationship between teacher-made classroom tests of Grade twelve and cognitive levels of learning objectives of the English language syllabus of the mentioned Grade level at two randomly selected preparatory schools in Gullele sub-city of Addis Ababa.

To this effect, Grade twelve English language syllabus, teacher-made classroom tests and English language teachers of this Grade level were used as sources of data. The distribution of cognitive levels both in the syllabus and in sample test papers under each language skill was analyzed. To supplement the data that were collected through documents analyses, unstructured interview was administered to English language teachers. The data obtained through these tools were analyzed quantitatively and qualitatively. In quantitative analysis, Siegel's correlation formula was employed; it was found 0.3.It was, thus, evident that the distribution of the cognitive levels observed in the syllabus was not proportionally represented in teacher-made classroom tests. The qualitative analysis obtained from teachers' interview also attested the above finding.

Based on the findings of the study, it is concluded that the relationship between classroom teacher-made tests of Grade twelve and the cognitive levels of learning objectives of the English language syllabus of the mentioned Grade level was poorly correlated. Hence, recommendations were forwarded.

Chapter One

Introduction

In this chapter, background of the study, statement of the problem, objectives, significance, scope and limitation of the study are treated respectively.

1.1 Background of the Study

In any educational setting, evaluating the achievement of learners, the effectiveness of the instructional materials and the methodology employed for a certain curriculum is an indispensable activity along with the classroom instruction (Gronlund, 1977).

Among the different educational evaluation instruments, tests are the most commonly used ones. Of the different types of tests used to evaluate the accomplishment of the educational system at school level are the teacher-made classroom tests.

Most importantly, teacher-made classroom tests provide us valuable information about students' academic progress/achievement and help us make educational decisions. For example, if a teacher wants to know how far the objectives of the instruction have been achieved, or how successfully students have attained these objectives of the course, he/she uses teacher-made classroom tests.

No matter how far teacher-made classroom tests are such well-prepared as they are intended to be, assigning grades to students is mainly based on results of such tests set by classroom teachers.

In connection to the above conception, when a teacher sets tests, he/she must consider learning objectives. Gronlund (1977) presumes that achievement tests should reflect learning objectives of the instruction. Thus, the first order of business in test construction is to identify the instructional objectives that are to be measured by the test and then make certain that tests have been prepared based on such learning objectives.

To this effect, one useful guide for approaching this task is the Taxonomy of Educational Objectives (Perrott, 1982) and Borich (1988). This is a comprehensive system that classifies objectives within each of three domains: cognitive, affective and Psychomotor. The cognitive domain of the taxonomy is concerned with intellectual outcomes, the affective domain with interests and attitudes, and the psychomotor domain with motor skills. Since this study here is concerned with teacher-made classroom tests, the researcher focuses on the cognitive domain of the taxonomy.

This cognitive domain includes six levels, namely, knowledge, comprehension, application, analysis, synthesis and evaluation. These cognitive levels contribute to the development of students' cognitive ability.

Considering the above views, this study seeks to assess the relationship between teacher-made classroom tests of Grade twelve and the cognitive levels of learning objectives of the said Grade level English language syllabus.

1.2 Statement of the Problem

It is well known that the quality of a test can negatively be affected by a number of factors. One of these factors, as Gronlud (1977) says, is the mismatch of test questions with the cognitive levels of learning objectives of the material concerned. If test questions fail to reflect adequately the cognitive levels of learning objectives, one can not know how far these learning objectives have been achieved, or how well students have progressed or attained the learning objectives, too (ibid). In line with this, scholars, like Gronlud (1977) and

(2003) presume that there should be a direct relationship between the test items and the cognitive levels of learning objectives. Regarding this, as far as the researcher's knowledge is concerned, he has not seen any research conducted on this issue.

This study, therefore, attempted to assess the relationship between teacher-made classroom tests and cognitive levels of learning objectives.

Based on the above conception, analyzing a given test type in light of the cognitive levels of learning objectives is essential to examine the extent to which the test questions match with the instructional objectives of the teaching material.

1.3 Objectives of the Study

This study generally aims at assessing the relationship between teacher-made classroom tests of Grade twelve and the cognitive levels of learning objectives of the this Grade level English language syllabus. More specifically, the study attempts to answer the following research questions:

- how proportionally do teacher-made classroom tests represent the cognitive levels of learning objectives of the syllabus?
- to what extent do teacher-made classroom tests correspond with the distribution of the cognitive levels of learning objectives of the syllabus?

1.4 Significance of the Study

As stated in the objective part, this study aimed at assessing the relationship between teacher-made classroom tests and the cognitive levels of learning objectives of the syllabus. The result of this study is, therefore, hoped to:

- aid English language teachers to raise awareness on the relationship between classroom teacher made tests and cognitive levels of learning objectives.
- raise awareness on school administrators; consequently, they can take appropriate measures based on the results of the study.
- serve as a springboard for further study

1.5 Scope of the study

This study was limited to assessing the match between teacher-made classroom tests of Grade twelve and the cognitive levels of learning objectives of the English Language syllabus of the mentioned Grade level in relation to Bloom's Taxonomy of Educational Objectives. In doing so, this study was undertaken at two preparatory schools found in Gullelle sub-city of Addis Ababa city administration.

1.6 Limitation of the Study

As classroom tests are based on what has been taught, teachers were made to determine the category of cognitive levels both in the syllabus and in the tests for comparing the test items with the emphasis the syllabus gave to different cognitive levels of learning objectives. This means that teachers determined the distribution of these cognitive levels. So, the limitation of the study highly depended on the view of the teachers. It could have been more reliable had the classification of the cognitive levels both in the syllabus and in the tests been done by teachers who had special training on the cognitive domains.

Chapter Two

Review of Related Literature

In this chapter, issues related to the objective of this study have been raised. This includes definition, purpose and type of language tests, objectives of cognitive domain and matching test items to learning objectives.

2.1 Definition of Language Tests

Different scholars have defined a test almost in a similar way. Bachman (1990) defines a test as an instrument designed with explicit procedures to evaluate the extent to which the teaching learning process is effective or not. Similarly, Brown (1996) defines it as a method of measuring testees' performance in a given subject matter. Weir (1990) also defines a test as a series of questions used to elicit individuals' behavior. Language tests are, therefore, methods or instruments, which include a group of questions designed to check the attainment of teaching objectives.

2.2 Language Tests: Purpose and Type

It is irrefutable that tests are inevitable part of every language teaching. This is because learners, teachers, school administrators, different institutions and parents need information for different decisions about the progress /achievement of students and such tests can help make these decisions (Harrison, 1983). So as to test appropriately, as demonstrated by Brown (1996), each teacher must be clear about his/her purpose for making a given decision and then match the correct type of test to that purpose. As a result, the concerned bodies can make different decisions (example proficiency, placement, achievement etc) based on tests. In other words, language tests could be used for a variety of purposes. Guthrie (1984) as cited in Nuru (1992), for example, exhorts that tests play a significant role for the development of curriculum

objectives, as well as the production of textbooks and other instructional materials. Brown (1996) also says that tests are used to make important decisions about the future of individuals, as in accepting candidates for programs, granting certificates, and placing students in appropriate programs, whilst Gronlund (1992) also says that tests (classroom) are used to assess students' performance and improve ongoing teaching and learning activities in schools. This encourages both students and teachers to work effectively towards their intended goals.

In line with the above conceptions, tests could help both students and teachers know how effective the instructional process is. Bachman (1990:54) says, "Language tests can be valuable sources of information about the effectiveness of learning and teaching; they can also be used as sources of feedback on learning and teaching". Likewise, Harrison (1983:1) says, "A test is seen as a natural extension of class room work providing teachers and students with useful information that can serve each as a basis for improvement." Thus, as Madsen (1983) asserts, tests help students develop positive attitude towards their class, master the target language and foster learning by their diagnostic characteristic. He also adds,

> ..... *Properly made English tests can help create positive attitude toward instruction by giving students a sense of accomplishment and a feeling that the teachers evaluation of them matches what has taught them.... tests also help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve (Madsen 1983:5).*

Thus, a test can make students evaluate their progress or achievement in different content areas. Tests, according to Madsen (1983:5), can also aid teachers to answer the questions below that are able to contribute a lot to the effectiveness of the instructional process.

- Have I been effective in my teaching?
- Are my lessons on the right level?
- Am I aiming my instruction too low or too high?

- Am I teaching some skills effectively but others less effectively?
- What areas need more work?
- Should I spend more (or less) time on this material with next year's students?
- Did the test results reflect accurately how my students have been responding in class and in their assigned work?

Hence, tests at the right quality could mirror the teachers' strengths and weaknesses of teaching.

Therefore, different purposes require different types of tests. As Baker (1989) says, test types are related to the variety of purposes for which tests are required. Hence, based on the purpose of testing, testing scholars, for example Brown (1996), Hughes (1989) and Heaton (1990) classify language tests into different types: namely, placement tests-tests that place the students at an appropriate level in a language program; proficiency tests-tests that are used to indicate how well one is prepared to use English in a particular context. Brown (1996) urges that placement and proficiency tests are not based on the objectives of language course. However, these test types are important for different purposes, this study focused only on progress and achievement tests on which they are the bases for this study. Both progress and achievement tests are designed by classroom teachers and called classroom teacher-made tests (Magnusson, 1966; Domino, 2006). Hence, the next section discusses such test types.

Progress tests are shorter types of tests given at the end of a unit or group of units. As Heaton (1988) says, progress tests cover shorter segments of a course and can only be evaluated fully by the classroom teacher in the light of the program that the students have been following. In other words, the assessment of students progress is directly related to the objectives of the material treated. Therefore, progress tests are inevitable part of the teaching and learning

process in which teachers focus on the specific outcomes of a limited segment of instruction.

In relation to the above conception, progress tests, in the attainment of educational objectives, have different purposes in that such tests can provide teachers with much valuable information about his/her progress in delivering the course, and so can students about their progress in achieving the objectives of the course being under treatment.

A progress test enables teachers to diagnose students' areas of strengths and weaknesses at each specific course objective under operation. Regarding this, Oller (1989) posits that such a test helps teachers check progress of students' learning, and if needed, take appropriate remedial interventions on the area where students are found weak in. In a similar vein, Heaton (1990) states that progress tests are important kind of tests for teachers because they tell teachers how well the objectives of the course have been attained. Thus, teachers could identify those difficulties students have encountered. Additionally, Bachman (1990) says that teachers should make "decisions about when to move on to another unit of instruction" (p. 60). He says that the teacher before moving on to the next unit should assure that students have attained the objectives of the unit or group of units. Such information can be helpful to teachers in that it can be used for identifying areas of students' weaknesses and strengths, and so may suggest further work before embarking up on a new topic. In favor of this, Bachman (1990) also adds that this is why teachers give shorter tests at the end of a group of units to check whether the students have well progressed unit objectives, or need additional practice. Moreover, Heaton (1988:6) says,

> *Just as it is necessary for the doctor first to diagnose the patient's illness, so it is equally necessary for the teacher to diagnose the students' weaknesses and difficulties. Unless the teacher is able to identify and analyze the errors a student makes in handling the target language he/she will be in no position to render any*

assistance at all through appropriate anticipation, remedial work and additional practice.

Therefore, progress tests help teachers discover how far their students are getting progress in the course they have been attending. In support of this idea, Heaton (1988) suggests that results from such tests aid teachers to become more familiar with progress of the class in general and the work of each student in particular.

