

**CONTINUOUS ASSESSMENT: ITS
VALIDITY, RELIABILITY
AND FEASIBILITY**

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CONTINUOUS ASSESSMENT:
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AND FEASIBILITY

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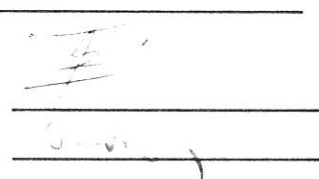


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ABSTRACT

In this study an attempt was made to find out whether or not continuous assessment in the teaching of English is more effective than the non-continuous traditional assessment practised in our high schools. To test this, an experiment was conducted for ten weeks in which a sample population of 138 Grade Eleven Students in two groups (74 control and 64 experimental) took part. A teaching material was prepared along the principles of the 'Communicative Approach' and given to both groups.

The statistical test made on the pre-test scores of the study and control groups showed no significant difference. Nevertheless, in the post-test scores obtained, the study group performed better than the control group at a significance level of 0.05.

The study being essentially a testing approach was interested in investigating the validity, reliability and feasibility of continuous assessment. The better scores of the study group on the post-test reveal the effectiveness of the new method tried. Moreover, the responses from the student questionnaire validate this view.

The aggregate scores obtained from the continuous assessment and from the post-test were correlated to test reliability. The result shows a very strong positive correlation.

The feasibility of continuous assessment in the present circumstances is rather strongly doubted. The low morale of both students and teachers and the lack of cooperation of the latter are believed to be among the major practical constraints.

CHAPTER I

INTRODUCTION

1.1. Statement of the Problem

Despite its prominent position in Ethiopia - as a medium of instruction at secondary and tertiary levels and as a language of international communication, English is reported to be declining, (Tewolde, 1988; Dejene, 1990). Why?

Language researchers believe that language teaching and testing are highly interrelated and therefore reciprocally affect each other (Hughes, 1989; Heaton, 1990; Saleemi, 1988). The washback effects of tests positively or otherwise affect language learning /teaching (Ibid).

The ESLCE English is reported to have a strong negative washback effect on primary and secondary levels English language learning and testing; as it is criticized for being purely objective (wholly multiple choice variety) hence not involving productive language. It is also attacked for being poor in content sampling (Tesfaye, 1982; Denjene, 1990).

Though the reliability coefficient of the ESLCE as a whole is reported to be high, it is suffering from other reliability constraints. For example, other than a lot of rumors heard in the past few years about the leak of the ESLCE, in the academic year 1992, the ESLCE Office has officially disqualified around 10 exam centers due to a massive theft attempted by the candidates. Some more centers were also partially disqualified for particular subjects.

Similarly, the school English exams seem to be suffering from validity and reliability constraints. In relation to validity, the test items are predominantly discrete language items. Comprehension and vocabulary questions which dominate the activities in the textbook are undervalued. Other skills or sub-skills are not entertained, thus the content sampling cannot help being weak. As to the latter, among other things, the few number of test items served seem to endanger the reliability aspect. On the top of this, cheating during exams seems inevitable and constantly on the rise.

On the other hand, continuous assessment is apparently gaining increasing importance. It is believed to be more valid, reliable and motivating than the traditional one-off exams. These days, advanced nations such as England, Spain, Australia, and others are applying continuous assessment partially or wholly in their educational system (Heaton, 1990; Johnston, 1987; Bruton, 1987).

Nevertheless, here at home, no research has been done so far to test these above theoretical claims. Therefore, this research is an attempt along this line which endeavours to see the validity, reliability and feasibility of continuous assessment in government high schools in Addis Ababa.

1.2. Purpose of the Study

The purpose of the present investigation is to:

- i. assess how valid, reliable and feasible continuous assessment is in the Ethiopian high school context and;
- ii see if continuous assessment contributes to the English language proficiency development of Ethiopian high school students.

1.3. Importance of the Study

Obviously non-native speakers study foreign languages for various purposes such as meeting their communicative needs in given areas of language use. Ethiopian students, for instance, primarily study English in order to be able to use it as a medium of communication particularly in their academic endeavour starting from grade seven.

Nevertheless, increasing complaints are heard and reports received about the apparent decline in the English language proficiency of our high school students. According to the researcher's personal experience and his informal inquiries, English and Amharic are used in nearly equal proportion in English classes. It may sound even more sensible to imagine that content course teachers make more use of Amharic during their teaching.

There could be many factors contributing to the decline of students' English. This paper, however, examines the effect of assessment: continuous assessment vis-a-vis the traditional non-continuous assessment. This is founded on the belief that language testing and language teaching and / or learning reciprocally affect one other.

In Ethiopia, the ESLCE English type end of semester or end-of year English exams have been widely used since long. Among other things, these exams are wholly form-based and purely objective, in both cases giving little room for genuine communication. Objective type tests are also believed to encourage guessing and or cheating (Hughes, 1989). It seems to be a general belief that such practices have aggravated the language problems of students.

Students should be responsible for their own learning and should have a clear view of their language ability both in the light of what is required of them and their position in comparison to that of their classmates. To reach these objectives, the learners should be exposed to self-assessment and group-assessment techniques so that they may develop a clearer view of their ability in specific areas of language. The student should be taught how to offer and receive feedback and make use of them. Accordingly, they may adjust their study on the bases of their strengths and weaknesses. Therefore, what the teacher offers the learner as a mark or grade could be more meaningful and useful.

In the system of continuous assessment, a student is evaluated on the basis of more specific and operational objectives. For instance, one's top scores on a reading comprehension test do not suggest their excellence on listening comprehension and vice versa. Such specific description, other than justifying the student's evaluation helps them to pay reasonable and balanced attention to each skill and/or subskill according to their specific needs. Moreover, under this approach, every activity of a student and the progress they makes is credited. Here, an assessment is not something that emerges at the end of a semester or a year to decide upon the fate of the learner. Rather, it is a more sensible and rational instrument which weighs systematically the different linguistic abilities of the learner over a longer period of time.

In our high school English tests or the ESLCE English, for example, the score of a student who is good at many areas of language but weak at grammar is likely to be very low as grammar is dominant in these exams. The same is true of a student who, during exams, feels very

nervous or is slow and, so on. But, this is generally not true of the case of continuous assessment as it endeavors to control many of the validity and reliability constraints inherent in one-off exams.

Talking about 'better English' without addressing the main problems that militate against it would be meaningless. One major source of such problem seems to be, as indicated above, the high school English testing system in general. It is hoped that an investigation into such a problem would thus have a great contribution to the improvement of English language instruction and assessment in secondary and primary schools.

1.4 Delimitation and Limitations of the Study

Due to shortage of time, material and financial resources, this study has been limited only to Grade Eleven students enrolled in Bole Senior Secondary School in Addis Ababa during the 1992-93 Academic Year. Besides, other limitations in the preparation of the teaching material, the preparation and writing of tests and the methodology used are attributed to the capacity of the researcher.

1.5 Definition of Terms

Following are the definitions of basic terms used in the study:

Backwash Effect:- is the effect good or bad tests exert on learning a language (Hughes,1989).

Continuous Assessment:- is a mode of assessment which takes place over a longer period, say a semester, a year or so. It always

formal and informal, subjective and objective assessment. (Johnston, 1987; Chater 1984; Heaton, 1990).

Impressionistic Assessment:- is a subjective assessment based on the teacher's total impression about a particular language ability of a student. It chiefly makes use of profile report and is generally carried out while the learners are unaware (Johnston, 1987; Heaton, 1990).

Progress Tests:- are also commonly referred to as periodic tests and diagnostic tests. They are small tests or quizzes usually administered informally. They re chiefly aimed to check progress in learning (Harrison, 1983; Chater, 1984; Johnston, 1987; Heaton, 1990).

CHAPTER II LITERATURE REVIEW

2.1. Relationship Between Language Teaching and Testing

Developments in language testing cannot be seen in isolation from language teaching for they are inseparable essential components in the course of language teaching/learning. Hughes (1989:1) illustrates this relationship as follows: "The proper relationship between teaching and testing is surely partnership..."

By way of showing this same strong bond, Heaton (1988:5) stated that:

"Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other.

If teaching and testing are so closely related, it would be appropriate to look into the various aspects of testing that would have bearing on teaching. The following few pages have something to say on this.

2.2. Objectives of Tests

Tests are designed and administered with various purposes in mind. With particular reference to classroom tests - which is the chief concern of this paper - Heaton (1988:6-7) identifies the following purposes of testing:

- i. to find out problematic areas whether of individuals or of the whole class;

- ii. to assess the efficiency of the syllabus, the methods, and materials the teacher is employing;
- iii. to distinguish levels of abilities among learners;
- iv. to check the accomplishment of the intended goals;
- v. to stimulate students' learning.

2.3. Factors that Affect Language Testing

When one is thinking of a test, she cannot help thinking in terms of test validity, reliability and practicality - which are the three most important features that affect language testing. The first two features, validity and reliability, are rather vague concepts which suffer from a lack of clear definition about precisely what they are and how they should be assessed (Underhill 1987). And they take various forms. Let us briefly look into them.

Validity is broadly understood as the ability of a test to assess a certain amount and type of language based on the specific purpose(s) of the test in question. For example, a test on a simple present tense is said to be invalid after a lesson on a past tense and vice versa. But a test on a past tense is valid when it follows a lesson on the same subject. (Heaton, 1988; Underhill, 1987; Bachman, 1990; Harrison; 1983).

Validity is a prominent element in affecting language tests, and tests frequently suffer from validity related matters as they do from reliability elements. Regarding this point, Huges (1989:1) writes: "...too often they {language tests} fail to measure accurately whatever it is they are

From the validity point-of-view, one must be able to answer two vital questions: the correspondence between a test and its objective (s) and the magnitude of sampling. The former is more related to the type of a test - whether it is a proficiency test, an achievement test, diagnostic test and so on. The latter question is pertinent to the coverage of the content of the material taught in the test. Mainly due to scoring related problems, there is a frequent tendency to test those items that are easier to test irrespective of their importance. Class tests appear to be more valid as compared to standardized tests assuming that the course and the test are well adjusted to the course objective and several tests are administered-which are common practices in the majority of schools (Hughes, 1989; Heaton, 1988; Bachman, 1990).

Reliability, though, considers a lot of physical and emotional visible as well as invisible elements, that affect the testee's performance, and, hence, the tester's judgement generally refers to the consistency of measurement across time or persons. Thus, a test that is marked in the same way by different markers but with the same results is considered reliable (Ibid).

Assuming that a test is valid enough, it is impossible to perfectly control those reliability factors that affect language testing in one way or another. Some of the factors that affect scores on language tests, such as the neatness of the test room, sufficient light, seat arrangement, neat and clear printing of test papers and so on, seem to be potentially within the examiner's control while a lot others like sudden changes or fluctuations in test takers' physical, emotional or mental conditions; awareness of a certain test method, memory, the

testees' age and sex and the like are believed to be unpredictable and hence uncontrollable (Bachman and Palmer 1981; Shohamy, 1984a; Bachman, 1990).

The details of these reliability factors are so large that some of them may not even be noticed at all. It appears very difficult to successfully handle the so-called manageable reliability elements, let alone the difficult ones under many testing situations (Bachman, 1990).

All standardized tests, in particular, seem to suffer from the above-mentioned reliability problems, though to various magnitude. The classroom tests, on the other hand, might be affected by these factors to the minimum (Heaton 1988 and 1990; Hughes, 1989; Bachman 1990).