Moreover, progress tests provide students with far much information about their learning. In relation to this, Harrison (1983:60) says that good test results are used as a means of giving students a "considerable lift to the students' moral", and he/she is highly likely to be encouraged to react to the next learning activities with "fresh enthusiasm". In doing so, success will develop the students' confidence in their own knowledge and motivate them to study further more vigorously (Alderson et al., 1995). This motivates a student to acquire necessary knowledge and skill from the course so that they will become accountable for the content. On the other hand, poor test results may function as clear indications of how students have fallen short so that he/she can plan his/her own strategies for better performance. As Alderson et al.(1995) accentuates, for those students whose test scores are low, a teacher should encourage them by providing support and imply the idea that studying hard will make them catch up with the rest of the students so that weaker students can start working better. Having a power of extrinsic motivation for the students, a good progress test could act as a means of reassuring students whether they are progressing well, or altering those who are not.

The other test type this paper gives emphasis is an achievement test. This test looks back over a longer period of learning. Such a test covers a much wider range of a material objectives treated in the classroom and are given at definite times of school year. An achievement test, as said by (Hughes, 1989), is directly related to classroom sessions, units or even a total curriculum limited to particular materials covered in a curriculum within a particular time framework

and are offered after a course has covered instructional objectives. Hence, such a test type is determined by grade level content standards and is developed by the classroom teachers to test language elements taught.

Having said this about its whateness, an achievement test is so much purposive in foreign or second language classrooms. This test is used to measure a language ability some one has learnt during a specific course. Such a test, according to Hughes (1989), is used to indicate how well students and the courses themselves have been in achieving the objectives. In line with this, the achievement test is used to identify those students who have demonstrated low, average or high level of achievement in comparison to their peers so that it can be used to check the attainment of course objectives and to assign grades to students. In this regard, Heaton (1990) states that such a test can serve to make educational decisions pertaining to the promotion of the able students from one grade level to the next. Put in another way, this test helps decide whether a student pursues his/her further education in the next session (grade level), or stay in the same grade level for more another time (semester or year). This significantly aids teachers and school administrators in that they use this information in planning and delivering relevant and effective instruction in relation to learning outcomes in the programs of the study (Harrison, 1983). In addition to this, information about the achievement tests is rendered to schools, parents and the public so that they may know how well the students in the school are meeting the targets of the curriculum, as demonstrated by Harrison (ibid). Moreover, such type of a test, as Brown (1996) says, is used to evaluate the relative effectiveness of alternative curriculum (for example, in a study in which a new curriculum is implemented and compared to the traditional curriculum). Generally, the achievement test could render invaluable information to all participants who are concerned with the teaching and learning processes.

Based on the above conceptions, one can easily conclude that progress and achievement tests can be compared and contrasted. Both tests are similar in that they are syllabus-based, and in turn, they are used to check the achievement of learning objectives. These tests are different in such a way that progress tests are typically used to check the achievement of a specific segment of instruction so that teachers can evaluate the effectiveness of teaching methods, along with the assessment of students ability, whilst achievement tests are used at the end of the course, to check the achievement of the instructional objectives covered during the study year.

In order to know how far such learning objectives have been achieved, or how well students have attained these learning objectives, Gronlund (1977) and Domino (2006) presume that language tests, be it standard or teacher-made, should adequately reflect learning objectives of the material concerned. These objectives shall contribute to the development of students' cognitive ability. Thus, to enable teachers to match their test questions to their teaching objectives, several educators like Bloom et al. (1956) as cited in Perrott (1982) and Borich (1988) and Domino (2006) have provided taxonomies of educational objectives.

Regarding this, Perrott (1982) and Borich (1988) confirm that Benjamin Bloom established a hierarchy of educational objectives for categorizing level of abstraction of questions that commonly occur in educational settings. This classification is generally referred to as Bloom's taxonomy. As Gronlund (1977) says, this is a comprehensive system that classifies educational objectives within each of three domains: Cognitive, affective and psychomotor. The cognitive domain of the taxonomy is concerned with intellectual outcomes; the affective domain includes interests and attitudes, and the psychomotor domain emphasizes on motor skills.

However, these three domains are so much important in all educational settings; this paper dwelt solely on the cognitive domain of the taxonomy, which accorded with the objective of this study. The cognitive domain, as Perrott (1982), Borich(1988) and Domino(2006) believe, was chosen to undertake this study because it is

- widely recognized and familiar to many academics
- generic and applicable across a wide range of subjects
- easy to apply to a range of question types owing to its simple structure

Hence, the next section is devoted to focusing on the objectives of the cognitive domain.

2.3 Objectives of the Cognitive Domain

As confirmed by Gronlund (1977), objectives are the primary building blocks of good curriculum design; they support the learning outcome in that each is a small step in arriving at what the learner is supposed to know or be able to do. Thus, objectives:

- define specific outcomes or competencies to be achieved in terms of skills, contents mastery, attitudes or values.
- form the basis to select or design instruction materials, contents or techniques.
- provide the basis for determining or assessing when the instruction purpose has been accomplished.
- provide a framework within which a learner can recognize his /her efforts to complete the learning tasks.

In relation to the above view, a method for classifying objectives according to cognitive complexity was devised by Bloom et al. (1956) as cited in Perrott (1982) and Borich (1988). It is taxonomy of educational objectives for the cognitive domain that delineates six levels of cognitive complexity ranging from knowledge to evaluation. The higher level objectives are assumed to include and

be dependent on the lower levels (Ibid). Each level of the domain has different characteristics. The following section details each cognitive level.

2.3.1 Knowledge

This cognitive level involves the recall of previously learnt information. Knowledge, as said by Clark (1999) can be characterized as awareness of specifics and means of dealing with specifics. In relation to this, Perrott (1982) also presumes that the knowledge level focuses on memory or recall where the learner recognizes information, ideas, principles in the approximate form in which they were learnt. Thus, objectives at this level require students to recall information from specific facts to complete theories, but all that is required is the brining to mind of the appropriate information (Gronlund, 1992). Furthermore, Borich (1988) states that the process of relating is also involved in that a knowledge test situation requires the organization and reorganization of a problem such that it will furnish the appropriate signals and cues for the information and knowledge the individual possesses. To use an analogy if one thinks of the mind as a file, the problem in a knowledge test situation is that of finding in the problem, the appropriate signals, cues and clues which will most effectively bring out what ever knowledge is filed or stored.

Knowledge of Specifics: Perrott (1982) and Borich (1988) agree that knowledge of specifics involves the recall of specific and isolable bits of information. As they add, this information, which is at a very low level of abstraction, may be thought of as the element from which more complex and abstract forms of knowledge are built. Thus, the emphasis is on retrieving specific information from the already existing materials.

Knowledge of Terminology: as Bloom (1956) states, this includes knowledge of a variety of symbols (verbal or non-verbal), which may be used for a single referent or knowledge of the referent most appropriate to a given use of a symbol. This could be exemplified as defining terms by giving their attributes,

symbol. This could be exemplified as defining terms by giving their attributes, properties or relations or familiarizing a large number of words in their common range of meanings (ibid).

Knowledge of Classifications: this includes knowledge of divisions and arrangements which are regarded as fundamental for a given subject, field, purpose, argument or problem (Borich, 1988).

Knowledge of Criteria: this involves the recall of criteria by which facts, principles, opinions and conduct are tested or judged (Bloom 1956). This requires individuals to remember criteria for judgment appropriate to the type of work and the purpose for which it is real (Clark, 1999).

Knowledge of Theories and Structures: this embraces knowledge of the body of principles, generalizations and structures together with their interrelations that represent a clear, rounded and systematic view of a complex phenomenon, or problem (Perrott, 1982). These are the most abstract formulations, and they can be used to show the interrelation and organization of a great range of specifics.

2.3.2 Comprehension

This cognitive level refers to the ability to construct meaning from instructional messages including oral, written and graphic communication (Clark, 1999). Comprehension can be understood in such a manner that it is the ability to translate materials from one form to another in that those materials in the original communication are preserved though the form of communication has been altered (ibid). Perrott (1982) also confirms that comprehension is the ability to interpret materials in such a way that it involves drawing conclusions, inferences etc from presented information and abstracting general themes or major points. Comprehension, as also said by Borich (1988), is the extension of meaning beyond the given data to determine implications, consequences,

effects, etc which are in accordance with the conditions described in the original communication. In other words, comprehension includes prediction based on an understanding of a given datum. Thus, students may be asked to translate, comprehend, interpret or paraphrase information they have received. Therefore, objectives at this cognitive level require students to the level of comprehension or understanding.

2.3.3 Application

This cognitive level involves applying a procedure to a certain situation. As Borich (1988) says, application is the use of abstractions in particular and concrete situations. The abstractions, as he extends in his writing, may be in the form of general ideas or rules; the abstractions may also be technical principles, ideas and theories that must be remembered and applied. Perrott (1982) also says that objectives at application level require students to use previously acquired information in new and concrete situations. Thus, this cognitive level is the application of such things as rules, methods, concepts and theories in concrete situations (Gronlund, 1992). Macquarie and Narjes (2010:18) exemplify that students may be asked to "make sentences using the given pattern and words". Generally, application is the use of knowledge to solve certain problems in certain situations.

2.3.4 Analysis

This cognitive level stands for the ability to break down materials into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose (Clark, 1999). In other words, analysis involves presenting students with a unique situation and having them analyze the situation and describe the appropriate procedure or solution to the problem. Borich (1988) and Perrott (1982) confirm that analysis is the breakdown of a communication into its constituent elements or parts such that the relative hierarchy of ideas is made clear and/or the relations between the ideas

expressed are made explicit. Such analyses are intended to classify the communication to indicate how the communication is organized, and the way in which it manages to convey its effects, as well as its bases and arrangements. Put precisely, analysis revolves around separating a set of communication into component parts so that its organizational structure may be understood. Clark (1999) exemplifies that a student compares and contrasts a new structure to the ones previously learnt, or analyzes the interrelationships among the ideas in a passage. Therefore, objectives at analysis level demand students to draw relationships among ideas in a given situation.

2.3.5 Synthesis

Synthesis, as presumed by Borich (1988), refers to putting elements and parts together to form a coherent or a functional whole. This involves the production of a communication (them or speech) in which the writer or speaker attempts to covey ideas, feelings, and /or experiences to others (Ibid). In other words, synthesis involves the process of working with pieces, parts, elements, etc and arranging and combining them in such a way as to constitute a pattern or structure that did not previously exist. As exemplified by Borich (1988), students may be asked to write a paragraph or essay, or to tell a personal experience effectively. Therefore, synthesis requires students to think creatively and develop something new by putting different ideas, information, or skills together to make a unique whole.

2.3.6 Evaluation

This cognitive level is concerned with the ability to judge the value of a material (statement, novel, poem, research etc) for a given purpose; the judgments are to be based on definite criteria (Gronlund, 1977). Evaluation, as also said by Perrott (1982) includes detecting inconsistencies or fallacies within a process or product; determining the effectiveness of a procedure as it is being implemented and detecting inconsistencies between a product and external criteria. In other

words, this cognitive level dwells on judgments about the extent to which materials or methods satisfy the given criteria; the criteria may be those determined by the student or those that are given to him /her (Borich, 1988). As exemplified by Macquaries and Narjes (2010), students may be asked to evaluate their peer's essay in terms of the principles of composition writing. Generally, objectives at evaluation level demand students to judge the accuracy of a communication from such evidences as logical, accuracy, consistency, and other criteria.