Regarding this point, Bachman (1990:58-59) believes that the class teacher can relatively easily tackle reliability problems and with a minimum expense by simply "reversing his decisions," that is to say, by setting another better test with relatively fewer limitations. This above point seems to indicate that continuous assessment which is entirely classroom based could be useful to handle most reliability matters.

The practicality of a test addresses empirical problems, such as time, financial and material resources available, the personnel involved in the testing task, testing environment and so on, which are essential in the administration of a test (Saleemi, 1988).

Though a good test is sought to successfully harmonize these above features, ^{it} rarely succeeds (if

ever) in doing so. The following point, for example, discusses a clash between validity and reliability.

2.4 Conflict Between Validity & Reliability

With regards to the very close link between the reliability and validity of a test, Oller (1979) writes:

"Validity and reliability are inseparable essential features of a test, thus a test can't be any more valid than it is reliable.

Nevertheless,, stressing the importance of being cautious when talking about reliability or validity of a language test, Allen and Davies (1977:7) observe the following:

... there is neither perfect validity nor perfect reliability as such thus above a certain point an increase in validity causes a decrease in reliability and vice versa.

When we look into actual language tests, we notice that objective tests are predominantly concerned with reliability while subjective tests show much concern for validity (Saleemi (1988). And this appears to reveal the fundamental clash between reliability and validity inherent in language testing. A sort of moderate approach, therefore, may help to loosen this long-standing conflict. Continuous assessment in its attempt to approach language testing from different perspectives by combining different techniques, which we shall see soon, may more practically address this long existing controversy apparent between reliability and validity.

2.5 The Washback Effects of Language Tests

Teaching and/or learning and Washback, the effect good or bad an assessment exerts on the teaching/learning process, are very closely linked. Ideally speaking, the test objectives and the course objectives are required to be the same or at least to correspond very closely. In line with this Saleemi (1988) believes that:

Good backwash means that the test and the course of instruction influence each other reciprocally, and the testing is beneficial to the teaching/learning process.

This shows that tests highly influence, either negatively or otherwise, the language teaching programmes. When teachers gear their teaching very closely to the examinations, it can have a useful or damaging effect depending on the nature of the exam (Hughes, 1989).

As regards the influence of language exams on language teaching/learning, Heaton (1988:171) is of the opinion that:

While we may deplore, and must guard against certain backwash effects of testing on the one hand, it is fair to point out on the other hand that testing has been one of the greatest single beneficial forces in changing the direction of language teaching in many areas...

This reminds us, (language teachers), to re-examine our testing practices: to emphasize in our language tests those abilities 'whose development we want to encourage' Hughes(1989:44). In Hughes' words:

We have to overcome the usual tendency of testing these elements of language which are easy to test or convenient to score without being interested in their actual development in our students (Ibid; p.23).

Hughes (1989:44-47) goes further to suggest certain basic principles which could help tests exert beneficial washback effect. The major ones are given below:

- i. examine only those abilities whose growth you desire to support;
- ii. employ direct tests under all conducive circumstances;
- iii. establish your achievement tests on specific objectives; Heaton (1988:179-1) adds the following to the list:
- iv. don't over-practice objective type tests as they give little chance to language production;
- v. don't exercise tests that put forth hurtful pressure on the language teaching programmes;
- vi. dispirit the practice of testing procedures as the main means of exercising particular skills.

2.6 Motivation in Language Learning & Testing

Motivation is believed to be one of the vital elements that lead to successful language learning. Spolsky (1989:148), for example, believes that: "The more motivation a learner has, the more time he or she

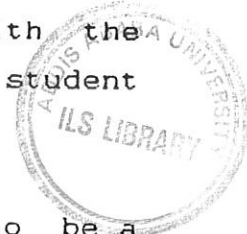
will spend learning an aspect of a second language." it is believed to be a threshold to learning, especially to language learning. As regards this, Gardner (1985:8) relates "... of all school subjects, language learning is the one where motivation is specially relevant."

According to Lambert (1967:102), motivation is a combination of "a goal, effortful behavior, a desire to achieve the goal and favorable attitudes towards the activity in question", all important ingredients of learning. Most educators believe that it is extremely difficult to deal with poorly motivated learners, irrespective of their abilities (Harmer, 1983; Gardner, 1985; Spolsky, 1989; Johnston, 1987).

Johnston (1987:15) believes that: "Motivation is the product of the students' interaction with the setting and the task. And assessment of student motivation is an important part of teaching."

Harmer (1983:5-6) believes motivation to be a "major drive towards a goal." He categorizes it under 'extrinsic' and 'intrinsic' types. In the light of his division, the methods and techniques the teacher employed in the course of his teaching are the component of the 'intrinsic' type. This implies that the type of assessment the teacher practices potentially affects the learners' motivation. Extrinsic motivation, which deals with either integrating with the target culture or with getting a better job or position, is not pertinent to our present discussion.

As regards test related motivation, no conclusive findings have been demonstrated. Nevertheless, the



most consistent finding was that feedback from tests promotes learning (Ross & Henry (1939) as cited in Review of Educational Research (1971:312-319).

2.7 The Drawbacks of One-off Exams and Grades

According to Saleeni (1988), a single end-of term/semester/year exam can't be good enough for learning because, he argues, any feedback coming from such an examination becomes available "so late in the process that it is no longer usable with the same set of learners." (A Forum Anthology, 1989:262).

In relation to this point, Johnston (1987:12) writes:

...they (one off/exams) do not generally permit the learners to reflect upon their works and improve their performances after the tests are marked for they are usually the final decisions.

Addressing this same subject from a reliability vantage point, Johnston comments:

"Judgemental assessments (Formal Exams) are generally one-off offering a single chance to the testee; ignoring the constraints that affect performance during exam.. (Ibid).

Regarding the apparent mismatch between grades and language ability, Bachman (1990:56) writes:

...students can pass several semesters of language courses with high grades and still be unable to use the language for reading or conversing with the speakers of that language.

Supporting Bachman's view, Heaton (1988:8) says that while grades may show the ability to perform well in a certain test, they are unlikely to mirror the testee's general linguistic ability in action.

2.8 Factors that Affect English Language Learning/Teaching in Ethiopia

English, being a medium of instruction from junior all the way to tertiary level, plays a vital role in the nation's educational system. Despite its prominent position, the quality of English is frequently reported to be declining (Abdulkadir 1983; Getachew, 1984; Tewolde, 1988). This view is substantiated by Hailom (1992:6) who writes:

...in all (Ethiopian) institutions of higher learning, even the most highly selected students...have serious problem with English. Instructors and professors complain that students can hardly communicate in English...

The vitality as well as decline of English is simultaneously reported by Teshome (1992:2) as follows:

"The general decline in the quality of (Ethiopian) education is attributed, directly or indirectly, to the unsatisfactory performance of the students in English."

It seems that educational crisis is prevailing in the country, particularly in the teaching/learning of English. Most of the factors that affect education are also believed to affect the teaching and/or learning of English. The main factors suggested by different educational authorities are the following:

- exercising an outdated method of language teaching grammar method.
- lack of specific language teaching objectives;
- serious shortage of qualified English language teachers;
- acute shortage of English text books and supplementary materials;
- the poor condition of English text books;
- the shift system, which caused a shortage of learning and teaching time;
- poorly stimulated students;
- destitute testing systems: the overuse of multiple choice question items.
- the long way between the students' home and the school;
- the poor economic condition of the country (Ministry of Education, 1986; Dejene, 1990; Hailom, 1992).

2.9 English Language Testing in Ethiopia

English language testing around the world is said to be a multi-million and highly profitable business - with a highly trained specialists in the field Liston and Reeves (1985). Nevertheless, it is not given due attention in Ethiopia.

When we come to English language tests in Ethiopia, the English language testing is not given

the chief testing authorities of their school tests (Dejene 1990). Fortunately, this is what is best recommended by researchers as well as educators (Heaton, 1990, Bachman, 1990).

But, the problem behind this practice is the fact that our English teachers are least informed about the job: language testing. This is because the Department of Foreign Languages and Literature in Addis Ababa University - which is the chief producer of English language teachers, doesn't offer any testing-related courses neither at the undergraduate nor at its postgraduate (MA) programmes... The trainee teachers might grasp some sketchy ideas about testing through common methodology courses offered to all the would-be teachers by the Faculty of Education. Therefore, the tests they set can't help being largely based on their sketchy learning experiences and partly on their own speculations.

Furthermore, the available literature resource on English language testing in schools is very limited. It is also no less imaginary to think of any seminars or refresher courses given to teachers on the subject. The unusual broadness of the English language teaching objectives outlined in the syllabus only adds to the problem.

2.9.1. School and Classroom Tests

Testing is a very neglected area in the Ethiopian Secondary School English language teaching syllabus. The syllabus gives very general ideas about testing. For instance, it recommends the offering of both objective and subjective (sentence construction and short paragraph development) questions. But, in actual

practice, predominantly objective type questions - largely multiple - choice and a few true false variety - are exercised at all levels: primary through secondary. It further suggests frequent testing, though actually the maximum number of tests administered in a semester's time hardly exceeds three.

The researcher could not find any researched account describing or analyzing the secondary schools' English language tests. Nevertheless, the experience of the researcher himself as a teacher as well as that of his colleagues show that subjective types of tests or exercises are very rare. The class tests (small tests) are believed to be entirely form-based. These form-based items are believed to highly outweigh the balance of school tests (final exams) at senior secondary level (9-12) allowing only a very small share to vocabulary and passage comprehension items which are dominant in the text-books in current use. Recently, mid-tests (fully form-based) appear to be compulsory accounting for about 20% of the total. Homework, class activity, handling of workbooks, and attendance together or separately might inconsistently contribute from five to fifteen percent of the total. Generally final exams may carry sixty to eighty percent of the aggregate (Ministry of Education, 1982).

2.9.2 Testing Conditions

Ethiopian schools are extremely overcrowded with an average of 80 students crammed in a small class. A bench is mostly shared by four students. Spare rooms are rare. Student-teacher ratio is very high. Furthermore, the shortage of stationery and other related facilities usually forces language teachers to write their quizzes on blackboards, a condition that

could make cheating easier. The limited resources also force the teacher to set questions that do not often exceed 40 during final exams. All these constraints, then, militate against any attempt to administer tests/exams in as ideal as possible type of condition. These threaten the validity as well as the reliability of our high school English tests.

To this could be added the apparent declining moral of the pupils. These days, the majority of students seem to prefer cheating during exams to preparing in advance. As to the possibility to cheat, the writer of this paper feels that most students can easily cheat during a test as the control is beyond the capacity of almost all schools. This appears to be the prime reason for the gross promotion of students from class to class. It is puzzling to observe a sharp rise in student promotion despite a frequent complaint about the falling of the educational standard of students.

The situation in the national exams is very similar to or even, at times, worse than this. For instance, there were times where the leak of the ESLCE was a popular subject of the public followed by unusually large number of high scorers in several schools as the likely evidence. Factually, about ten schools (exam centers) were disqualified by the ESLCE Office for having been involved in massive cheating in 1992.

2.9.3. The National Exams

The grades six and eight English exams have been nationally administered for about three decades. Since 1974, around 40% of Grade Six scores, including that of

English, has been declared to come from school average marks and the remaining 60% from the national exam. The Grade Six national exam has, however, ceased to function since last year (1992) due to current political related matters while the Grade Eight exam still assumes its national status. The English language items in both exams have been wholly objective (purely multiple-choice type) and predominantly grammatical, accompanied by a few vocabulary questions (Tesfaye, 1982 and Tesgaw, 1983).

The Ethiopian School Leaving Certificate Exam (ESLCE), being the only gateway to tertiary education, is the most important exam in Ethiopia. As a result, the pressure it exerts upon both primary and secondary English language education is immense. This is illustrated by Dejene (1990:3) as follows:

"The multiple-choice method of the ESLCE English is dictating both the teaching and testing methods of elementary via junior to secondary schools.

Despite their economy, high 'reliability,' easiness to score and the like, multiple-choice items are criticized for, among other things, encouraging guessing and cheating and discouraging genuine communication (Heaton, 1988; Hughes, 1989).

The ESLCE English might be said to be better than its elementary and junior national equals as it involves more varieties of exercises: passage and sentence comprehension, vocabulary, grammar, mechanics and spelling. But, on the other hand, it too is dominated by multiple-choice format such that it doesn't entertain other objective varieties like gap-

filling, matching, short answer, cloze test, and the like. And, worse still, this exam being very essential in the nation, is highly imitated by primary through secondary school English testing and learning. With regard to this point, Dejene (1990:15) observes:

"Multiple-choice question format dominates all classroom teaching exercises and tests to the extent that the ESLCE English language exam and its format gain importance from year to year until at the final year of secondary education, they almost assume the role of a teaching syllabus.

And in relation to the drawback of excessive use of multiple-choice questions in language testing, Fischer (1982:201) as cited by Dejene (1990:3) notes the following:

...the extended use of multiple choice as a testing device creates a passivity syndrome and yields only marginal returns.

In the light of the current trends in language teaching/learning and testing, the ESLCE English appears to be outdated, primarily because it doesn't fall into line with the influential belief of the time: learning and teaching communicatively. And as discussed above, the ESLCE type testing gives no opportunity for communicative response. As its washback effect could be enormous, the ESLCE English is believed to have seriously affected the English language learning at all levels negatively. This paper shall attempt to indicate some alternative ways out of this crisis.

2.10 Continuous Assessment as a Language Testing Method

Continuous assessment is becoming increasingly important in language testing, especially in classroom tests. The failure to accurately measure communicative performances using the already existing testing tools seems to have given way to this new development. Unlike the situation with the other subjects, which are content-based, language assessment is expected to be overall and continuous if it is sought to be more valid and more reliable.

It is generally true that the teacher is taken as the most reliable reference regarding the ability of his learners. This seems the prime reason for considering certificates and diplomas as the most valid 'ability' witnesses. If the teacher's evidence is meant to be accepted, then, the teacher should be extremely careful in offering his/her testimony as this should be based on careful and extended observation.

Reliable evidence comes from dependable data. Skill is best displayed by actual performance. The classroom is agreed to be an ideal place to demonstrate ability in the case of foreign language learning situation. This seems to be the reason why advocates of continuous assessment struggle hard to hold the attention of language testers as well as classroom practitioners to the so-called rich data source. Recently (as we shall see soon), continuous assessment has been addressed by a number of scholars in the field of English language teaching and testing.

Continuous assessment is a mode of language testing used to assess the progress as well as the

achievement of the pupils in a relatively longer period of time-say a term, a semester or a year. It is often materialized by integrating its major components, namely, progress tests, peer/group assessment, self-assessment, and impressionistic assessment. Each component, in turn, may be approached through micro-features such as, home-work, class activities, observation sheet, and so on (Johnston, 1987, Oskarson 1988, Heaton 1990, Underhil, 1987).

Here, one important point may need to be clarified from the outset. The basic aim of this discussion is assessment as an essential part of language course, not as institutionalized testing. For this reason, no direct reference needs to be made to standardized tests.

In Heaton's words (1990:121):

continuous assessment should be regarded as an integral part of your teaching and your students' learning. Above all, it should be designed and administered so that it forms a pleasant component of your teaching programme.

Johnston (1987) and Chater (1984) discuss continuous assessment in greater detail and share many views. For instance, according to them, the specificity of feedback is one of the merits of continuous assessment. Johnston (1987:16) views general or unspecific feedback as a crime committed to learning:

When we encourage students to think in terms of being generally good or bad at something, we are actually encouraging them to avoid learning.



He also claims that gross comments lack validity as they fail to lead to the specific objectives.

As its name signifies, the continuity of continuous assessment is another vital quality worth mentioning. Here, the student is always given more than one chance to 'reflect' upon his/her work and to improve and come up with a better language by avoiding his/her weaknesses. His /her success is specially encouraged and motivated without being penalized or feeling embarrassed because of failures.

Continuous assessment, unlike one-off exam, is not authoritative either, as it allows the learner to negotiate with his/her teacher whenever he/she feels that he/she is unfairly assessed; thus being democratic. Moreover, self-and group-assessment techniques are believed to maximize the democraticness of continuous assessment.

With regards to the importance of being considerate to pupils while assessing their performances, Bachman (1990:56) observes:

Since the decisions made upon the achievements of the pupils have impact on their future lives, by considering this human element we should try to make our tests as much reliable and valid as possible.

This tends to indicate that involving the students in the assessment task could partially address the problem.

Under the system of continuous assessment the teacher is believed to be more intimate to his

students, primarily because he/she approaches the learner as a helper rather than as a judge. This is effected by involving the students in the task of assessment through self-and group-assessment techniques which are believed to make students more responsible about the quality of their learning as well as the grades or scores they obtain.

Furthermore, in as much as possible, the class teacher is required to show the subjective performances of his/her students to other teacher(s) to prove his/her neutrality and carefulness-which may add to the student-teacher intimacy. As continuous assessment is more interested in 'progress achievement' than 'final achievement'. They recommend the rejection of some discouraging low scores, if any. This, too, may motivate the learner to see the teacher as considerate to him/her.

Continuous assessment seems to have best realized the complexity of measuring linguistic ability. Since it is very difficult to objectively measure the linguistic ability of a student, it appears reasonable to approach assessment from different perspectives. This entails, among other things, the consideration of the evidences offered by the testee himself, the colleagues of the testee, the teacher in charge, and a neutral judge outside the language classroom (Johnston, 1987; Chater, 1984; Undrhill, 1987; Heston, 1990).

The so-called impressionistic assessment is said to help assess the overall linguistic ability of the pupils including his/her effort, motivation, attitude and the like in a relaxed learning atmosphere in a longer period of time (Johnston 1987:165-167). With reference to the usefulness of such type, of qualitative assessment, Heaton (1988:20) writes:

Detailed statements of each performance level serve to increase the reliability of the scoring by enabling the examiner to make decisions according to carefully drawn-up and well established criteria.

He adds that such learning qualities like effort, motivation and attitude can only be assessed qualitatively (Heaton 1990:117).

With regards to the importance of carrying impressionistic type of observation covertly, he notes:

Often students will be quite unaware of any kind of assessment taking place since the whole situation will be informal and relaxed (Ibid,p.121).

While underlining the usefulness of impressionistic type of assessment, Rowntree (1977:4) as quoted by Chater (1984:75) nevertheless notes how it is disregarded as an assessment by teachers:

Unfortunately, many teachers feel that personal or intuitive response (because it doesn't include a mark or a letter grade) cannot be counted as assessment.

The current view is, however, that impressionistic assessment, while being covert, can appear in the form of letters or numbers (Heaton, 1990). If well handled, therefore it can be quite valid and reliable.

Continuous assessment also appears to be the most flexible type of assessment. By closely and frequently examining the student's record, it encourages progress and addresses decline - by offering remedial lesson, describing the specific weaknesses of the learner, offering him/her more practice exercises and so on. Its flexibility also attributes to giving credit to various features of learning such as projects, grades and comments from course work, group work, homework, progress tests and the like. Moreover, this combining method, Heaton argues, maximizes both the reliability and validity of continuous assessment (1990:121).

At upper levels where the pupils are more conscious of their learning, Johnston (1987) suggests that the learners should be allowed to negotiate particular styles in the syllabus. It occasionally happens that some pupils show poor interest towards particular styles or books specially in writing and reading lessons. Under such circumstances, Johnston advises, the teacher should be able to provide alternate tasks, as it is both unfair and unproductive to force the learner to learn what he/she is not interested in. In relation to this point, Johnston writes:

The pupils who are pursuing only the teacher's line of assessment at the expense of their original individual styles for the purpose of better grades are continuously killing their talents however top rankers they may be. Thus they fail to effectively assess their progress or decline and eventually despise their education (Ibid., 14).

In line with this, Chater (1984:144) writes:

...more than in any other subject increasing proficiency in English is a highly individual and uniquely important skill.

Bruton (1987:14) identifies four major reasons for adopting continuous assessment:

- i. progress (in language) can best be assessed over a period of time, rather than at a single terminal point,
- ii. 'an All-or-nothing' assessment is avoided where a learner is evaluated on one set of tests/exams of a specific type under particular conditions at one distinct time,
- iii. one can vary the activities to manipulate the effect of significant variables such as time pressure, knowledge versus ability and the like, and
- iv. compared with a formal exam, continuous assessment provides wider evidence of candidates' performance displayed on different occasion in specimens of work including the range of skills to be assessed.

With regards to caution to be made when adopting continuous assessment, Bruton (1987:14-17) also suggests the following points:

- i. specifying the objectives to be assessed,

- ii. Not assessing the problematic skills to be assessed,
- iii. Deciding on the kinds of activities that are to be used to assess a specific objective—say homework, class activity, tests, and so on,
- iv. crediting successive improvement, and
- v. administering tests progressively.

Both educators and researchers report that a carefully handled continuous assessment is popular among learners (Chater 1984; Johnston 1987; Heaton, 1990, Saleemi 1988).

There is a general agreement among scholars that no language exam can fully assess all the abilities developed. Thus, what is important is that a test is required to reasonably sample the items under observation (Heaton 1988, 1990; Bachman, 1990; Spolsky 1985). Continuous assessment seems to be the most successful in tackling the problem of sampling—hence, probably the most valid—in relation to content validation at least. With regards to validity, Chater (1984:147) believes that:

An assessment that samples a range of work over a period of time is far more valid than a one-off, end of course examination.

Beyond validity, the lack of precision of test designing instruments and the interpretation of test scores is a problematic area of testing addressed by numerous scholars in the field (eg. Clark 1978b; Jones 1985a; Spolsky 1985, Heaton 1988, 1990, Bachman 1990). In relation to this point, Bachman (1990:50), for example, writes:

...in both the design of tests and the interpretation of test scores, we necessarily simplify or under specific the observations we make. Our interpretations of test scores are also limited because observations of performance are indirect, incomplete, imprecise, subjective and relative.

While this may be true of all sorts of tests, continuous assessment seems to address, though partially, many of the problems discussed above.

Even though the apparently impressive views of continuous assessment seemed to attract our attention in the forgoing discussion, it is never without demerits as is the case with almost all kinds of methods. Primarily the question of practicality appears to be the major obstacle in implementing continuous assessment. According to Oller 1979, when one talks of a test's practicality he/she can't escape thinking **in** terms of the cost of the test-which may include the materials needed, time and effort required to prepare, administer, score and interpret the test.