2.4 Matching Test Items to Learning Objectives

It is important to recognize that there should be a direct relationship between objectives and test questions. In connection to this, Gronlund, (1977:18) clearly tells us:

> *The key to effective achievement testing is careful planning. It provides greater assurance that our test will measure relevant learning outcomes.... measure a representative sample of the desired behaviors.... and provide dependable information on which to base instructional decisions..... Test planning involves the identification and specification of precisely what is to be measured.*

This is to say that a test should measure a proper representative sample of the instructional objectives. If a test adequately mirrors learning objectives of the specified target domain, such a test could tell teachers, school administrators, and material designers far much information about the extent to which each objective of the syllabus under treatment has been achieved, or it could tell these concerned bodies to know how successfully students have progressed or attained such objectives of the syllabus.

Furthermore, Perrott (1982) and Borich (1988) confirm that the key to effective testing is to construct a set of test items that call forth the behavior described in the intended learning outcomes of the teaching material concerned. Put

precisely, test items should measure the behavior stated in the specific learning outcomes. Thus, as Gronlund (1977), question distribution of the six cognitive categories depends on the emphasis given to them in the syllabus specifications. To exemplify this, if Grade twelve syllabus emphasizes on knowledge- related learning objectives, test items that elicit such a cognitive level should, then, be matched to knowledge category in the syllabus. This could be strengthened by the following examples containing specific learning objectives and corresponding test items.

Examples

1. **Specific learning objective**: identifies the hierarchical order of the categories in the cognitive domain of the taxonomy.

   Test item: which of the following categories in the taxonomy indicates the highest level of learning?

   A. Analysis
   B. Application
   C. Comprehension
   D. Synthesis

2. Spe**cific learning objective:** identifies examples of properly stated learning outcomes.

   Test item: which one of the following learning outcomes is properly stated in behavioral terms?

   A. A student realizes the importance of tests in teaching.
   B. Student has acquired the basic principles of achievement testing.
   C. Student demonstrates a desire for more experience in test construction.
   D. Student predicts the most probable effect of violating a test construction principle.

Therefore, as can be deducted from the above examples, each specific learning objective provides a precise definition of the student behavior to be observed, and that the test item simply provides a task that makes observation of the specified behavior.

Chapter Three

Methodology

The main purpose of this research was to assess the relationship between classroom teacher- made tests and the cognitive levels of learning objectives of the syllabus under operation. Hence, descriptive research design was used to describe the relationship that existed between such tests of Grade twelve and learning objectives of the syllabus of the said Grade level. This research design, as Anderson (1990), Kumar (1996) and Sarantakos (2005) presume, describes the relationship between or among observations.

3.1 Sources of Data

As this study sought to assess the match between class room teacher-made tests and the cognitive levels of learning objectives of the syllabus of Grade twelve at preparatory schools, the data sources were the syllabus designed to Grade twelve and 2010/11 first semester tests prepared for this Grade level. Additionally, English language teachers of the said Grade level were used as sources of information that is relevant to this study.

3.2 Sampling Technique and Sample Size

3.2.1 Selection of Schools

As it was too difficult to manage conducting a study on all preparatory schools found in Addis Ababa, the researcher decided to undertake this study at two private preparatory schools in Gullele sub-city of Addis Ababa. Gullele sub-city was chosen on the basis of proximity to the researcher, but those private schools found in this sub-city were randomly selected out of government preparatory schools. Letters 'P' and 'G', representing private and government schools, were written on small slips of papers. Then, these slips were mixed,

and a slip was picked up. Letter 'P', representing private school, was selected out of a government school. Random sampling, as Anderson (1990) Kumar (1996) and Sarantakos (2005) theorize, is the most common type of sample in which each population of the study has an equal chance of being selected for participation and where each combination of participants is equally likely.

Similarly, schools sampled for this study (Andarge Memorial and Bethel Mekane Yesus preparatory schools) were randomly chosen out of five private preparatory schools found in Gullele sub-city. In doing so, the procedure below was followed.

- Schools were numbered from 1 to 5.
- These numbers were written on the small slips of paper.
- These slips of paper were fold on the same size.
- The slips were thoroughly mixed, and a slip was picked up. In this case, one school was selected out of five schools.
- Again, the remaining four slips were mixed, and a slip was picked up. In this manner, another school was selected.

Finally, Andarge Memorial and Bethel Mekane yesus preparatory schools were selected in such a randomization.

3.2.2 Selection of Grade Level

In this study, the Grade level (Grade twelve) was randomly selected out of four grade levels in such randomly selected schools. In doing so, the following procedure was employed.

- Numbers from 1 to 4 representing Grades nine, ten, eleven and twelve respectively were written on small slips of paper.
- These slips of paper were fold on the same size.
- The slips were mixed, and a slip was picked up. In this manner, number 4 representing Grade twelve was selected.

3.2.3 Selection of Teachers

As mentioned earlier, English language teachers were used as sources of data for this study. There were two English language teachers in both randomly selected schools (one teacher in each). Hence, it was so manageable that both teachers were included in this study

3.3 Data Collection Tools

In order to obtain data for this study, documents analysis were mainly used. To supplement documents analyses, unstructured interview was also employed.

3.3.1 Documents Analysis

Document analysis is a process of using any kind of written sources including letters, academic work, books, syllabi, etc (Sarantakos, 2005). As this study focused on assessing the relationship between first semester English language classroom teacher-made tests of Grade twelve of the academic year 2010/11 and those cognitive levels of learning objectives of the said Grade level English language syllabus (the first six units), the syllabus and test papers were basically analyzed in relation to the distribution of the six cognitive levels of

Bloom's taxonomy: knowledge, comprehension, application, analysis, synthesis and evaluation. In doing so, in order to increase the reliability of classifying such cognitive levels both in the syllabus and in test papers, three graduate students in the department of English were consulted. These students were made to participate in grouping the syllabus learning objectives into knowledge, comprehension, application, analysis, synthesis and evaluation, and so was the distribution of such cognitive levels in sample test papers.

3.3.2 Interview

Unstructured interview was conducted to English language teachers of the selected sample schools. "Unstructured interview is extremely useful in situations where in-depth information is needed about the area" (Kumar, 1996:109).This type of interview was preferred because the researcher felt that teachers would give reliable information during informal interview (conversation), but if it were through structured interview, those teachers might become more careful and be reserved to give some information, particularly what they did not do.

In relation to the above view, the drafted items in the interview were seen by colleagues. Based on the comments obtained, an attempt was made to revise the items. Finally, the interview was given to and commented on by advisor. Based on the feedback obtained, the items in the interview were amended once again. The interview was done in order to obtain information regarding:

- to which cognitive level of learning objective(s) the syllabus gave more or less attention.
- Whether teachers prepared tests in relation to the syllabus objectives or not.
- to which cognitive level teachers paid more or less emphasis while preparing tests.
- The units teachers covered during first semester classes.

3.4 Procedure of Data Collection

After selecting the schools at which the study was conducted, the researcher went there and carried out the data gathering task in the following order.

- The syllabus was obtained by help of vice director from Andarge Memorial Preparatory school.
- The researcher contacted English language teachers who were teaching the course, talked with each of them separately in their school, and requested each teacher to let the researcher know their convenient time for collecting test papers.
- The researcher collected these test papers from a teacher's office in Bethel Mekane Yesus School, and a teacher from Andarge Memoral School was not able to avail himself on the time arranged. Hence, the researcher called and reminded the teacher that he had an appointment with the researcher. At that time, he told the researcher that it was possible to obtain test papers from the department, and finally, the department head gave the researcher test papers.

3.5 Procedure of Data Analysis

In order to analyze the match between teacher-made classroom tests and the cognitive levels of learning objectives of the syllabus concerned, the procedure below was employed.

1. The objectives of the syllabus in each language skill were analyzed in terms of Bloom's taxonomy of cognitive domain and presented in a summary table indicating the frequency counts (in figures and percentages) of each cognitive level in the syllabus.
2. The test questions in each language skill were analyzed in relation to Bloom's taxonomy of cognitive domain and presented in a summary table

3. In order to determine the degree of relationship between teacher-made classroom tests and the cognitive levels of learning objectives of the syllabus, Sidney Siegle's correlation formula was used. The formula is

$$C = \frac{X^2}{N+X^2}$$

Where, C= the value of the relationship

N= grand total (the sum of row totals across each cognitive level)

X^2 = the sum of observed values (frequencies) minus expected values (frequencies) the square and then divided by expected values across all categories (cognitive levels in the syllabus and in test questions).

According to Best and Kahn (1993),the following are interpretations of the correlation coefficient between observations or ranks.

Coefficient	Relationship
0 to 0.2	Negligible
0.2 to 0.4	Low
0.4 to 0.6	Moderate
0.6 to 0.8	Substantial
0.8 to 1	High to very high

4. Interview questions were qualitatively analyzed and made to relate with the statistically obtained results.
5. Finally, results obtained from such analyses were discussed.

Chapter Four

Results and Discussion

In chapter one, the researcher has raised two research questions regarding the relationship between teacher-made classroom tests of Grade twelve and cognitive levels of learning objectives of the English language syllabus of the said Grade level. These were:

- how proportionally did teacher-made classroom tests represent the cognitive levels of learning objectives of the syllabus?
- to what extent did teacher-made classroom tests correspond with the distribution of the cognitive levels of learning objectives of the syllabus?

In this chapter, results and discussion are presented to answer these research questions of the study. Discovering answers to these questions enables us to recognize how adequately teacher-made classroom tests tap cognitive levels of learning objectives of the syllabus. To this effect, Grade twelve English language syllabus, which embraces learning objectives, and those test questions of the said grade level were analyzed. To start with, the syllabus has addressed in the introduction part that was prepared in such a way that students can communicate effectively in English at school, in every day situations, and in the world of work. As it has been indicated in the syllabus (p.1), the most notable purposes of the syllabus are mentioned as follows:

a. the syllabus can be used as a quick reference or guide for English language teachers for it states:

- the topic of each unit
- specific objectives to be achieved
- the language items to be taught
- suggestions for the methodology to be employed

b. it is the basis for the development of the student's book, teacher's guide and the preparation of exams.

Thus, the syllabus has indicated specific learning objectives to be achieved in each unit under each language skill. In line with this, scholars, for example, Grounlund (1992) and Borich (1988) confirm that testing should correspond with the objectives of the specified target domain (please see the specific learning objectives under each language skill in appendix A). These specific learning objectives, as indicated in the syllabus, are meant to develop students' language skills. Thus, test questions in sample test papers should test these learning objectives of the syllabus. This foretells that classroom tests would be prepared in accordance with these learning objectives.

4.1 Results

4.1.1 Analysis of Objectives of the Cognitive Domain in the Syllabus

In order to determine whether teacher-made classroom tests correspond with cognitive levels of learning objectives of the syllabus or not, the English language syllabus for Grade twelve was analyzed in terms of the six major cognitive levels of Bloom's Taxonomy of Educational Objectives. The six cognitive levels of learning objectives included knowledge, comprehension, application, analysis, synthesis and evaluation .When analyzing such learning objectives, the number of times in which each cognitive level of learning objectives occurred was put in figures and percentages. For example, there were 13 knowledge-related learning objectives in the syllabus and 79 test questions in the same cognitive level. So, this means that knowledge-related cognitive level in the syllabus and in tests had frequencies of 13 and 79 respectively.

The distribution of the six cognitive levels of learning objectives under each language skill is shown below in Table 1. The horizontal line shows the list of cognitive levels of learning objectives of the syllabus, while the vertical line denotes language skills.