From this perspective, thus, continuous assessment is said to be time consuming and cumbersome. Hence, it may cause feasibility problems in many language teaching situations (Johnston, 1987, Chater 1984, Heaton, 1990). Moreover, Spolsky (1985) opposes the idea of assessing students secretly, that is, impressionistic assessment discussed above, advocating that it is unethical as well as **un**popular. Yet, the belief is that there drawbacks might be minimized by, among other things, making continuous assessment more student-centered and by training students to deal with the subject more tactfully.

2.10.1 The Components of Continuous Assessment

In the foregoing discussion, we have seen that continuous assessment takes into account several variables which are supposed to enable the teacher to look at his student's language ability from various perspectives. In the following few pages, we will look at relatively major components of continuous assessment namely: self-assessment, peer/group assessment progress tests and impressionistic assessment.

2.10.1.1 Self-Assessment

Despite a great deal of emphasis in recent years on the role of the learner in the language learning process most language teachers seem to be very reluctant to lose their domination in the area of assessment (Dickinson, 1978:5). He believed that assessment is an essential area for which language learners could potentially take responsibility

Supporting this view Oskarsson (1978:12) suggested a variety of approaches to self-assessment: descriptive rating scales, formal tests, and self-assessment in pair or groups.

Oskarsson (1978) viewed the prime aim of self-assessment as being to give the learner "continuous feedback" on what he has learnt or as a way of checking progress (Ibid.). By extension, this might enable the learner to see his/her total achievement at the end of a unit or a course. In a similar way Rea (1981:25) wrote of self-assessment as a:

formative component mainly aimed to sensitize the learner to his responsibilities in the

planning, execution and monitoring of his language learning activities.

She also believed that the learner's taking more responsibility in assessment - which has generally been considered to be primarily the responsibility of the teacher - other than involving him/her in deciding his/her academic stand through the quality of his/her learning, could have the effect of freeing the teacher to concentrate on developing learning materials and giving help in other parts of the learning process.

Deckert (1987:17) reminds us of the incompleteness of class instruction and the high necessity of self-teaching outside the classroom. Since individual-needs analysis is an essential component of self-assessment, this is believed to gradually lead to self-teaching. Johnston (1987) criticizes the use of assessment as a control mechanism in many schools, for this affects how the students think about themselves as learners. Thus, he believes that:

... the most central issue is whether the students' self-concepts as learners are based firmly on their own experience or are mediated by and dependent on teachers' concept of them (Ibid., p.17).

Heaton (1990:123) also feels that "An important means of continuous assessment takes the form of student self-evaluation."

Chater (1984) gives the subject a similar credence by stating that:

...the ultimate aim (of assessment) should be for self-assessment, but the

teacher had to guide the pupils towards the stage where they could form a judgement of their own abilities and attainments. The pupils can only move towards a sense of confidence about his use of language if he participates in the assessment process and gradually frees himself from being dependent upon his teacher.

The idea of independent self-assessment has much to learn from the Chinese proverb 'Give a man a fish, and you feed him a day; teach a man how to fish and you feed him for a life time.' This also can remind the teacher about the incompleteness of his/her assessment in itself—which implies that he/she should also teach the pupils how to assess themselves.

2.10.1.2 Group Work and Peer/Group Assessment

The coming of the world closer and closer as a result of scientific and technological advancements created a pressing need for an ever increasing communication. Communicative type of language learning seems a response to this timely call. The problem is, however, that the learners of a foreign language such as English have little chance to use the language productively. therefore, a sort of imbalance is observed between the actual abilities of the learners and the pressures of the time. Since language is believed to be a skill, say like driving or swimming, it needs continuous practice for mastery. (McGreal (1989:27) notes:

...as language teachers we have far more in common with a music teacher or swimming instructor than with a history or philosophy teacher.

Nevertheless, nearly all foreign language learning situations are not fertile enough to offer sufficient practice. In an attempt to devise these missing communicative foreign language learning situations, language educators and researchers came up with, among other things, the idea of group learning. Though to a limited level, group work is believed to have encouraged communication. If well handled, it appears to be the nearest alternative to native-like learning. With regards to this point, Nolasco and Arther (1988:27) have the following to say:

The use of pair and group work in ELT allows for genuine information exchange and provides opportunities for practice which may not otherwise be available to students who are not living in an English speaking environment.

Moreover, it is believed to offer tremendous opportunity for the students to assess cooperate and compete with one another. While the introduction of group work is thought to be very difficult with large classes, on the one hand, it appears to be very essential on the other. Because, in large classes where student-teacher ratio is very high, well organized groups may fill the teacher's gap by enabling the students to learn from one another.

Thus, the introduction of group work seems useful in two ways: improving language learning and introducing peer/group assessment which re, ofcourse, inherently linked. Although the prime aim of group work could be to facilitate better communication, the pupils happen to assess one another unintentionally.

they get better opportunity to know the merits and demerits of each of the group members far more than the teacher does.

Jacob (1989:97) identifies three interdependent ways of motivating group learning. He believes that group work should have rooms for cooperative, competitive and individualistic learning. He likens the cooperative type to a football game where the success of the team (group, in this case) is dependant on the joint effort of the team members. Such a situation is manifested in the language class when the teacher offers a task which calls for intra-group competition.

The competitive room, which is likened to a tennis game, is inter-group. When the teacher offers a different task to each group member, the group members battle against one another to win; and the one with the best achievements proves the winner.

Each learner is required to accomplish a certain task in the individualistic section. Here the learner's performance or language is judged in his/her own right-according to a certain criteria set. Here, too, the group members may exchange their works and comment on one another. Nevertheless, each comment is uniquely viewed-not in comparison with that of others. Many scholars admit the usefulness of the learners' awareness as well as their productive involvement in the corrective exchange/transaction (Zahoric, 1970a; Holley & King, 1971; Cathcart and Olsen 1976 as cited in Hendrickson, 1978).

As regards the advantages of putting students in group, Celce-Murica (1979:83) notes the following:

- i. many pupils who are not agreeing to take part in the usual classroom situation tend to participate easily with their peers in small groups.
- ii. students often welcome corrections, explanations, suggestions and so on from their equals more readily than from their tutors.
- iii. and pupils can be made more responsible for their own learning by putting them in groups.

In structuring group work, many warn that the teacher should be aware enough to set goals that easily lead to cooperative learning and to familiarize the pupils with the procedures to be followed during their group activities. Educators also admit that the provision of feedback should involve persons other than the teacher in charge. Supporting this view, Hendrickson (1978:17) writes:

while few language educators could deny the teacher an active role in correcting errors, it has been suggested that he should not dominate the correction procedures.

Dermot (1984) in Jarvis (1989: 149-50) underlines the usefulness of inter-group and intera-group feedback among students. He notes the special benefit of group-feedback to the shy learners. Similarly, Bird Song and Kassen (1988:1) recommend pupil-tutor joint error treatment which they believe could reduce individual and group anxiety levels in the foreign language classroom. Jarvis (1989:137) notes that group-feedback helps the pupils to overcome "...the problem of the fear of loss of face before their tutor." Clark (1987:218) says that such a

procedure "motivates, improves the monitoring capacity of students and allows them to learn from each other."

2.10.1.3 Progress Tests

Among other things, their specificity to certain objectives and their continuous provision of feedback make progress tests one of the essential components of continuous assessment. They are short tests or quizzes frequently administered to provide timely and continuous feedback to both the teacher and the learner. This may be either for making decisions regarding appropriate modifications in the instructional procedures such as improper speed, emphasis given to particular objectives, or for making decisions concerning learning activities or for both. They may also be administered for encouraging students by notifying about their progresses. Moreover, the feedback from such tests may suggest to pupils alternate learning strategies (Heaton, 1990; Hughes, 1989, Harrison, 1983).

Progress tests, which are also alternately known under informal-periodic diagnostic- or frequent tests, are offered once a week or in a few weeks, usually after a completion of a unit or some portion of a lesson. They may be administered in the full lesson time or for a few minutes at the beginning or end of a lesson to consolidate that particular learning. The content of these types of tests is purely based on the syllabus rather than on the theory of language proficiency. Scores from such tests are believed to be generally high and therefore encouraging (Nitko, 1988 as cited by Bachman (1990:61); Heaton 1988, 1990, Hughes, 1989).

As the name, 'progress' indicates, checking as well as encouraging progress in language is the chief concern of progress tests (Hughes 1989:13). With regards to the advantage of progress tests, Saleemi (1988) notes:

...another advantage of frequent testing is that it may cause students to lose at least some of that intense fear of assessment, test anxiety as it is generally called, that occasional exams are so often known to induce.
(A Forum Anthology, 1989:262)

While comparing the cost, reliability, validity and flexibility of widely administered standardized tests with small progress tests, Bachman (1990:58-59) has to say the following:

The classroom teacher, through relatively minimal efforts, satisfies the levels of reliability and validity necessary for his needs, since the costs of making the wrong decisions are relatively small and the decisions can be easily reversed.

Classical studies by Keys, 1934; and Ross & Henery 1939 as reported in Review of Educational Research 1979: (312-319) showed results favorable to periodic tests. According to this report, the less able students profited more from frequent testing. But Wrightstone's (1963) (ibid) similar study came up with different findings: the more able students benefitted most from frequent feedback from the tests (Ibid.). Based on the above reports, one may infer that, though not proved as to which group (top or bottom) benefits

most from feedback, from progress tests, the usefulness of feedback is not suspect.

In relation to the usefulness of prompt feedback that follow tests, Heaton (1988:7) notes:

provided that details of their performance are given as soon as possible after the test, the students should be able to learn from their weaknesses. In this way a good test can be used as a valuable teaching device.

2.11 Impressionistic Assessment

Impressionistic assessment, as its name indicates, is based on the intuition or impression of the assessor, in this case, the teacher. It is a subjective assessment often used to assess those language abilities or features which lack 'precise' measuring instruments such as effort, class activity, motivation, group work and the like (Johnston 1987; Heaton, 1990). As to which learning features need to be assessed impressionistically, Underhill (1987:101) notes: "Impression making is used for the kind of categories that are very hard to define but everybody agrees are important: fluency, ability to communicate, style...and so on." It is also widely used to measure oral and writing skills.

Since the impressionistic assessor is interested in the 'overall performance,' he/she is not much concerned about specific features or on counting of errors (Underhill, 1987:100). Impression based assessments may take the form of some description or rating scales (Underhill, 1987; Heaton, 1990) or just

the teacher's accumulated impression (Chater, 1984; Johnston, 1987). This type of assessment is mainly appreciated for its wholesomeness and for its not being fear inspiring, as it is generally carried out without the knowledge of the learner (Johnston, 1987; Underhill, 1987; Heaton, 1990).

As such an assessment is based on a bigger and better sample of language over a longer period of time, it is believed to be both more valid and reliable. Nevertheless, since teachers are humanbeings who react in various ways to different persons, "this may be knowingly or unknowingly reflected in their assessments. This is true of the learners too, who react differently to different teachers - with or without reservation (Underhill, 1987).

2.12 Feedback and Assessment

Saleemi (1988) views feedback as "...the term used to describe test-to-course flow of information." This indicates the close link existing between feedback and assessment.

Capitalizing on the functions of feedback, Blair et al (1968) in Clifford (1981:182) write:

Feedback has the dual function of providing motivation and a chance for reinforcement to work and giving information that will correct error. Every reaction of a teacher in response to a student's activity is a kind of feedback that has potential for both these functions.

In connecton to this point, Stern (1983:439-40) has the following to say:

....It (evaluation) comprises informal assessment such as the nod of the head and expressions of right or wrong as well as the intuitive self-assessment a student might make of his own work.