Table 1: Distribution of Cognitive Levels of Learning Objectives under each Language Skill

Language Skills	Cognitive Levels of Learning Objectives							
Reading	Frequency	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
	>>	3	8	_	1	_	1	13
Vocabulary	>>	3	9	_	_	_	_	12
Grammar	>>	2	_	7	_	_	_	9
Speaking	>>	1	2	2	_	2	2	9
Listening	>>	4	5	_	_	_	_	9
Writing	>>	_	1	4	1	3	_	9
	Total	13	25	13	2	5	3	61
	Percent	21.3	40.9	21.3	3.2	8.1	4.9	99.7

As Table 1 above depicts, the cognitive levels of learning objectives under each language skill, as stated in the Grade twelve English language syllabus, are put under six possible groups. Furthermore, total frequencies and percentages of each cognitive level of learning objectives are also shown in the table.

As Table 1 above also shows, of the total of 61 objectives of cognitive domain distributed in the syllabus, comprehension constituting 25 (40.9 percent) learning objectives was the most frequent cognitive level, while analysis,

sharing 2 (3.2 percent) learning objectives, was the least frequent one. Knowledge, application, synthesis, and evaluation-related cognitive levels came in between on this continuum. Hence, more attention was given to comprehension, while the reverse was true for analysis.

4.1.2 Analysis of Cognitive Domain in Sample Test Papers

The distribution of the cognitive levels in sample test papers of Grade twelve was analyzed in the same way as done in the syllabus. The test papers, like the syllabus, embraced knowledge, comprehension and application. Such test papers, unlike the syllabus, totally ignored analysis, synthesis and evaluation.

Table 2 below details the distribution of cognitive levels in sample test papers under each language skill. The horizontal line indicates the distribution of cognitive levels, while the vertical line denotes language skills.

Table 2: Distribution of Cognitive Levels in Sample Test Papers under each Language Skill

Language skills	Cognitive Levels							
Reading	Frequency	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Total
	>>	3	38	_	_	_	_	41
Vocabulary	>>	14	18	_	_	_	_	32
Grammar	>>	60	5	_	_	_	_	65
Speaking	>>	_	10	_	_	_	_	10
Listening	>>	_	_	_	_	_	_	_
Writing	>>	2	_	16	_	_	_	18
	Total	79	71	16	_	_	_	166
	Percent	47.5	42.7	9.6	_	_	_	99.8

As Table 2 above indicates, the distribution of cognitive levels in test questions under each language skill, as observed in sample test papers, are put under six

major categories. Moreover, the total frequency and percentage of the distribution of each cognitive level in test questions are also indicated in the table.

Again, as it can be shown from Table 2, the number of collected test questions is 166.It could be understood from the Table that 79 (47.5 percent) cognitive levels, 71(42.7 percent) and 16(9.6 percent) were at knowledge, comprehension and application respectively. There was no question at analysis, synthesis and evaluation levels. Hence, one can conclude that, of all cognitive levels distributed in test questions, knowledge shared the highest distribution.

4.1.3 Comparison of the Cognitive Levels Observed in the Syllabus and in Sample Test Papers

In order to see how proportionally classroom teacher-made tests reflect the cognitive levels employed in the syllabus of Grade twelve, the distribution of cognitive levels under each language skill both in the syllabus and in test questions of sample test papers was analyzed in frequency and percentage.

In detail, Table 3 below shows the distribution of cognitive levels under each language skill in the syllabus and in test questions. The vertical line shows the distribution of cognitive levels in the syllabus and in the test questions of sample test papers, while the horizontal line indicates frequencies and percentages.

Table 3: Distribution of Cognitive Levels in the Syllabus and in Test Questions under each Language Skill.

Language skills	Cognitive levels	Frequencies in the Syllabus		Frequencies in Tests	
		Frequency	Percent	Frequency	Percent
Reading	Knowledge	3	21.1	3	7.1
	Comprehension	8	61.5	38	92.6
	Application	-	-	-	-
	Analysis	1	7.6	-	-
	Synthesis	-		-	-
	Evaluation	1	7.6	-	-
	Total	13	99.8	41	99.9
Vocabulary	Knowledge	3	25	14	43.7
	Comprehension	9	75	18	56.2
	Application	-	-	-	-
	Analysis	-	-	-	-
	Synthesis	-	-	-	-
	Evaluation	-	-	-	-
	Total	12	100	32	99.9
Grammar	Knowledge	2	22.2	60	92.3
	Comprehension	-	-	5	7.6
	Application	7	77.7	-	-
	Analysis	-	-	-	-
	Synthesis	-	-	-	-
	Evaluation	-	-	-	-
	Total	9	99.9	65	99.9
Speaking	Knowledge	1	11.1	-	-
	Comprehension	2	22.2	10	100
	Application	2	22.2	-	-
	Analysis	-	-	-	-
	Synthesis	2	22.2	-	-
	Evaluation	2	22.2	-	-
	Total	9	99.9	10	100
Listening	Knowledge	4	44.4	-	-
	Comprehension	5	55.5	-	-
	Application	-	-	-	-
	Analysis	-	-	-	-
	Synthesis	-	-	-	-
	Evaluation	-	-	-	-
	Total	9	99.9	-	-
Writing	Knowledge	-	-	2	11.1
	Comprehension	1	11.1	-	-
	Application	4	44.4	16	88.8
	Analysis	1	11.1	-	-
	Synthesis	3	33.3	-	-
	Evaluation	-	-	-	-
	Total	9	99.9	18	99.9

As Table 3 above indicates, of all the total of 13 reading–related cognitive levels in the syllabus, knowledge and comprehension consisted of 3 (21.1 percent) and 8(61.5 percent) learning objectives respectively, while analysis and evaluation were insignificantly represented in the syllabus .There was no reading-related learning objective in the syllabus representing application and synthesis levels . In a similar vein, of all 41 reading-related cognitive levels in test papers, comprehension and knowledge consisted of 38 (92.6 percent) and 3 (7.1 percent) test questions respectively. There was no question representing application, analysis, synthesis and evaluation levels. Comparatively seen, comprehension was given greater attention both in the syllabus and in test questions than knowledge.

There are a total of 12 vocabulary-related cognitive levels of learning objectives in the syllabus, as Table 3 above depicts, knowledge and comprehension constituted 3 (25 percent) and 9 (75 percent) learning objectives respectively, where as the other cognitive levels of learning objectives were not observed in the syllabus. Similarly, of all 32 vocabulary-related cognitive levels distributed in the sample test papers, 14 (43.7 percent) was observed in knowledge level, while 18 (56.2 percent) entertained in the comprehension level. There was no test item representing the other cognitive levels in tests. One can conclude from Table 3 above that due attention was given to comprehension both in the syllabus and in the sample test papers.

As Table 3 above shows , of all the total of 9 grammar-related cognitive levels of learning objectives in the syllabus, knowledge comprised 2 (22.2 percent) learning objectives, while application consisted of 7 (77.7 percent). Similarly, the distribution of grammar related cognitive levels in the sample test papers consisted of 65 test questions. Of this distribution, knowledge represented 60 (92.3 percent) test items, while comprehension stood for 5 (7.6 percent). Therefore, application was observed more frequently than knowledge in the syllabus, but represented none in tests.

As Table 3 above depicts, of 9 speaking-related cognitive levels distributed in the syllabus, comprehension, application, synthesis and evaluation consisted of 2 (22.2 percent) learning objectives each. At the same effect, comprehension represented 10(100 percent) test questions in sample test papers, while the other speaking-related cognitive levels were totally nullified.

As Table3 above shows, of the total of 9 writing-related cognitive levels of learning objectives distributed in the syllabus, application and synthesis constituted 4 (44.4percent) and 3 (33.3 percent)learning objectives respectively. Comprehension and analysis were also insignificantly taped into the syllabus, where as knowledge and evaluation were not observed in the syllabus .In a similar vein, of all 18 cognitive levels in the test papers, application and knowledge represented 16(88.8 percent) and 2 (11.1 percent) test questions respectively, while the other cognitive levels were generally ignored in tests. Hence, application was observed more frequently than any other cognitive levels in the syllabus and in test questions of sample test papers.

As Table 3 above indicates, listening-related cognitive levels in the syllabus constituted 9 learning objectives. Of this total, knowledge and comprehension consisted of 4 (44.4 percent) and 5 (55.5 percent) learning objectives respectively; however, there was no test question in sample test papers regarding listening.

Having presented the distribution of each cognitive level in the syllabus and in sample test papers under each language skill, the researcher summarized such a distribution in the Table below.

Table 4: A Summary of the Distribution of Cognitive Levels in the Syllabus and in Test Questions

Cognitive Levels	Frequencies in the Syllabus		Frequencies in Test Questions	
	Frequency	Percent	Frequency	Percent
Knowledge	13	21.3	79	47.5
Comprehension	25	40.9	71	42.7
Application	13	21.3	16	9.6
Analysis	2	3.2	–	–
Synthesis	5	8.1	–	–
Evaluation	3	4.9	–	–
Total	61	99.7	166	99.8

Table 4 above depicts the distribution of cognitive levels observed in Grade twelve syllabus and in test papers of the said Grade level in frequency and percentage.

Knowledge which appeared second in the syllabus was the most frequently represented cognitive level in test questions. Comprehension which was observed to be the most frequent cognitive level in the syllabus was second in tests, while application which ranked second in the syllabus was the third frequently tapped cognitive level into such test items. Analysis and evaluation which were almost equally reflected in the syllabus were represented none in test questions of the sample test papers, where as synthesis was the fourth observed cognitive level in the syllabus, neither was in such test items .

In order to determine the degree of relationship between the cognitive levels of learning objectives observed in the syllabus of Grade twelve and in the sample test papers of the said Grade level, Siegel's correlation formula was used .The formula is,

$$C=\sqrt{(X^2/N+X^2)}$$

Where, C= the value of the relationship

N= grand total (the sum of all row totals)

X^2= the summation of observed value minus expected value the whole square divided by expected value

Where, observed value refers to frequencies occurred in each category (cognitive levels), where as expected value refers to frequencies that were expected to occur in each category.

To find X^2, three steps were followed .These were :

Step 1: determining the cognitive levels of the syllabus and sample test papers. Then, putting the cognitive levels in frequencies .Then after determining row and column totals. The row total is the sum of cognitive level frequency in the syllabus and in the test papers. But the column total for the syllabus is the sum of frequencies of cognitive levels in all language skills of the syllabus; however, the column total for sample test papers is the sum of frequencies of cognitive levels in each language skill of test papers (See Table 5).

Step 2: computing the expected values for each observed values using the formula, expected value= (row X column totals)/ (grand total)

Step 3: a) subtracting expected values from observed values

b) squaring the differences

c) dividing the square differences by expected value

d) adding all quotients

Therefore, the sum of all quotients gives X^2. The relationship value or degree of relation C, is computed by using the formula, $C=\sqrt{(X^2/N+X^2)}$ (See Table 6).

Table 5: Total Frequencies of Cognitive Levels in the Syllabus and in Sample Test Papers

Cognitive Levels	Frequencies in the Syllabus	Frequencies in the Tests	Total Frequencies
Knowledge	13	79	92
Comprehension	25	71	96
Application	13	16	29
Analysis	2	_	2
Synthesis	5	_	5
Evaluation	3	_	3
Total	61	166	227

Table 5 above shows that the column total for the syllabus and test papers was 61 and 166 respectively, where as the grand total was 227. Moreover, Table 5 demonstrates row totals. For example, the row total for knowledge was 92.