This point attempts to show the intermingled nature of feedback and assessment, especially continuous assessment which extensively employs feedback.

The impact of teacher feedback on student performance is a subject addressed by a host of scholars (Nolasco & Arthur, 1988; Clifford, 1981, Lindigren & Suter, 1985, Zahoric 1970a, Heaton, 1988). With regards to this point, Ammons (1956) in Hendrickson (1978:15) made the following observations:

- i. Feedback generally improves motivation and subsequent performance.
- ii. The more specific the knowledge of performance, the more rapidly performance improves.
- iii. Feedback given punctually is usually more effective than that given long after the task has been completed.

Although there is no conventional approach in offering feedback, it is by no means a haphazard act. Dwelling on this fact, Grower & Walters (1983:143) have suggested the following stages which could be involved in the course of error correction:

- i. Indicate that an error has been made.
- ii. Do not interrupt the student in mid-sentence.
- iii. Show the student where the error specifically is

- iv. Indicate what type of error it is: grammatical, phonological, etc.
- v. Allow the student to try again and get his/her mistake correct: by providing clues, by getting other student(s) to help out and so on.
- vi. If the teacher assumes total misunderstanding, he/she may have to reteach the point.

Most scholars seem to agree that open discouraging feedback is harmful to learning and leads to the so called 'defensive learning' - which could surely discourage the student from further attempts at communication (Dulay, Burt & Krashen, 1982; Hendrickson, 1978).

2.13 Continuous Assessment Vis-A-Vis One-Off

Exam: A Summary

Language tests may take different forms- subjective, objective; analytic, syntactic, standardized, non-standardized, and the like. Each type may further be broken down into subcategories. Regardless of their type, all language tests claim to have at least one prime objective: effectively measuring the English language ability of the testee. The difference, therefore, lies in the approach followed to attain the same goal. This paper is interested in those tests that accompany classroom instruction and yet take different forms: continuous and non-continuous or one-off. The major differences between these two types may be summarized as follows:

Continuous	One - of - Exam
- Primarily interested in progress	- Mainly concerned with achievement
- Always accompanied by specific feedback	- Hardly accompanied by feedback, if ever they are general
- It is highly motivating	- It is less motivating
- Offers numerous opportunities to the testee	- Generally gives only one opportunity
- It involves students in the task of assessment	- It is totally teacher centered
- It is more valid and more reliable	- It is less valid & less reliable

(Johnston, 1987; Chater, 1984; Heaton, 1990)

Chapter III

Design of the Experiment: Procedure & Methodology

3.1 Materials Preparation

Because the Grade Eleven English textbook currently in use (ENE Grade 11) does not involve activities for pair and/or group work, self-assessment, peer-group assessment and impressionistic assessment it was felt important to modify the text in that way as the project under study (as pointed out in the Review of Literature) chiefly involves these techniques. Therefore, the portion of the text for the study period was slightly adapted in line with the principles of relaxed communicative language teaching using individual and pair and/or group work. While preparing this material, insights from different experts such as Nattal (1982), Teaching Reading Skills in a Foreign Language; Greenall and Swan (1986), Effective Reading; Raimes (1983), Techniques in Teaching Writing; White (1980), Teaching Written English; Curtin (1985), Get Your Tenses Straight; Wallace (1982), Teaching Vocabulary; Littlewood (1981), Communicative Language Teaching and others were taken.

Moreover, some activities that were not included in the existing textbook were included as they were felt to be important for seeing the techniques under study more closely.

The material adapted consists of five units. In agreement with the Grade Eleven textbook, it has three parts in the main: reading passage, vocabulary and structure (see Appendix). The contents of the material are similar to those of the textbook except that some exercises are added while some minor language items are omitted believing that they would be learned as the students do other language items.

Each activity type contained in the new material was aimed to satisfy a combination of the following desired objectives:

- i. to sensitize the learners to feel their abilities in that particular area of language both in respect to the standards appropriate to their level and in relation to or in comparison with their classmates;
- ii. to see the specific as well as overall language proficiency of each learner;
- iii. to make the pupils more responsible for their learning which could be realized by their success to accomplish each task which may enable them to assess themselves indirectly and unknowingly;
- iv. to see whether or not these kinds of continuous and diversified feedback can better help the learners to improve their English.

To see the feasibility of the new material, a sample chapter of it was tried for ten periods before it was put into use. Some of the lessons were either simplified or cut out as a result. Since the bulk of the new material was a mere adaptation from the existing textbook, its validity and reliability was assumed to be acceptable.

3.2. Classroom Teaching Methodology

Both groups were taught using the same material but with varied techniques.

3.2.1. The Control Group

Here all the activities were to be done by the students individually. Group activities and group discussions were not encouraged. Attention was always focused on giving the right answer which is decided upon by the teacher. For instance, alternative answers as in multiple choice type or true/false questions were not analysed in pair or group to see why they were correct. The feedback on the writing tasks, tests and other activities were general and wholly teacher-based. The learners were not made to rewrite their essays so as to improve them.

The lesson was totally teacher - centred as is the practice in our high schools. Only two small tests were offered during the teaching period. The students were not informed anything about self - or peer-/group - assessment-techniques under focus in this research.

3.2.2. The Experimental Group

It was chiefly exposed to activities leading to group-peer-assessment and self-assessment techniques. The lessons were student-centered to the maximum possible. The teacher attempted to handover his authority and responsibility of offering feedback to the learners themselves through peer/group. The major focus was, as noted earlier to help students feel more responsible for their learning and to reflect upon their learning, hence developing the habit of assessing themselves and their fellow students. In order to effect this, the teacher's role (in the class-room) was reduced to that of a facilitator, pointer of merits and demerits giving instructions, coordination and inspection of each activity, chairing, and so on.

The pupils were put into permanent groups and made to elect their group leaders who could coordinate their

activities. Each group consisted of 4-6 pupils. Each of the pupils was provided with the teaching material. An attempt was made to spread the better students among the various groups so that all groups could be equally competent.

The students were encouraged to use English all through while discussing, commenting, questioning, opposing, and the like. On the whole, the teachers task in the classroom was reduced to the minimum possible while the pupils active involvement was greatly increased.

The students were persuaded about the importance of their unreserved involvement in each activity and were told what would be expected of them. They were warned right from the beginning that the cumulative results of their continuous effort in homework, class activity and other assignments will decide their academic position. The lessons were presented in such a way as to permit individual pace, inter-and intra-group competitions. The best achievers were encouraged and their performances were shown to the class as models.

3.3. Measurement and Data Collection

A pre-test was given to both the control and experimental groups before the experiment began. This helped to see if there was any difference in general language proficiency between the two groups. After the experiment was conducted, a post-test was given to both groups. The purpose of this test was to find out whether or not there was any improvement achieved over the pre-test results of each group, and also to know if there was any significant difference between the post-test results of the experimental and control groups. In each case a t-test was used to determine any such differences.

The pre-and post-tests consisted of various types of items all designed to test the students' English language abilities.

As stated earlier, the main objective of this study was to see the validity, reliability and feasibility of continuous assessment in our high schools. So as to see these elements, different observation instruments - quantitative and qualitative - were used : observation sheets adopted from North's (1990) observation sheet model - for impressionistic qualitative assessment, quizzes, writing tasks, questionnaires and interviews.

Based on the ideas of Chater (1984), Johnston (1987); and Heaton, (1990) from the start, sheets of paper were prepared bearing the names of students on the basis of their sitting arrangements to ease the impressionistic evaluation. To maximize the validity of the above observation for the selected group tasks, one student from each group was also provided with observation sheet prepared for this purpose (see Appendix). This was intended to identify the best performer(s) and or active participant(s) in the group in each particular activity. The sheets were collected after each lesson by the teacher.

To see the reliability variable, the aggregate scores from the continuous assessment were correlated with the results of the post-test. This was supported by the responses from the students' self-assessment questionnaire.

To see the feasibility aspect, the researcher was noting down the major encounters during the study period.

The responses of the students from both the questionnaires and the interview and their results of the post-test were analysed to see the validity of the new mode

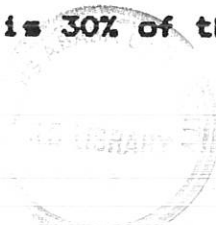
of assessment. The subjects in the experimental group were also asked self-assessment questions before and after the project to see their feelings about their abilities in different language skills before and after they were exposed to the skills, and to see their reactions to continuous assessment before and after its application.

3.3.1 Questionnaire for English Language Teachers

Basically, the target subjects of the study were Grade Eleven Students. Nevertheless, a portion of English language teachers from government senior secondary schools in Addis Ababa were used as additional sources of the data. This was made to maximize the validity and reliability of the data by viewing the research from different perspectives.

The questionnaire for the teachers had two sections. Section one was concerned with the respondents' personal data consisting of nine questions (see Appendix) for details. Section two of the questionnaire had 34 questions on the respondents' practices, preferences, beliefs and attitude on English language assessment.

The questionnaire for the teachers was first administered to thirty senior teachers (B.A and M.A. holders) randomly selected from five high schools. The responses obtained from this pilot survey were analyzed and interpreted which later suggested some revision. The administration of this final version took place from January 11-20. It was administered by teachers. The questionnaires were filled at home during the respondents' spare time. The questionnaire was administered to 90 teachers randomly selected from 10 schools. The sample is 30% of the target teachers - B.A. and/or M.A. holders.



The questionnaire was accompanied by a covering letter to introduce the purpose of the study to the respondents. When all the questionnaires came back, it was found out that almost all the items were responded to. Each of the responses was tallied and computed to get the frequency and percentage of responses to each item.

3.4 Sampling

This study was done by devising two groups of students - one experimental and one control - from amongst grade eleven pupils - which were randomly selected by lot from among other grades (9-11). Grade twelve was not included as the students at this grade are very busy preparing for the ELSCE.

The sample population was restricted only to two classes - one control and one experimental - for the reason of manageability. Since continuous assessment involves a lot of follow-up on the part of the teacher, it was felt that the study would really appear far less practical if the samples were increased.

Bole Senior Secondary School was chosen for the research as the researcher had easy access to the necessary help and cooperation whenever needed, which might otherwise would have been impossible.

Of the 13 sections of grade eleven, two were randomly selected by lot. The sample population consisted of 138 subjects. The study class had a total of 64 students while the control group had 74 students. Both were taught by the researcher himself.

The study as well as the control groups were taught for ten consecutive weeks at the rate of six periods a week for

CHAPTER IV

The Data, Results and Analysis

4.1. The Data

4.1.1 Pre-test and Post-test

When setting the pre-and the post-tests, Spolsky's claims on the nature of tests of general proficiency was noted. He says:

The argument for the claim of general language proficiency is something like this. While we cannot specify a minimum of structural knowledge or communicative competencies, we can make some general claim about the ranging of one individual relative to him or herself at other times or relative to other people, so that we can say 'x knows more of this language now than last month' or 'x knows more than 'y (1985:72).

He believes that this general proficiency can be determined by setting tests of structure, functional knowledge, or an overall test which can elicit one's language.

Two tests (pre-and post-test) were given. As indicated above, both tests were aimed at measuring the subjects' general proficiency mainly through: comprehension, vocabulary and structure. The two tests had similar as well as different objectives. The combined objectives and rationale of the tests in relation to each part are stated as follows:

- a. Reading Comprehension:- This part is meant to measure the students' ability to comprehend and interpret the information contained in a given passage or text. It involved several subskills such as reading for gist, reading for specific information, reading for details text interpretation and the like which measure the skill of the student in each specific area. This ability is felt to be essential as it is the most extensively used skill by high school students in their academic career as they need to read and understand their notes and text books.
- b. Vocabulary: This part was intended to measure the students' ability to understand the meanings of words in context which is very essential to understand a text.
- c. Sentence Comprehension: This was aimed at evaluating the students' ability to understand short texts in an isolated context which demands a reasonable knowledge of language. One's understanding of dense and isolated texts may measure his/her linguistic ability to read critically which is very useful in academic reading.
- d. Cloze Exercise: this part was meant to measure the students' overall proficiency as it involves various features of language in context.
- E. Sentence Completion. This was presented in the following three forms:
 - E.1. Word Recognition: This was intended to measure the students' knowledge of vocabulary.

- E.2. Word Use: This part was aimed at evaluating the students' ability to use a word in a sentence by making the necessary modification to fit it into a given context. This also serves as an indirect measure of grammatical accuracy.
- E.3. Multiple Choice: In this part, the pupils' ability to choose the right response from a set of responses in order to complete a given sentence was measured. It was felt that this part had a dual purpose of measuring both accuracy and context understanding.
- f. Error Identification: This part was meant to assess the testes' grammatical sensitivity and accuracy.
- g. Sentence Embedding: This part was prepared to assess the testes' knowledge of constructing one grammatical sentence out of two given sentences. It was also meant to measure their grammatical competence in transforming sentences through the process of embedding which was felt to be a very essential feature of the language system.

4.1.2. Data Collecting Instruments of the Study/Group

Tests, assignments and observation were the three chief data collecting instruments in the continuously assessed Study Group. They will be briefly described under:

- a. Quizzes: Three small tests were administered, in an interval of two to three weeks' time each, to see the progress made on learning. Each test was

made to focus on a particular aspect of language. The first test was a reading test aimed at checking the students' development of reading skill. The second one was a test of discreet language points intended to see the learners' mastery of the main structures studied. The third quiz was meant to measure the students' ability of handling vocabulary.

- b. Assignments: These were special assignments (different from the ordinary homework) which were carefully marked and graded. They were writing tasks aimed at assessing the learners' writing ability. Though three writing assignments were given, only the best two were scored. The students were made to rewrite each assignment after it was commented upon by their classmates and carefully marked by the researcher so that they would come up with a better version in the end.
- c. Observation: This part was intended to see the various learning aspects such as class activity, homework, effort, motivation and the like which are often problematic to assess objectively. The researcher was attentively and covertly following the various activities of each student such as his/her participation in group work, in asking and answering questions, acting, in completing home tasks and so on-and was keeping a record in the form of profile report. Besides, the researcher was assigning a student in each group to report the name(s) of the best performer(s) for that particular task. This was intended to confirm the researcher's judgement.

The observation also included notes on the major encounters of the day-to-day teaching/learning throughout the study period.

4.1.3 Teachers' Questionnaire

The teachers' questionnaire covered a total of 46 items. 9 of the questions were concerned with the demographic data of the respondents while the rest were related to the subject under investigation. Only two of the questions were open-ended, the others, close-ended. Fifteen of the close-ended questions were short items with 'Yes' or 'No' responses. The rest were ranging from three to eight items responses.

The second section of the questionnaire, could be divided into the following sub-sections:

- (1) Items 10-12, 16-20, 22-29, 31 and 40 focused on the respondents' teaching and assessment practices.
- (2) Items 13,14,17,19,30,32,35, and 41 were aimed at eliciting the subjects beliefs regarding assessment.
- (3) Items 33 and 41 were attitude questions.
- (4) Factual questions related to the training of the respondents were addressed through items 34, 36 and 37.

4.1.4 Students' Questionnaire

Three types of questionnaires were administered to the students in the Study group. Questionnaire 'one'

was bearing ten items treating three different kinds of variables. Items (1-6) were meant to identify the subjects' assessment preferences. Items 7 and 8 were intended to investigate the learners' attitude towards subjective assessment. The last two items (9 and 10) were aimed to elicit the learners' reaction towards continuous assessment.

The 2nd and 3rd questionnaires were the same in content except for the 3rd questionnaire had one more question. The purpose of these questionnaires was to compare and contrast the responses of the learners to the same question before and after they were exposed to the new method - continuous assessment. Thus, the questionnaire with five items was administered before the project while the one with six items was conducted after the teaching was over.

Items 1, 2, and 5 were intended to get the learners' feelings about their abilities in English. Question 3 and 4 were aimed at eliciting the subjects' attitude towards their English teachers. The sixth item, which appeared only on the third questionnaire, was meant to assess the learners' reaction to impressionistic assessment.

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4.1.5 Interview

A few students in the study group were interviewed to give their views on both the advantages and disadvantages of continuous assessment, especially peer-/group-assessment as applied to their writing tasks.

4.2. Results and Analysis

4.2.1 Pre-test

The comparative Pre-test scores of the control group and the study group are shown in Table 1, page 60. The control group which had 74 students, averaged a score of 29.4 out of fifty with a standard deviation of 8.6. There were 64 students in the study group and the average score of the group was 32.07 with a standard deviation of 9.22.

4.2.2. Post-test

The comparative post-test scores of the control and study groups are given in Table 2, page 60. The average score of the 74 students in the control group was 33.13 with a standard deviation of 7.86. The study group had an average score of 37 with a standard deviation of 8.02.

4.3. Hypothesis Test

The null hypothesis in this study was that there would not be any significant difference between the post test scores of the control and study groups as a result of the adoption of continuous assessment to the teaching of English. The alternative hypothesis was the opposite, i.e. that there would be a significant difference between the post-test scores of the two groups.

Since the alternative hypothesis was non-directional, a two tailed t-test was applied to determine this. The level of significance used was 0.05. As indicated above the post-test mean (X_1) of the control

Group (N₁ = 74) was 33.13 and the post-test mean (X₂) of the Study Group (N₂=64) was 37. The standard deviations of the groups were 7.86 and 8.02 respectively.

The t-test calculated for the above figures was found to be 2.86. The value of t-tabulated at N₁ + N₂-2 (which = 136 degree of freedom) and alpha 0.05/2 level was found to be 1.98. If the t-calculated was greater than the t-tabulated, the null hypothesis was to be rejected, and if the reverse was true, the alternative hypothesis would be rejected.

Table 3, on page 61, shows the computed tests. the table indicates that the t-calculated was greater than the t-tabulated and hence the null hypothesis that there would not be any significant difference between the two groups was rejected. The tests revealed that the score of the Study Group was statistically significantly different from that of the control Group. Table 4, on page 61, summarizes the progress each group made.

The study revealed that the pre-test results of both the control and the experimental groups were not statistically different. This means that the two groups had similar ability in English. However the post-test results showed that the continuously assessed study group performed rather better than the traditionally assessed control Group. This reveals that the continuous assessment approach is better than the traditional non-continuous assessment. Why is this so?

Table 1: The Comparative Score Distribution of the Control Group and the Study Group in the Pre-test

Control Group			Study Group		
C.I*	f.	c.f	C.I*	f.	C.f
16-18	7	7	18-20	6	6
19-21	11	18	21-23	11	17
22-24	7	25	24-26	4	21
25-27	8	33	27-29	7	28
28-30	6	39	30-32	5	33
31-33	11	50	33-35	11	44
33-36	6	56	36-38	1	45
37-39	8	64	39-41	7	52
40-42	5	69	42-44	3	55
43-45	4	73	45-47	5	60
46-48	1	74	48-50	4	64

N = 74
 \bar{X} = 29.4
 S.D = 8.6

N = 64
 \bar{X} = 32.08
 S.D = 9.22

* key

C.I. class interval

f = frequency

C.F.= class frequency

Table 2: The Comparative Score Distribution of the Control and the Study groups in the Post-test

Control Group			Study Group		
C.I *	f	C.f	C.I*	f.	C.f
19-21	5	5	24-26	11	11
22-24	7	12	27-29	4	15
25-27	11	23	30-32	5	20
28-30	6	29	33-25	5	25
31-33	10	39	36-38	10	35
34-36	7	46	39-41	7	42
37-39	7	53	42-44	8	50
40-42	13	66	45-47	6	56
43-45	3	69	48-50	8	64
46-48	5	74			

N = 74
 \bar{X} = 33.13
 S.D. = 7.86

N = 64
 \bar{X} = 37
 S.D. = 8.02

Table 3: Hypothesis Test Findings of the Control and the Study Groups in the Post-test

Group	Post - test			t.cal	t.tab	df	Conclusion
	N2	\bar{X}_2	S.D				
Control	74	33.13	7.99	2.86	1.98	136	sig
Study	64	37					

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

$$S = \sqrt{\frac{\epsilon(x_1 - \bar{X})^2 + \epsilon(x_2 - \bar{X}_2)^2}{N_1 + N_2 - 2}}$$

key

- t.cal = t calculated
- t.tab = t tabulated
- df = degree of freedom
- sig = significant

Table 4: Hypothesis Test Findings of the Progress of the Control and Study groups

Group	Pre-test			Post-test			t.cal	t.tab	Conclusion
	N1	\bar{X}_1	SD	N2	\bar{X}_2	SD2			
Cont.	74	29.4	8.6	74	33.13	7.86	8	1.98	sig
Study	64	32.07	9.22	64	37	8.02	11.6	1.98	

Though the present circumstances at schools show the apparent decline of student motivation, at the initial stage of the project (during the first two weeks), the control group appeared to be more active and interested with relatively better motivation and involvement. On the contrary, this was minimal in the study group. Though the study group was briefed and /encouraged to work in pairs and groups, their positive response was not as quick as expected. Nevertheless, the situation started to improve gradually starting from the third week. Learners started to group themselves whenever the activity called for group task.

This was a sign of interest among the learners and was encouraging. With the passage of time, it was noted that the great majority of students were showing progress in interest, motivation and involvement. Moreover, their creativity and confidence while asking and/or answering questions suggesting, commenting, and the like were on the rise. These elements were getting stronger and stronger as the project proceeded further.

On the other hand, the more promising interest and motivation initially observed in the control Group didn't show similar improvement. With some learners, these elements were even noted to be diminishing. For instance, more number of students in the control group were missing classes. Lack of interest in doing assignments seen here among relatively larger number of students also appear to support the above point.

Since both the teacher and the teaching material were the same for both groups (assuming that other things were constant) the investigated differences can't help being ascribed to the methods employed.

The learners in the Study Group were frequently encouraged to share ideas among themselves. They were informed about the teacher's being just one of the many helpers - colleagues, friends, books and so on and with his own limitations. Thus, they were advised to expand their dimension in their endeavor to obtain the desired direction and help.

The learners were practically shown how sometimes suggestions or comments from their classmates could be not only just as good as those of their teacher's but even much better than theirs. They were also frequently reminded that the learner themselves could be the best judges of their abilities if they make the necessary efforts.

Most importantly, these learners were trained how to be specific when looking into their English. For instance, in reading lessons, they were sensitized as to how systematically react to each subskill, say reading for gist or scanning and so on, and find out one's strength or weakness in terms of that micro-skill rather than in general reading skill.

By so doing, the pupils were able to easily trace their merits and/or demerits and quickly look for the appropriate remedy. When these students were also made to compare their work and put to work together, they were able to identify as to who is the best talented in a given area of language within the group so that others can consult him or her when the need arises.