Table 6: The Degree of Relationship between the Distribution of Cognitive levels in the Syllabus and in Sample Test Papers

Frequencies in the Syllabus	Observed	Expected Value	X^2
	13	92x61/227=27.6	$(13-27.6)^2/27.6=7.7$
	25	96x61/227=28.8	$(25-28.8)^2/28.8=0.5$
	13	29x61/227=8.7	$(13-8.7)^2/8.7=2.1$
	2	2x61/227=0.6	$(2-0.6)^2/0.6=3.2$
	5	5x61/227=1.5	$(5-1.5)^2/1.5=8.1$
	3	3x61/227=0.9	$(3-0.9)^2/0.9=4.9$
Frequencies in the Sample Test	Observed	Expected Value	X^2
	79	92x166/227=64.4	$(79-64.4)^2/64.4=3.3$
	71	96x166/227=67.2	$(71-67.2)^2/67.2=0.2$
	16	29x166/227=20.3	$(16-20.3)^2/20.3=0.6$
	_	2x166/227=1.4	$(0-1.4)^2/1.4=1.4$
	_	5x166/227=3.5	$(0-3.5)^2/3.5=3.5$
	_	3x166/227=2.1	$(0-2.1)^2/2.1=2.1$
			Total =37.6

$C=\sqrt{(X^2/N+X^2)}$

$C=\sqrt{(37.6)}$

C= 0.3

As Table 6 denotes, X^2 was determined .It has been found 37.6. As a result, the extent of the relationship between the cognitive levels observed in the syllabus and in sample test papers has been computed .It was 0.3.

4.1.4 Respondents' Responses

As pointed out in 3.3.2, unstructured interview was conducted to English language teachers to share their experience of their usual work on classroom tests. Each of the interviewees was interviewed individually. The interview questions were meant to obtain information about the distribution of cognitive levels both in the syllabus and in test questions. Hence, teacher's responses were qualitatively analyzed as follows.

Teachers were asked as to which cognitive level the syllabus gave more emphasis. They said that comprehension including questions on the passage and vocabulary in context was paid more attention in the syllabus. The respondents were also asked as to which cognitive level the syllabus gave less attention .They replied that evaluation and analysis were paid less attention than any other cognitive levels of learning objectives in the syllabus. This was in harmony with what was obtained through the analysis of the cognitive levels of learning objectives in the syllabus as comprehension constituted 40.9 percent, but evaluation and analysis consisted of 4.9 and 3.2 percent of learning objectives respectively (please see Table 4).

The other question was about whether teachers prepared tests in relation to the objectives of the syllabus or not. In this manner, one of the respondents responded that "of course not". He continued his speech in such away that he prepared tests on the ground that the students were interested in. Furthermore, he exemplified that students were eager to be tested grammar which required them rote memory. Therefore, he made more grammar questions which could be answered by simple memorization of rules .This was in line with the data obtained through document analysis as most of

the test items contained grammar representing knowledge . The other teacher also said that he gave more attention to knowledge, comprehension, and application. Substantiating this, test paper analysis shows that more attention was given to knowledge, comprehension, and to some extent, application constituting 47.5, 42.7, and 9.6 per cent of test questions respectively (see Table 4).

Finally, those respondents were inquired to tell the researcher their opinions about the relationship between tests and cognitive levels of learning objectives of the syllabus. The respondents agreed that tests should be representative of the learning objectives prescribed in the syllabus. Therefore, teachers believed that tests should be prepared based on the distribution of cognitive levels of learning objectives stated in the syllabus; however, tests were not made in such a manner. Cognitive levels observed in the syllabus seemed to be disproportion ally reflected in tests.

4.2 Discussion on Results

From the data procured through document analysis and teachers' interview, necessary information was obtained regarding the relation between teacher-made classroom tests and cognitive levels of learning objectives of the syllabus of Grade twelve. This section discusses results based on related literature.

In order to see how proportionally teacher–made classroom tests represented the cognitive levels of learning objectives of the syllabus, the distribution of the cognitive levels both in teacher–made classroom tests and in the syllabus was analyzed using frequency and percentage. As it can be seen from Table 4, the distribution of cognitive levels observed in the syllabus was not proportionally reflected in classroom teacher-made tests. This contradicts with the theory that testing scholars agree. Grounlund (1977:18), for example, confirms that tests should "measure a representative sample of the desired behaviors..."

As it is indicated from Table 4, knowledge-related test items constituted 79 (47.5 percent). However, knowledge-related cognitive levels of learning objectives in the syllabus consisted of 13 (21.3 percent) of the other cognitive levels of learning objectives .These learning objectives required students to scan specific information from the reading passages and to write down foreign language materials from dictation without requiring them to understand the material . These objectives of the syllabus also demanded students to recall structures, antonyms, synonyms, pronunciations and spellings of words. Therefore, knowledge-related cognitive levels appeared most in sample test papers; it was also indicated in teachers' responses, but the second next to comprehension in the syllabus.

Comprehension–related test items both in mid and final tests constituted 71(42.7 percent) of the total test questions. Nonetheless, comprehension-related learning objectives of the syllabus consisted of 25 (40.9 percent). These learning objectives required students to show their ability to comprehend reading or listening texts with ease. Such learning objectives also let students show their ability in understanding vocabulary words contextually from the reading texts, i.e. grasping the general idea of what the text is about, or understand detail information given in the passage. These objectives also required students to restate main points made in the reading passage and make a summary in note form from the reading texts. Hence, one can conclude that comprehension-related cognitive levels constituted the highest in the syllabus, but the second appeared cognitive level in sample test papers (see Table 4).Teachers in their responses also strengthened this issue.

Application-related test questions both in mid and end term tests together constituted 16(9.6 percent). However, application-related learning objectives, as specified in the syllabus of Grade twelve, constituted 13(21.3 percent).These learning objectives required students to use grammar in writing and speaking correctly. This is to mean that students were required to produce sentences by

using the given patterns and words in new situations. Moreover, such learning objectives demanded students to engage in directed dialogues. This made students apply different expressions in new situations in the classroom. These learning objectives also required students to write a paragraph or an essay based on the information provided. Finally, one can conclude that the distribution of cognitive levels in test questions outnumbered the distribution in the syllabus.

There was no test item observed both in mid and final tests representing an analysis level, yet analysis-related learning objectives, as specified in the syllabus, constituted 2(3.2 percent).These learning objectives required students to take apart a piece of information from the text and relate one another to an overall structure of the text .This was intended to demand students to determine how elements of a text function within that text. Therefore, it is possible to conclude that analysis related cognitive levels, which were least observed in the syllabus as it was also confirmed by teachers' responses, did not totally appear in sample test papers.

There was no test question appeared both in mid and final tests reflecting a synthesis level; nevertheless, synthesis-related learning objectives in the syllabus shared 5 (8.1 percent) of other cognitive levels. Those learning objectives required students to produce something new. In relation to this, Perrott (1982) confirms that synthesis related questions demand students to originate , integrate and combine ideas into new things that did not exist before. Such cognitive levels in the syllabus demanded students to be creative in writing to put elements together to form a coherent new pattern or structure , and these learning objectives were also meant to show how skillful students were in conversing with their peers in the classroom and with others in the community. Generally, although synthesis-related learning objectives in the syllabus included 8.1 per cent of the total learning objectives

to make students be creative in productive skills, sample test papers (both mid and final) ignored synthesis-related test questions.

Evaluation-related learning objectives in the syllabus consisted 3 (4.9 percent) of all other learning objectives demanding students to state their thought, opinion, judgment and giving reasons for the accuracy of someone else's ideas; however, there was no test item observed in the sample test papers representing an evaluation level. Finally, one can conclude that evaluation-related cognitive levels were the fifth observed in the syllabus, but it was represented none in sample test papers.

In relation to the above discussion, the match between teacher–made classroom tests and cognitive levels of learning objectives of the syllabus was statistically computed .This is to say that in order to determine the degree of the relationship between cognitive levels of learning objectives and teacher-made classroom tests, Siegel's correction formula was employed .To put precisely, it was highly likely to determine how well teacher-made classroom tests of Grade twelve adequately and proportionally reflected cognitive levels of learning objectives of the said Grade level English language syllabus. In doing so, the correlation value between cognitive levels of learning objectives and test questions in sample test papers read 0.3.

Chapter Five

Summary, Conclusions and Recommendations

In this chapter, summary of findings, conclusions and recommendations based on findings were dealt with.

5.1 Summary of Findings

This study aimed at assessing the relationship between teacher-made classroom tests and cognitive levels of learning objectives of the syllabus. Thus, the study attempted to answer the following research questions:

- how proportionally did teacher-made classroom tests represent cognitive levels of learning objective of the syllabus?
- to what extent did teacher-made classroom tests correspond with the distribution the cognitive levels of learning objectives of the syllabus?

In order to see how proportionally teacher-made classroom tests represented the cognitive levels of learning objectives, the distribution of cognitive levels both in the syllabus and in the test questions was analyzed quantitatively and qualitatively.

As it can be seen from Table 4, knowledge constituted 13 (21.3 percent) and 79 (47.5 percent) in the syllabus and in tests; comprehension shared 25 (40.9 percent) and 71 (42.7 percent) in the syllabus and in tests respectively, and application comprised 13 (21.3 percent) in the syllabus and 16 (9.6 percent) in tests. Analysis, synthesis and evaluation constituted 2(3.2 percent), 5 (8.1 percent) and 3 (4.9 percent) respectively in the syllabus, but they were totally left unattended in tests. Therefore, all the six cognitive levels were embraced in the syllabus objectives, yet only knowledge, comprehension and application were observed during testing.

The qualitative analysis from English language teachers also confirmed that the syllabus gave more emphasis to comprehension than any other cognitive levels of learning objectives, but when preparing tests, teachers paid more emphasis to knowledge. Teachers also replied that analysis and evaluation were paid less attention in the syllabus.

In relation to the above findings, Siegel's formula was used to determine the degree of the relationship between teacher-made classroom tests and the cognitive levels of learning objectives. When computed, the relationship between such tests and learning objectives showed 0.3.

5.2 Conclusions

In this study, an assessment of the relationship between teacher-made classroom tests of Grade twelve and cognitive levels of learning objectives of the syllabus of the said Grade level was made. The findings of the study showed disparities between cognitive levels of learning objectives and the distribution of such cognitive levels in tests. The cognitive levels observed in the syllabus were found disproportion ally represented in test questions. Putting this precisely, the study indicated that there was poor correlation value (0.3) between the cognitive levels observed both in the syllabus and in the tests. This implies that tests seem to deviate language testing theory in such a manner that Gronlund (1977), Perrott (1982), Borich (1988) and Popham (2003) confirm that tests should reflect a representative sample of learning objectives. Generally, based on the findings of this study, one can conclude that there was low relationship between teacher-made classroom tests and cognitive levels of learning objectives.

5.3 Recommendations

Based on the findings of this study and the conclusions reached, the following recommendations were forwarded.

- Before writing tests, teachers should make syllabus objectives analysis on the basis of the distribution of each cognitive level of learning objectives. This helps teachers determine the share of each cognitive level in tests.
- The department of English language should set committee that approves tests before administration.
- In order for English language teachers to have good knowledge of language testing, in-service trainings should be conducted by the authorities concerned.

Bibliography

Alderson, J.C. etal. (1995). **Language Test Construction and Evaluation**. Cambridge: Cambridge University Press.

Anderson,G.(1990).**Fundamentals of Educational Research**. London: Longman.

Bachman, L.F and Plamer, A.S. (1996**). Language Testing in Practice.** Oxford: Oxford University press.

Bachman, L.F. (1990). **Fundamental Considerations in Language Testing.** Oxford:Oxford University Press.

Baker, D. (1989). **Language Testing: A Critical Survey and Practical Guide**.London: EdwardArnold.

Best,J.and Kahn,J.(1993).**Research in Education**(3rd ed).New Delhi:Prentice Hall.

Bloom,B.S.(1956).**Taxonomy of Educational Objectives:Cognitive Domain**.New York:Longman.