Moreover, the best work samples were shown to the class as models so that the learners could learn much from them. This technique could also create a sense of competition among the pupils as it is believed to be one way of stimulating the pupils' potential.

Each pupil in the study group was alerted to be more concerned about the progress he/she makes in that particular area of language—say, simple present tense or reading for gist — than just grammar or reading in general, respectively. This could also enable the student to set specific goals when studying; besides, this may help the learner to feel about his/her achievement in more realistic way.

The teacher's systematic and encouraging feedback could also have enabled the students to develop a positive attitude toward feedback and also make use of it.

The group activities created opportunities for the students in the study group to use the language more practically and to meaningfully realize their actual shortcomings. Both effects are believed to maximize one's proficiency.

Here, unlike the controlled class, the teacher's role did not dominate. Instead, the students were encouraged to solve problems themselves, to conduct group discussions, to play roles, to pool their writings, to comment on each other's language, and so on in which one could learn from the other.

In the controlled group, however, the teacher played the leading role while the students were passive listeners. Each student tried on his/her own when doing exercises. Emphasis was placed only on the right answer. There was little opportunity to use the language productively. Pair and/or group activities were not introduced. The teacher was the sole source of feedback. Moreover, the feedbacks offered were general or unspecific.

Quantitative results obtained from the test seem to be less capable to envisage the more realistic picture of the progress made by each individual student which is the center of the theoretical issues around the continuous assessment. Nor is the final achievement always best displayed by means of letter and or number grades. That is why the proponents in the field such as Johnston (1987) and Chater (1984) underline the necessity of maximizing the use of qualitative description to address both 'progress achievement' and 'final achievement.'

While the importance of qualitative description is strongly felt when assessing continuously, the actual situations in Ethiopia give limited opportunity for such intensive practice. A large number of constraints could be raised large class-size, high teaching load and, above all, low morale among both teachers and students are believed to be in the lead (Dejene, 1990).

Despite the many limitations of the project, which were discussed earlier, it might be important to give a brief account of what has been observed during the study period. It was found out that a far better progress was made by the best achieving students. In qualitative terms, the progress in learning was consistently falling from top to bottom, i.e., with a decrease in ability. The learners who were graded excellent and very good were making marked progress, specially in reading and writing skills which were more closely observed. The progress observed could be ascribed to motivation which, according to Spolsky (1989) and Lambert (1967), for example, is one of the core elements in successful language learning.

Gardner and Lambert (1959) in Spolsky, (1989:15) believe that motivation is mainly made up of "a goal, effortful behavior, a desire to achieve the goal and favorable attitudes towards the activity in question." The present researcher holds this point high as he believes that the leading progress makers were reflecting a combination of the above motivational components. Most of these students were regularly attending classes; active participants, hard working and disciplined.

In the purely quantitative post-test, on the other hand, a substantial improvement was noticed as regards the average and below average students. First of all, this might be ascribed to reliability constraints, especially cheating which is almost unavoidable in our schools particularly with the slow learners. Besides, the objective nature of the test is also believed to have made guessing easier.

It may be essential to say a few words about an unanticipated incident that has adversely affected the study. It was caused by the instability occurred in Addis Ababa University in about the mid of the project. For about a week's time teaching at Bole Senior Secondary school was hardly manageable. Many students were missing classes. Those in attendance were also less interested. Though the situation improved gradually, the consequences were by no means negligible.

When talking about validity, it may be useful to remember Davies (1990) who says: "The language has to do with validity..., the measurement with reliability." That means the validity of a language course, a method and so on is judged by its success in developing the level of the learners' proficiency.

Based on this, it was attempted to view the validity of the study conducted from two perspectives: one fully objective and the other semi-objective. The former refers to the fully quantitative scores obtained from the post-test. As discussed above, the statistical computation shows that the study group performed better than the control one.

As shown above, the pre-and post-test means of the control group were 29.4 and 33.13, respectively, while the study group had pre-and post-test means of 32.07 and 37, respectively. The t-test computations made show significant differences in both cases. The observation on the post-test mean scores of both groups indicate that a significant improvement was made on the respective pre-test mean scores.

Nevertheless the improvement made by the study group was notably more significant than that of the control group. This can be explained away to the more effectiveness or validity of the new method practiced.

The researcher feels that the qualitative type of observation was much more informative though, unlike the statistical method, inconvenient to display in figures. For instance, our high school students generally have little background of writing. With this in mind, the teacher in the study group has tried his best to teach the students how to write and critically assess their writings based on the principles of continuous assessment. The outcome was very encouraging. At the end of the course, for example, a few excellent pieces of writings were received.

The learners in the study group also made tremendous improvement in reading comprehension (see

Table 5 on page 68). As can be learned from the table, the control group made less improvement in the post-test as compared to that of the study group. This maximizes the validity of the treatment particularly for the reading comprehension task in this case.

The validity of the continuous assessment was further supported by the responses received from the subjects in the study group through the questionnaires. The responses show that the subjects felt that they learned more through the new method. More interestingly even, the responses of these target learners in the study group through the 'Self-Assessment Questionnaire' reveal that they were obliged to re-examine their English language abilities after they have passed through the course. This indicates that the project was successful in sensitizing the learners about their English language.

Table 5: Mean Score Distribution of Comprehension Questions for the Control and Study Groups in the pre-and Post-tests (out of 10 and 20 points respectively)

Group	Pre-test		Post-test	
	N1	X1	N2	X2
Control	74	6.4	74	9.02
Study	64	7.13	64	14.9

A rank correlation test was operated to see the concord between the scores from the semi-objective continuous assessment and the fully objective post-test. To do so Pearson's Rank Correlation Coefficient was applied (see Appendix M). The result indicates a statistically significant positive correlation ($r = 0.85$, $df = 63$, $P = 0.05$) between the scores obtained from continuous assessment and the scores obtained from

the post-test, thus ensuring the reliability of continuous assessment.

Further investigation was carried out to see this reliability element. In the "Self-Assessment Questionnaire", the subjects were inquired to forward their opinions about the marks they received in the continuous assessment (impressionistic assessment) part. The responses reveal that 44 or 68.7% of the subjects welcomed the offer while/ 29.7% of the respondents expressed dissatisfaction. Based on this, we may safely infer that a well planned subjective observation can be reliable.

To see the practicality of continuous assessment, from the start, the present researcher was noting down the major encounters during every lesson. As a result, the main feasibility constraints encountered during the study period could be summarized below:

- Shortage of time was a crucial problem. One should be trained in how to effectively budget his/her time before introducing continuous assessment. More importantly, this applies to pupils who suffer more from shortage of time.
- Continuous assessment is very tiresome. It demands much spare time outside the classroom to correct the students' assignments. It also needs much patience and dedication both inside and outside class. It seems unlikely for the heavily loaded and demotivated high school English teacher to bear hardships such as discussed above. On top of this, the teachers are informed very little about the subject "continuous assessment".



- The large class size also poses a serious challenge. To practice continuous assessment, the number of students per class should either be largely reduced or, alternatively, a teacher should be assigned to a maximum of two sections. However, both seem to be unattainable under the present circumstances.
- The pupils are also highly demotivated. A lot of agitation, stimulation and even appeal would be necessary if some learning is expected to take place. These need to be maximized when methods which demand much more will and effort on the part of the learners are introduced. For example, these days, open student reactions against teachers and teaching, which were either unknown or very rare just in the near past, are frequently exhibited. Over and above this a large number of students are not willing to carry text-books and work-books to class as doing this is considered old-fashioned.

Given these series of constraints, it is hoped that the reader wouldn't fail to deduce the great difficulty of applying continuous assessment under the present circumstances.

4.4 Analysis of the Responses of the Teachers to the Questionnaire

Table 6: Personal Data of the Respondents

Total No. of Respondents	Nationality		Sex		Qualification		Teaching Experience		Institution Attended			
	ETH.	FOR.	M	F	B.A	M.A	Min	Max	AAU	AS.U	B.U. I.C	Foreign Univ.
90	79	11	82	8	76	14	6	25	63	5	10	12

key: ETH= Ethiopian

FOR= Foreign

Key: A.A.U. = Addis Ababa University
 As.U. = Asmara University
 Bah.Dar.T.C. = Bhair Dar Teachers' College

Of the 437 English language teachers in the 27 Government Senior Secondary schools in Addis Ababa, 312 are first or second degree holders. According to the Inspection Department of the Addis Ababa Schools Office, all senior grades (11 and 12) are taught by first or second degree graduates. And, since the focus of this paper was on Grade Eleven, the study included 30% of only this section of the population randomly selected from ten government schools.

The Teachers, questionnaire had two main sections. The first section was dealing with the respondents' personal data whereas section two was concerned with the subject under investigation (see Appendix D for details).

The questions in the 2nd section of the questionnaire were mainly intended to survey:-

- the teachers' current assessment practices and preferences;
- their beliefs and attitudes towards language assessment in general and the present high school English language exams in particular;
- how English language teachers handle feedback.

Almost all the responses obtained (except those few which were found irrelevant to continuous assessment) were categorized as positive or negative

(see table 7) on the basis of the aforementioned theoretical principles of continuous assessment.

Some sort of continuous assessment is possible only when not all the students' scores are obtained from a final exam. Therefore, the tenth item addressed to the respondents was inquiring whether or not all the English scores of a student (100%) in their respective schools came from exams. It was found out that 10 of the respondents (11.11%) replied positively while the majority 86.6% - 78 of the respondents responded negatively. When these latter respondents were asked to tell how much percent of English results of a student in their respective schools came from exams, five of them (6.4%) believe that exams accounted from 60-69% of the aggregate, 12 (15.38%) answered 70-79%, and 60 (76.9%) answered 80-89% one did not respond.

When the subjects were asked to tell the number of tests they offered during a semester's time the following answers were received. Four teachers (4.4%) offered four tests; 10 teachers (11.11%) offered three tests; fifty-four, (60%) administered two, and twenty-one (23.3%) of them gave only one.

The respondents gave various reasons for their administration of fewer tests, (three or less). The majority of them (84.7%) reported that the poor facility in the schools, the large number of students population, the teachers' being over loaded, and lack of motivation on the part of the teachers are among the major reasons. Six of the respondents 7% believe that occasional testing is better than frequent testing.

Three, (3.5%) of them feel that the offering of many tests is not advantageous. Four of the subjects (4.7%) failed to respond.

The next item in the series was "what are the other sources (other than exams) of your score?" In response, the majority 46.2%, (37) reported to count on the combined results from class activity, home-work, attendance, and effort. Sixteen (20.5%) of the respondents reported 'class activity' to be their second chief source-next to exams. 'Homework' was favored by 12 (15.38%) and 'effort' by 10 (12.8%). The minority 3.8% (3) of the teachers reported to have drawn their 2nd important data for the score from the students' 'conduct'.

In item 16, the subjects were further inquired to show the activities they prefer to assess by ranking four activity types from among the given eight. In the report it was learned that 'class activity' and 'home assignment' were ranked first and second respectively by 65 (83.3%) of the respondents. "handling of workbooks" and 'attendance' were ranked first and second respectively by 12 (15.38%) of the respondents. 77 (98.7%) of the teachers ranked 'effort' and 'attitude' third and fourth respectively. One teacher did not respond.

When, in the next question, they were asked to tell the reason (s) for their preferences, 48 (61.5%) of them said that "they (their choices) can mirror the students' ability more clearly" "they are more useful to the learner", "they encourage learning more than others." 23 (28.7%) of the subjects believe that their preferences can more reliably show the students, English language ability. The remaining 7 (8.9%) of them reasoned that their assessment preferences are more valid to the learner.