Borich, G. D. (1988). **Effective Teaching Methods**. New York: Macmillan International Publishing Group.

Brown, J.D. (1996). **Testing in Language programs**. Prentice- Hall regents: Prentice Hall, INC.

Clark, A. (1999). **Towards a Cognitive Robotics:Adaptive Behaviour.**
. Oxford.Oxford University Press.

Domino, M.L. (2006). **Psychological Testing**. Cambridge: Cambridge University press.

Gronlund, N.E. (1977). **Constructing Achievement Tests**. New York:The Macmillan Publishers Company.

_____(1992). **Constructing Achievement Tests**. New York: The Macmillan Publishers Company.

Harrision, A.(1983). **A Language Testing Handbook.** London: Macmillan Publishing Ltd.

Heaton, J.B. (1988). **Writing English Language tests**. London:

Longman.

_____ (1990). **Class room Testing.** London: Longman.

Hughes, A. (1989). **Testing for Language Teachers**. Cambridge: Cambridge University press.

Kumar,R.(1996).**Research Methodology:A Step by Step Guide for Beginners**.London:SAGE Publications.

Macquarie and Narjes.(2010). Evaluation of Learning Objectives in Iranian High School and Pre-university English Textbooks using Bloom's Taxonomy. **Journal for English as a Second Language**. Vol. 13, No. 4 pp1-20.

Madsen, H.S. (1983).**Techniques in Testing**.London:Longman.

Magnusson,D.(1966).**Test Theory**.London:Addison-Weslay Publishing Company.

Ministry of Education. (2006). **English Language Syllabus for Grade Twelve.** Addis Ababa: Educational Materials Production and Distribution Agency.

Nuru Mohommed. (1992). 'Levels of Questions: A Description of Textbook and Examination Questions in Higher Secondary Schools.' Unpublished M.A. Thesis.Addis Ababa University.

Oller,J. (1989).**Language Tests at School**. London: Longman.

Perrott,E.(1982). **Effective Teaching: A Practical Guide to Improving your Teaching**. London: Longman.

Popham,W.J.(2003).**Test Better Teach Better: The Instructional Role of Assessment**. London: Longman.

Sarantakos, S. (2005).**Social Research**. London: Longman.

Siegel,S.(1988).**Non-Parametric Statistics for Behavioral Sciences**. New York:McGraw-Hill Campanies.

Weir, C. (1990). **Communicative Language Testing**. New York: Prentice Hall.

_____(2005). **Language Testing and Validation**. Baisingstoke: Pal Grave Macmillan.

Appendix A

Specific Learning Objectives of Grade Twelve English Language Syllabus under each Language Skill

Specific Learning Objectives regarding Reading

Students should be able to:

1. Read silently and understand the main idea
2. Identify the intended audience of a piece of writing
3. Answer the comprehension questions
4. Read silently and answer comprehension questions

5 Analyze the test

6. Answer comprehension questions
7. Read silently and remember details
8. Answer comprehension questions
9. Remember details from the text
10. Answer comprehension questions
11. Read silently and answer question about the test
12. Read silently and independently to find information to answer the comprehension question
13. Answer the comprehension questions

Specific Learning Objectives regarding Vocabulary

Students should be able to:

1. Guess the meanings of new words using contextual clues
2. Guess the meanings of new words using contextual clues and a knowledge of word formation
3. Match the worlds with meaning using contextual clues
4. Check meanings, Pronunciation and spellings of words in a dictionary

5. Match the new words and expressions with meanings
6. Use the words and the meanings in sentences
7. Use a dictionary/thesaurus to find synonyms and related words
8. Match world with their meanings
9. Complete sentences with missing words
10. In crease their vocabulary using a thesaurus
11. Guess the meanings of new words using contextual clues and their knowledge of word formation
12. Use the words in their own sentences

Specific Learning Objectives regarding Grammar

Students should be able to:

1. Use reciprocal and reflexive verbs correctly
2. Use the correct forms and structures in their every day speech and writing
3. Use the correct forms of link verbs
4. Use impersonal subjects correctly
5. Use the correct forms of modal verbs in their own sentences
6. Use the correct forms of modal verbs in their own sentences
7. Use common verbs with nouns for actions
8. Give emphasis to details
9. Change the focus of a sentence

Specific Learning Objectives regarding Speaking

Students should be able to:

1. Guess answers to riddles
2. Interview their classmates on sports and restate the main points made in the reading passage
3. Restate the main points made in the reading passage.

4. Express their own views on the topic
5. Agree or disagree with someone's opinions
6. Discuss an aspect of the topic (Ethiopian water resources) in groups and give a representation to the class
7. Praise and compliment someone
8. Ask for and give directions
9. Express their feelings of annoyance, dissatisfaction, un happiness, etc.

Specific Learning Objectives regarding Listening

Students should be able to:

1. Listen to a passage and take notes
2. Answer comprehension questions
3. Listen to a passage/interview and take notes
4. Answer comprehension questions
5. Listen to a passage/conversation and take notes
6. Write down what they have heard
7. Take notes
8. Listen to spoken source
9. Take notes
10. Take notes from the reading text

Specific Learning Objectives regarding Writing

Students should be able to:

1. Use the simple present tense correctly to write rules and instructions
2. Write a report of 500 words on different sports events
3. Write a letter to a friend about sports/pastimes
4. Write a composition of 3-5 paragraphs on:
    a, Dignity of labor
    b, Respect your work

5. Write an article for a newspaper of 3-5 paragraphs on:
    a. Ethiopian water usage
    b. Pollution of water in Ethiopia
    c. Wastage of water in Ethiopia
6. Practice and consolidate the four skills in interesting and meaningful ways.
7. Administer questionnaires
8. Write a composition on the languages of Ethiopia
9. Read written material and make a summary in note form
10. Punctuate correctly

Appendix- B

Distribution of the Cognitive Levels of Learning Objectives under each Language Skill

Language Skills	Cognitive Levels of Learning Objectives							
		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Remark
Reading	Number	7,9, 12	1,2,3,4,6 8,,10,13	-	5	-	11	
Vocabulary		4,7,10	1,2,3,5,6,8,9 ,11,12	-	-	-	-	
Grammar		3,8	_	1,2,4,5,6,7 ,9	-	-	-	
Speaking		9	1,3	7,8	-	2,6	4,5	
Listening		6,7,9,10	1,2,3,4,5	-	-	-	-	8=undecided
Writing		_	9	1,2,4,10	7	3,5,8	-	6= undecided

Appendix- C

Sample Test Papers

Kegn. Andarge W.Giorgis Memorial School

English Language mid Test for Grade 12

Name _____

I. GRAMMAR AND USAGE

Choose the word/phrase that best completes each sentence. (1 marks each).

1. It is now five years since she _____ to the USA.

A. has gone B. Went C. ha gone D. Was going

2.Though the accident was serious,he was only _____ injured.

A.fairly B.quite C.a bit D.slightly

3. _____ students have gone to the library while_____are studying in their classroom.

A.All/none B.Certain/others C.Much/a little D.Other/plenty

4. _____ you say, you will not persuade me to agree with you.

A. No matter B. Although C. Whatever D. Nevertheless

5. Because they were orphans, he _____ look after his younger brothers and sisters.

A.had to B.must C.dared to D.could have

6. There is no need for us to hurry, _____?

A is it B. is there C. Need we D. don't we

7. _____ I need your help,I will inform you.

A. Should B. Could C. Do D. Would

8. She took off her shoes _____ the sleeping child.

A. to disturb B. not to disturb C. so as to disturb

D. in order not to disturb

9. You breathe fast and deep. _____?

A. Had you run B. did you run

C. Were you running D. Have you been running

10. The criminal had better _____ his guilt

A. Confesses B. Confessed C. Confessing D. Confess

II. VOCABULARY

Choose the word/phrase that is the meaning of the phrasal verb in each sentence

11.Don't be ridiculous;you are making a fool of yourself.

A. enjoying B.disturbing C.cheating D.degrading

12.How did the show come out?

A. Start B. end C. go on D. emerge

13. Your statement had no bearing on the matter under discussion

A. relation with B. application on C. conclusion about

D. effect on

14. There is no need to cry over spilt milk

A. ask for B. shout up on C. grieve about D. beg for

15. You can count on me any time you need help

A. rely on B. call C. inform D. say 1, 2, 3...

III. WRITING

A. Rewrite the following jumbled words and phrases in to grammatically correct and sensible sentences. (2marks each)

16. Were, the, mountain, all, exhausted, climbers, extremely

_____

17.a, ride, know, does, need, Martha, I, that?

_____

18.Over, lion, door, golden, a, inn, of, the, hung, the_____

B. Write the following sentences, correcting each sentence fragment or run-on sentence.

19. The swallow flew too fast. To capture with my camera.

_____

20. Eric just got a Russian blue. A rare breed of cat

_____

Kegn. Andarge W.Giorgis Memorial School

2nd Term English Examination for Grade 12

Time allowed 1:30hr.

Name_____

PART I: READING COMPREHENSION

Read the next passage and answer the questions that follow. (1 point each)

1. Rushing home one late evening I had to climb in a taxi that was packed with passenger of all kinds **crammed** into all available spaces; after hesitating a moment I found myself one little space left out from two plump ladies. I though that taxi would immediately leave after I sat, but to my surprise the attendant asked me if I could squeeze in another girl who stood by the door of the taxi smiling at me so that I would concede. I could have helped her if she had not been short and ugly (I said to myself). Hell no! I told the attendant that I would no one else and anymore passenger means trouble. The ladies next to me also supported my opinion and off we went.
2. When I got home I told myself that there would not be any movie-watching that night for a challenging day awaited me the next morning at the office. As human resource department head, in the place I worked, interviewing fifteen ladies that applied for the position of waitress in the staff cafeteria was my responsibility. Lying in my bed I was contemplating which one of the applicants was the most elegant one; well I had been instructed by the executive manager of our company that I had to recruit the most **picturesque** of the interviewees. He told me, "...well you wouldn't want to go for an unsightly one and make our employees stay on diet..."
3. I did try to tell him, however, that we shouldn't go for looks if we really wanted an industries waitress for our rather busy staff cafeteria that had two lousy waitresses that were good for nothing. A diligent worker often

in my opinion, I tried to convince him, is usually the ugly one because nobody would be looking at her and she would only mind her work. I didn't want to press any more however, because I know he feels about looks; only two months back he fired his previous secretary for pretty reason just to promote one junior who of course has an exquisitely shaped body and adorable sweet face. The previous secretary whom he fired had once won a medal for best performance but her rather disagreeable stature and flat nose couldn't impress her boss. The **new princess** of secretary is expected to win the coming season's medal for indolence.

4. I was still lying in bed contemplating about the interview ahead when my wife slid under the blanket next to me. Looking at her, I told myself-"isn't she beautiful?" All those ten years since we got married, she hasn't changed a bit. I still remember how I met my wife eleven years back; I had difficulty to let her go off first girl friend with **whom** I was **hanging around** when I met my wife. Looks matter if we are talking about marriage. I told myself that I did the right thing in this regard when I gave up my first girl friend for her unattractiveness and chose my **adorable** wife.
5. Finally, I noticed that I had consciously fallen for my big boss' opinion that our staff cafeteria should have one lovely girl for a waitress; and I almost decided which one of the interviewees I should go for.

A. Answer the following question briefly

1. Why did the writer refuse to squeeze in the girl?

_____

2. What kind of waitress did the writer want to employ?

_____

3. What kind of waitress did the manager want to be employed?

_____

4. Why did the writer leave his first girl friend and marry another?

_____

B. Say true/ false for each statement

_____5. The boss fired his first secretary for being pretty lazy.

_____6. The writer deplored the second secretary's performances.

_____7. The writer doesn't care at all for physical beauty.

_____8. The boss' instruction was adhered to.

C. Choose the contextual meaning of each word or phrase

_____9. 'Crammed' (Para 1) means A. pushed with force
B. pulled C. released D. invited

_____10. 'Picturesque' (Para 2) means
A. having picture B, colored C. charming D. polite

_____11. 'Fallen for' (Para 4) means
A. handed over B. yielded to C. opposed D. disobeyed

_____12. 'Hanging around' (Para 4) means
A. being hung B. lifting up C. working with D. being around

_____13. 'Adorable' (Para 4) means
A. ugly B. polite C. very attractive D. very diligent

D. Choose who/ what each word or phrase refers to

_____14. 'him' (para 3) refers to A. the writer B. the reader
C. the manager D. the interviewer

_____15. 'new princess' (para 30) refers to
A. the first secretary B. the second secretary
C. the waitress D. any lady

_____16. 'whom' (para 4) refers to A. wife b. applicant
C. first lady D. girl friend

E. Rearrange the events listed according to their sequence of occurrence in the writer's life.

a. interviewing the applicants	b. hanging around with his girl friend
c. climbing in a taxi	d. abandoning his girl friend
e. talking to the manager about the applicant	f. lying in bed and contemplating
g. deciding to employ a lovely girl	h. getting married

17._____18._____19._____20._____21._____22._____23.___

_____24._____

PART II: GRAMMAR AND USAGE

1. The man sitting next to me on the plane was nervous because he _____before.

A. hasn't flown B. didn't fly C. hadn't flown D. was not flying

2. There is somebody walking behind us. I think_____

A. we are following B. we are being followed

C. we are followed D. we are being followings

3. I' am sure I locked the door. I clearly remember_____it.

A. locking B. to lock C. to have locked D. lock

4. Are you looking forward_____Ann again?

A. seeing B. to see C. see D. to seeing

5. It took us a long time to get here. It was_____journey

A. Three-hour b. a three-hour C. a three-hour D. three-hours

6. I'm going to a wedding party next Saturday.___is getting married

A. A friend of mine B. A friend of she

C. A friend of me D. A friend of sister

7. The women was carrying a _____bag

A. black small plastic B. small plastic black

C. small black plastic D. plastic black small

8. I haven't got _____on holiday at the moment.

A. money enough to go B. enough money to go

C. enough to go money C. to go enough money

9. Let's get a taxi. It's___to walk

A. a quite long way B. quite a long way

C. a long quite way D. a way quite long

10._ We____grade 12 by the end of this year

A. will have completed B. would complete

C. could have completed D. will be complete

11. She works_____ week.

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

12. I am not good_____ repairing things.

A. at B. by C. in D.on

PART III: SPEAKING

Give communicative response that is contextually proper to each expression. (2 points each)

1. Making prediction of Ethiopia's economic development in the coming five years _____

_____

2. A friend: I want to score good grade in the university entrance national exam. What should I do?

You: _____

_____

3. X: I just love your way pf treating your customers.

Y: _____

_____

4. A: The southern Sudanese referendum will end one of the longstanding conflicts in the region.

B: _____

_____

(Agreement/ Disagreement/ partial)

5. Someone at the gate: Excuse me, can you tell me where the director's office is? You (tell direction): _____

_____

BETHEL MEKANE YESUS SCHOOL ENGLISH

1ST semester Mid term exam Prep II (Grade 12)

Wednesday, November 24, 2010 Time allotted 60'

Name_____sec._____No_____

I. Read the text below and answer the questions that follow it.

Letter of Complaint

Dear Sirs.

Your shipment of twelve thousand 'Smart' watches was received by our company this morning. However, we wish to make a number of complaints concerning the serious delay in delivery and your failure to carry out our explicit instructions with regard to this order.

It was stressed from the outset that delivery date had to be less than six weeks from the initial order to comply with our own customers' requirements. While we appreciate that delays in production are occasionally inevitable, we must point out that the major reason why the order was placed with your company was because we were assured by you of its **straightforwardness**, and that your existing stocks were, sufficiently high to ensure immediate shipment. Late delivery of the goods has caused is to disappoint several of our most valued customers. And is bound to have an **adverse** effect on potential future orders

The second complaint concerns the **discrepancy** in color between the watches we ordered and those delivered. It was stated clearly in the original order that watches in combinations of green/purple and orange/ purple only were required. However, only has the watches in the delivery received are of the colours specified. Cur Hong agent assures us that she stressed to you the important of following our instructions precisely since we consider there to be only a **limited market** in this country for watches of other colors at the present time. Any watches that are not of the **specified colors** will, of course, be returned to you.

We are also somewhat concerned about the rather poor quality of the goods received since it is apparent that the watches that finally arrived have been manufactured to a lower standard than those in the sample. We have also found that a number of the watches do not appear to be functioning. **Whether the latter problem** is due to poor manufacture, damage in transit or **defective** batteries is not yet clear, but we should like to point out that we feel **this** matter to be entirely your responsibility.

As a result of the above problems, we feel that the most suitable course of action is to return to you unpaicany of the goods considered unsatisfactory, and to deduct any costs incurred from our final settlement. We shall also, of course, be forced to reconsider whether any further orders should be placed with your company.

We look forward to your **prompt** reply.

1. How many of the watches will be returned to the manufactures?

A/ 6,000 B/ less than 6,000

C/ more than 6,000 D/ the passage doesn't give enough information to answer

2. The manufactures of Smart' watches were given the order because

A/ they were assured and there was sufficient space for immediate shipment

B/ the watches would be easy to make and the designs were already prepared

C/ they promised they could produce enough stocks quite quickly

D/ they claimed the order would be easy since the watches were already in stock

3. Receiving watches in the wrong colours is a problem because:

A/ the Hong Kong agent stressed the need to fulfill the order exactly

B/ these watches will be difficult to sell

C/ they will not be to get into the limited market

D/ people will not buy the watches as presents

4. 'Prompt' in paragraph 6 is closest in meaning to:

A/ apologetic B/ explanatory C/ expected D/ early

5. Which of the following does 'the latter problem' in paragraph 4 refer to?

A/ the poor quality of the goods B/ the use of inferior materials

C/ the low standard of manufacture D/ some of the watches not working

6. The last sentence of paragraph 5 has been included in order to suggest that:

A/ the receiving company may cease trading with the watch manufactures

B/ the company will probably reduce the number of watches it orders in future

C/ the writers are afraid their company might go out of business soon D/ the company are probably willing to give the manufactures another chance

7. Late delivery will have an 'adverse effect on future orders' paragraph 2 because:

A/ the company will no longer place orders with the manufactures

B/ future orders will have to be delivered sooner

C/ the company is sure to lose some of its business with its customers

D/ the company will certainly have to advertise it self more effectively in future

8 'Limited market in this country for watches of other colours' in paragraph 3 means:

A/ not many shops are able to sell such watches

B/ other watch companies make it difficult for newcomers to enter the market

C/ market stalls don't seem to sell such watches here

D/ not many people are interested in buying such watches

9. 'Discrepancy' in paragraph 3 is closest in meaning to:

A/ problem B/ damage C/ difference C/ variety

10. Which of the following is closest in meaning to 'detective' in paragraph 4:

a/ unsuitable b/ incorrect c/ faulty d/ under-power

11/ 'adverse' in paragraph 2 means the same as:

A/ unfavorable B/ positive C/ reduced D/ promotional

12. Which of the following does 'this' refer to in paragraph 4:

A/ poor manufacture B/ damage during transportation

C/ poor manufacture, damage during transportation and defective batteries

D/ the problem of watches not working

13. In the last sentence of paragraph 4 the writer implies that:

a/ the watch manufactures have tried to cheat the company

b/ his/her company does not intend to pay for damaged watches

c/ the manufacture have behaved irresponsibly in this matter

d/ the company would prefer not to attach blame for the problem

14. In the last sentence of paragraph 3, 'specified colours' refers to:

A/ the wrong colours B/ watches of other colours

C/ the colours originally ordered D/ none of the above

II. Choose the best answer and write the letter on the space provided.

1. The president _____an hour ago.

a/ should arrive b/ought to arrive

c/ must arrive d/ ought to have cinema

2. You_____ to her house because she told you to meet her at the cinema

a/ should go b/ shouldn't have gone

c/ should have gone d/ must have gone

3/ Shallows_____ the box easily

a/ Can to lift b/ can be able to life

c/ able to life d/ can lift

4. The students_____ be here by ten o'clock. Otherwise they will be punished.

a/ Can b/ ought c/ must d/ may

5. Blen _____the message twice before she understood it.

a/ Must repeat b/ ought to repeat

c/ have to repeat d/ had to repeat

6. Economics _____is known as an inexact science because it relies heavily on variables and subjective judgments

a/ is what b/ it c/ which d/ that it

7. Written mail, which is currently referred to as "snail mail" _____by frequent computer users, by email and other electronic technologies.

a/ is being slowly transformed b/ will have been slowly transformed

b/ slowly transforms d/ was slowly transformed

8. Airport x-ray devices _____designed more carefully to direct the more sophisticated forms of explosive materials that are now produced.

a/ must have been b/ must c/ must be d/ must have been being

9. Unless an observer knows _____an eclipse properly, severe retinal and cornea damage car result.

a/ to observing b/ how observing

c/ how to observe c/ to have observed

10. Sugar intake, particularly that of refined sugar____curtailed by most overweight people wishing to lessen their corpulence.

a/ must being b/ which must c/ must be d/ must

11/ Emma Thomson was nominated for an Academy Award as both a screenwriter

a/ also b/ or c/ in addition d/ and

12/ with nether a naturally aggressive disposition_____particularly large size, the mimic octoras survives quite easily because of its natural adaptations

a/ and a b/ with its c/ nor a d/ or

13/ Life in the Sahara has many negative features including aridity and high temperatures but many positive aspects___

a/ in addition to b/ as well c/ coupled with d/ plus

14. As a unthread language, Esperanto has never really gained widespread acceptance _____ its lack of native speakers.

a/ because b/ as a result c/ in order to d/ due to

15. because of its warm tropical climate, Hawaii_____subzero temperatures.

a/ almost experiences never b/ experiences never almost

c/ experiences almost never d/ almost never experiences

16. The thief admitted _____the money

a/ to steal b/ stealing c/ to have stolen d/ to stole

17/ we tried our best,_____we couldn't be successful

a/ yet b/ so c/ nevertheless d/ although

18/ The little hid_____out on the road at that time last night

a/ should not be b/ ought not to have been

c/ was not be being d/ might have being

19/ I know that she____in the library at this moment

a/ has worked b/ works c/ is working d/ was working

20/ she chose him_____

a/ to be her husband c/ for her be husband

b/ be her husband d/ being her husband

III. Choose the correct item from the choices in the parentheses and underline the correct answer.

1. He (correct. Correctly) defined the terms. The answer sounded (correctly, correct).
2. She (quickly, quick) adjusted the fees. She adapted quickly to any situation
3. He measured the floor (exact, exactly). They proved to be (perfectly) (exactly) measurements
4. The stillness of the tomb was (awfully, awful). The tomb was (awfully) still
5. it was a (dangerously. Dangerous) lake to swim in. The man was (dangerous. Dangerously) drunk. The gas smelled (dangerously, dangerous).

Vocabulary from the textbook

1. Write the appropriate word in each column of the table below

Vocabulary word	Adjective	Noun	Verb	Adverb
Inform				Informatively
Invent				Inventively
Improve			improve	
Special		Specialty		
industry				industrially

2. Write the synonym and antonym words for the following in the table

	Word Synonym	Antonym
	Safety Satisfied Regular Sadden Sanity	

IV. Write what you think will happen in the future (predictions). Write clearly and correctly. Use:

I expect I think I hope I don't expect I will I won't I imagine

1._____

2._____

3._____

4. _____

5._____

6._____

7._____

Bethel Mekane Yesus School

1st semester English Final Exam

Time allotted: 75min.

Name _____ Sec. _____ Roll No._____

Read the following passage and answer the questions that follow it.

Under the beautiful blue sky of Addis Ababa, if there are two things under attack one is common sense, while the other is life it self . They are under attack not from an alien agent but from those who are disrespectful of traffic regulations and the proper use of roads.

From a turn-of-century 'Sebara babur' to the new millennium SUVs, cars have roared the roads of Addis Ababa for generations now. Their numbers are now just a few 200,000 – plus on the road. They are devouring on their prey-the souls in the stress. After all who lends the wings to the 'mea china' to soar the toll of the roads.

For every 1000 people, Ethiopia has two cars, while this figure goes five for Tanzania and seven cars for Uganda. It is still too risky to drive in the streets of Addis Ababa. Out of 10,000trafficaccidents reported in the country,1700 people died and tenfold injury occurred .More than a quarter of a billion Birr worth property was damaged .Hospitals and medical personnel are forced to spend time and energy on these casualties that could have been avoided easily . Besides, the life of almost all pedestrians is at great risk.

According to Addis Ababa road transport Office, traffic casualties on pedestrians account for 68% in the whole country the capital taking 91% share. The Addis Ababa city administration and Oromia regional state make up 58% of the death toll due to these casualties. Despite the Oromia regional state having fewer cars than Addis Ababa, the death ratio has increased by 14% .

Causes of traffic accidents include driving under the influence of alcohol, drugs (including khat) high speed and disobeying traffic laws. It is said to lose some one's life due to sheer negligence.

Motorists hardly give priority to pedestrians thus causing 44% of traffic casualties, while five traffic casualties were caused by pedestrians. Therefore, almost 50% of traffic casualties can be avoided enforcing traffic laws, which is traffic laws, which is a question of simple common sense- to give way and save human life.

Every motorist in any town says that the road sease of a pedestrian is poor. If you are in the driver's seat for an after noon, you will understand exactly what that means .On the other hand, many motorists are too selfish to give way. The four-letter-word is becoming quite common with the driving license grades. It is the surest conventional wisdom that those who make trouble for others make trouble for them selves.

Source: Fortune March 30, 2003

I . Choose the best answer and write the letter of your choice on the answer sheet

1. Careless / reckless driving is _____
   a. Always caused by drunk drives
   b. Responsible for every road accident
   c. Totally the driver's fault
   d. A result to common sense
2. Accident son roads _____
   a. Usually happen to traffic-policeman
   b. Are sometimes caused by traffic-policeman
   c. Happen due to failure in proper use of road
   d. Occur because too many
3. Sebara babur _____
   a. Has a service spanning100 years
   b. Is an old type of car used in A.A
   c. Existed in A.A ahundred years ago
   d. Was the first train in A.A

4. The two fundamental cause of traffic accidents in A.A are _____

a. The number of cars and the condition of roads

b. Disregard to pedestrians and condition of roads

c. Failure in proper use of roads and disregard to traffic rules

d. Undue regard o the safety of cars and total disregard to pedestrians

5. Road accidents _____.

a. In A.A account for 68 pe of the countries

b. In A.A cause 58pc of the death-toll in the country

c. Occurring in Oromia are the highest in the country

d. Cause 91% of the death – toll in the country?

6.One of the following sentences is false, which?

a. Pedestrians are responsible for much of the roads accidents

b. Factors affecting common sense include alcohol and drugs

c. External objects hardly cause road accidents

d. Traffic laws contribute to the increase in accidents

7.Law–breaking or breach of traffic rules account for nearly___ of road accidents

a. Half

b. Third

c. A quarter

d. 100%

8.Common sense' according to the passage refers to _____

a. Drivers' arrogance towards pedestrians'

b. Lack of road sense of pedestrians

c. Doing the right thing to avoid accidents

d. Selfish attitude that motorists and pedestrians share

9.Which one best fits as a title for the above passage?

a. The history of Ethiopians cars

b. Motorists common sense

c. The death toll on Ethiopian Roads

d. Road accidents in Addis Ababa

10. 'Their' in "...Devouring on their prey" refers to _____

a. Sebara babur's

b. SUVs'

c. Victims

d. Cars

11. They in "They are under attack ..... " refers to _____

a. Pedestrians

b. Drivers

c. Pedestrians and drivers

d. Life and common sense

12. *This* in "this figure goes five for"..... refers to_____

a.1000

b. 2:1000

c. 5:1000

d. 7:1000

II. Vocabulary Match words/phrases takes from the passage with their meaning

A	B
13. Alien	a. scandal escalate
14. Turn-of-the century	b. completed total
15. Roar	c. strange
16. Devour	d. sound of a car
17. Soar	e. beginning
18. Casualties	f. kill/swallow
19. Sheer	g. victims of accidents

III. Select the sentence closet I meaning to the original

1. It never crossed his mind that she might be late

a. It never felt bad to know that she would be late.

b. He had no doubts that she would be late.

c. He didn't bother about her being late.

d. It didn't occur to him that she could be late.

2. The football fans who got disappointed at their team's performance left the stadium early.
    a. All supports left before the game was over.
    b. All supports of the team left too early.
    c. Some supporters of the team remained behind.
    d. Some supporters didn't mind their team losing.
3. Can't help feeling sorry for people like him.
    a. He isn't a worthy person I should feel sorry for.
    b. People like him seldom find sympathy among others.
    c. I am naturally bound to feel sorry.
    d. I am not inclined not to help him.
4. The book contains too many cultural taboos to ever see the light of day.
    a. The book contains too many cultural taboos to ever see the light of day.
    b. The book won't be published for it contained many taboos.
    c. Cultural taboos help a book sell itself.
    d. The book will take time before it gets published.
5. A retreating army has a day to fight another war.
    a. A retreating army can still have the capability to fight.
    b. A retreating army may have the chance to fight again.
    c. The fate of a retreating army depends on fighting another war.
    d. An army retreats with the objective of waying yet another war.

IV. Vocabulary in context

1. Who doesn't fancy her? She is so _____ and beautiful
    a.fat b. slim c. skinny d. thin
2. All over the country, there is a sharp _____ in the cost of living
    a. rice b. raise c. rise d. arise
3. We need time to study for our final exam tomorrow. It is _____ to even think about going to bed at all
    a. meticulous b. ambiguous
    c. ridiculous d. courageous

4. Take the same _____ as him, and you will end up in Nairobi

a. root b. rout c. route d. routine

5. Shouldn't we now give this idea up? To me, it is a lost cause the underlined phrase can be replaced by

a. failure b. had plan c. cheap idea d. misconception

6. I am _____that she will arrive this afternoon. She has already left from there.

a. convincing b. confidence c. confident d. contradicts

V. Grammar

Choose the best alternative to complete each sentence

1. _____ each of the candidates in this hall have a pen and a pencil?

a. Is b. does C. do d. has

2. You _____ not tell lies if you want people to trust you

a. have b .ought c. must d. will have

3. When she retired, the woman _____ for thirty- five years as a teacher

a. worked b. had worked c. was working d. has been

4. The poor _____ always in need of money

a. is b. are c. were d. has

5. unless you refrain _____ shouting in the presence of your teachers you will be punished

a. with b. from c. at d. to

6. In which sentence is a link verb underlined

a. Behailu moved the lawn b. he swept the walk , too

c. she was proud of her work d. a neighbor gave him a job

7. The fire speed through the building quickly but every body____

a. was able to escape

b. managed to escape

c. could escape d. a and b

8. Why did you stay at a hotel when you went to Hawassa?

   You

   ___ with zain.

   a. must drop

   b. must have dropped

   c. must be dropping

   d. must have been dropping

9. There's plenty of time. You _____with zain

   a. Don't have to b. mustn't c. needn't d. a and c

10. Most army officers _____in this academy.

   a. Have trained b. are training

   c. have been trained d. are given trained

11. Aster _____ the soup to check the amount of salt now

   a. tastes b. is tasting c. tasted d. is tasted

12. Let this job ____ in a week's time

   a. to be finished b. being finished c. is finished d. be finished

13. Eleven people were killed _____ the explosion

   a .by b. with c. on d. in

14. I think her grandmother is _____

   a. dead b. Died c. die d. death

15. I warned Abera _____ at the hotel near the airport

   a. with staying

   b. with to stay

   c. against staying

   d. against to stay

VI. Communication English

1. Selam: Heloo I don't often see you at the bus stop

   Alem :_____

   a. No , I am not here on Monday
   b. No , I usually walk
   c. No, I am going to cater the bus
   d. Yes, I am going to catch the bus

2. Yalemzwud :_____

   Kirubel : Yes, would you tell him kirubel called?

   a. Can I speak to Solomon
   b. He is out to lunch
   c. Would you like to leave a message?
   d. Just a moment

3. Solomon: I am sort. I came late

   Almaz :_____

   a. Think nothing of it
   b. Oh , I see
   c. Sorry
   d. Can I help you?

4. Biruk ! _____

   Selam : Thank you. I'd be glad to

   a. You're wonderful
   b. I am sorry
   c. Would you care for a cup of tea?
   d. Would you mind for a cup of tea?

5. Your friend: How do I get to Ayele's house?

   a. First turn left, then right. you can't miss it
   b. Ayele is not in his house. He is at school
   c. I have not seen for a long time so, I don't know
   d. Ayele? There is no Ayele here. You have got the wrong number

VII. Writing

Choose the best answer

1. Which one of the following words is wrongly spelt?
   a. Believe b. Cumulative c. Deceive d. Accommodate
2. Which one of the following words is Not correctly spelt?
   a. Cafeteria b. Academic c. extension d. Environment
3. "Dear everyone, we're having a fantastic time here"
   a. Letter of acceptance b. business letter
   c. letter to close d. formal letter
4. Which one of the following sentences is correctly punctuated?
   a. He saw, or at least he though, a big snake lying in his bed
   b. He saw, or at least he thought ,a big snake lying in his bed
   c. He saw, or at least he thought ,a big snake lying in his bed
   d. He saw, or at least he thought ,a big snake lying in his bed
5. "Please, take a seat in the hall until a nurse calls your name." This is most likely a notice in a _____
   a. Nursery b. hospital c. nursing college d. medical school

Appendix-D

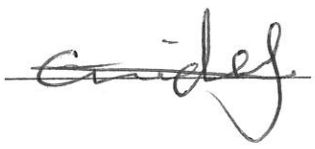
Distribution of the Cognitive Levels in Test Questions

Knowledge	Andargie W/Giorgis Memorial School Mid- parts I and II Final-part II	Bethel Mekaneyesus School Mid –part I number 1, part II and III Final-part I number 5 and 7, Part V and part VII number 1 and 2
Comprehension	Mid Final –parts I and III	Mid –part I excluding number 1 Final - part I excluding number 5 and 7, parts II, III, IV number 3 and 5 and part VI
Application	Mid-part III Final	Mid –part IV Final –part VII number 4
Ungrouped	Mid Final	Mid Final- part IV number 1,2,4 and 6,part VII number 3 and 5

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other universities and that all sources of information used for the thesis have been duly acknowledged.

Name: Enideg Abebayehu Tamirie

Signature 

Place: Addis Ababa University

Date of Submission : June 14, 2011