In the next item (Item 18) the subjects were inquired to answer whether or not they 'believe that their above assessment preferences generally agree' with the preferences of their students. In response, 65 (81.25%) answered "yes"; 13 (16.2%) answered "no" and 2 were not sure. When those who answered this question negatively were further asked whether or not they feel like revising their preferences, 10 (77%) of them responded negatively while three of them did not respond.

To the question "Do you keep any record (other than to the tests) that describes your student's individual performances?", seventy-three (93.5%) of the subjects replied positively while five of them answered otherwise. To investigate the way(s) they used to keep their records, those who answered positively were asked one more question. In reply three-fourth of them told that they write marks on their students' work-books while 1/8th of them chose the item " I keep them in my head."

Nearly all the teachers 96.6% agreed that they give homework. Regarding the frequency, every nine out of ten give home assignment after every lesson; a few (5.7%) give twice a week. The majority of the respondents, 80% correct the home-work they offer, though about (17.2%) of the respondents said that they don't correct.

As regards the techniques they employ to correct the home assignments, about one-third (29) of the subjects "simply tell the correct answers." Nearly a quarter (21) of the respondents just go around the class and some general comments on each student's work book. Eleven (15.2%) of the teachers correct the assignments by making the students exchange their work-

books and correct them on the basis of their (the teacher's) answers. A few of the teachers, six of them, made the class discuss the assignment thoroughly and then correct their own work on the basis of the best answers. Three of the teachers practice one more different technique- they carefully check only a few of the assignments, put specific comments on them and finally tell the correct form to the whole class.

An inquiry was made to know whether or not the teachers give back the corrected test papers to their students. The question was followed by a 93.3 positive reply. Six of the subjects failed to respond. To see how they handle feed-back, some feedback related questions were asked. The first in the series was "how soon do you generally return the test papers?" 72 (85.7%) reported that they give back the corrected test papers "as soon as they finished correcting" them. Ten of the subjects appear to be a bit un-concerned, with the response. I return the papers "any time I like."

The next pertinent item was interested in finding out how teachers react to the wrong answers. The response-sheet was filled with various replies. "I simply put a big 'X' and pass to the next item" was a reply of seventeen of the subjects. Around 1/3 (28) of the respondents simply "cancel out the wrong responses". Twenty-one of the subjects do not want to waste time on the wrong answers; they just jump them putting a tick against the right ones; while sixteen of them put a question mark against the wrong answers, and that is all. Four teachers replied as follows. "I put 'X' and then indicate the correct form beside the wrong answer."

The next question was "suppose you make mistakes during your correction or setting the test items, do you allow your students to negotiate?" In reply, the majority 62.2% responded negatively, while 23.3% replied positively. Those who answered negatively were further asked if they tell their students the correct answers. The answer was unanimous "yes." when these some subjects were inquired to tell how soon they respond, more than half, 55.5%, of them reported that they tell the correct forms during the next - lesson. Twenty of them responded "any time. I like." Nine percent (5) of the subjects reported to respond soon after the test so far as they have any spare time.

To see the concord between the learners' class performance and their achievement in tests, the subjects were asked, "Are your students performances in class generally consistent with their scores in exams?" In reply, 60.2% answered "no" 30.7% answered "yes", and about 9% answered "I am not sure". Those who replied negatively were further inquired to tell which one is more dependable - scores from class activities and quizzes or scores from final exams. In response, all but one preferred the former i.e. scores from class activities and quizzes.

It was learned from the response to item 31 that, when a bright student in class tasks scores un-usually low results, the good majority of teachers, 80.7%, try to up-grade his or her score by raising his/her marks in the continuous assessment part while 19% of them don't. when this apparently sympathetic group was asked whether or not such an informal practice has a support at schools from among professional colleagues and school head masters, fifty (79.3%) of the subjects replied positively followed by twelve, who responded otherwise.

In the next item, those who responded positively in item 31 above were asked if they believe continuous class assessment be given due attention in English language testing in the future. The answer was undivided "yes."

The response for item 34 shows that all the subjects had taken a general testing related course(s) sometimes in the course of their study. As to its contribution to their career when setting, administering or correcting tests 41 or 45.5% of the subjects found it "quite helpful", and 33 (36.6%) of them found it "very helpful." It was "of some help" to 13(4.4%) of the teachers and "of little help" to two of them.

Nevertheless, when they were further asked to tell if they had taken a particular course(s) on English language testing, the figure descended from 100% to 12% - eleven "yes", all of them are foreigners.

As to the emphasis of the course(s) (courses on English language testing) they took, 7 (63.6%) of the respondents reported that it/they stressed "a balanced approach which gives room for objective and subjective type questions as well as for continuous informal follow up." The remaining three said that their course(s) emphasized the administration of "mainly objective type questions." One failed to respond.

The respondents were provided with a list of testing methods - objective type, subjective type, continuous followup, and a balanced approach which combines all the above types - to choose one from -

stating why it was their favorite. From the reply it was learned that about 2/3 of the subjects preferred the last in the series, a balanced approach. 15 of them, failed to give reason(s) for their choices or preferences. The majority of the respondents 47, (60.2) of them rationalize that because it is either more reliable or more teaching or both. The remaining 39.8% noted the objective type to be their favorite. As to their reason, nearly all seemed to say it is easy to correct and/or more reliable.

To see how teachers handle students' open negative reactions, towards a particular lesson(s), they were asked if ever they experienced such a thing by the whole class or a certain number of students. In response, the majority, fifty-seven, answered "no" followed by thirty-one "yes" answers. Two of them did not respond.

In reply to the question forwarded to those who responded positively as to how they treat negative student reactions, 13 (42.2%) of them said that they force the pupils to learn whatever is part of the curriculum regardless of the pupils' interests 10 (32%) of the subjects reported that, they attempt to change their technique of presentation for that particular lesson to fit it into the interests of the learners. Four (12.9%) of the subjects simply jump that problematic portion. Three (9.6%) of the teachers openly discuss the matter with their pupils to diagnose and settle the problem.

The last item was a call for free response on any disagreements on the part of the teachers or suggestions from them on matters related to the current practices of English language testing in Ethiopian high

schools. The majority reports received many be summarized into the following table:

Table: 6 Distribution of Responses for Item 41

Responses	No. of Responses	%
Cheating during exams is highly prevailing or exams are leaking. Thus, a better security should be maintained.	80	88.8
Subjective items should not only be included in exams but also be given equal weighage with objective items.	73	81.1
The time allotted for the ESLCE English is not sufficient, thus it should be improved	30	33.3
High school English average marks be given due credit along with the scores of the ESLCE English	23	25.5
Colleges and universities should set their own English entrance exams	8	8.9
A Student who fails in English should repeat the same course even if he/she is promoted to the next grade	3	3.3

Note: As the above item was an open-ended one more than one responses were received from the majority of the respondents.

Finally, to see the overall tendency of the responses of the teachers' questionnaire, all the pertinent replies were categorized as positive or negative in light of the theoretical principles of continuous assessment (see the table below). As a result, it was learned that the dominating beliefs, preferences and attitudes of high school English teachers seem to be in favor of continuous assessment. This might enable one to safely infer that if circumstances should permit to introduce continuous assessment, the English language teachers in our high schools shall welcome it.

Table 7: Distribution of Teachers' Responses for each relevant item as negative or positive in the light of Theoretical Principles of Continuous Assessment.

Item No.	Total Respo.	Positive		Negative	
		f	%	f	%
10	88	78	88.6	10	11.4
11	77	5	6.5	72	93.5
12	89	4	4.4	85	95.5
13	81	-	-	9	10.6
15	78	74	94.9	3	3.8
16	77	77	100	-	-
17	78	78	100	-	-
18	80	65	81.25	13	16.2
19	10	-	-	10	100
20	78	73	93.5	5	6.4
21	68	-	-	68	100
22	87	87	100	-	-
23	86	86	100	-	-
24	89	72	80.1	17	19.8
25	70	20	28.6	50	71.4
26	84	84	100	-	-
26.1	82	72	87.8	10	12.2
26.2	86	4	4.7	45	52.3
26.3	77	21	27.3	56	72.7
27	56	56	100	-	-
28	56	36	64.3	20	35.7
29	78	-	-	7	8.9
30	46	46	100	-	-
31	78	63	80.8	15	19.4
32	62	50	80.6	12	19
33	50	50	100	-	-
37	10	7	70	3	30
38	86	75	87.2	-	-
40	30	13	43.3	17	56.6

NB:

1
the above table did not consider the non-respondents' and the 'neutral responses' those responses which were neither positive nor negative in effect.

4.5. Analysis of the Responses to the Student

Questionnaires and Interview

Three types of questionnaires were administered to the students in the study group. Two of them were self-assessing questionnaires with a few items which were dealing with the pupils' feelings about their language abilities and their attitudes towards their English teachers. These questionnaires were mainly intended to compare the pupils' reactions to the same questions before and after they were put into the experiment. The other type which was administered after they had covered the teaching materials was a wider one and with more items designed to serve the students' beliefs and preferences in assessment; their reaction to the new method and their attitude towards their English teachers.

Just before the questionnaires were administered, the subjects were briefed about the objectives of the study and were instructed to ask only questions pertaining to the questionnaire. Moreover, in order to avoid any possible misunderstanding of the subject matter of the questionnaire, every statement was read and discussed with the respondents by the researcher. The questionnaires were collected after everyone finished writing the responses.

4.5 Analysis of the Responses to the Student

Questionnaires and Interviews

Table 9: Order of the Respondents' Activity Preferences

Activity Type Item 1.	1st No. of Respond- ents	2nd No. of Respon- dents	3rd No. of Respond- dents	No Respon- s-e
Home work & assignment	3	2	37	22
Question - answer type activity	5	44	8	7
Group and/or pair work	44	13	3	4

The table indicates that group and/or pair work is highly popular among the learners followed by question - answer type activity in the 2nd column.

Table 10: Reasons for Their Preferences

Item 2	Responses	No. of Respondents	Percentage
	It is more teaching	9	14.25
	It is less difficult to deal with	-	-
	It is enjoyable	10	15.6
	All the above	42	65
	No response	2	3.1

As can be seen from the table, students at this level seem to favour activity types that have room for some form of amusement.

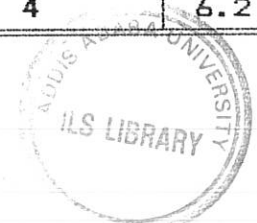
Table 11: The Assessment Type they Prefer

Item	Responses	No. of Respondents.	Percentage
3	Small tests or quizzes	47	73.4
	Big tests	14	21.8
	No Response	3	4.7

The majority of students (73%) prefer small tests to big tests.

Table 12: Reasons for Their Preference

Item	Responses	No. of Respondents	Percentage
4	Frequent tests stimulate me to study	6	9.4
	It is easy to answer small tests even without studying	5	7.8
	Small tests make me study always and I do not like that	6	9.4
	Small tests give me many chances to test and show my language ability but big tests do not	15	23.4
	Small tests don't frighten me but big tests do	11	17.2
	Big tests discourage regular study rather, they make me study too much when the exam approaches	9	14.00
	I score high on big exams.	8	12.5
	No response	4	6.2



Though no conclusive explanation can be drawn from the distributed responses above, one can see that the majority of responses (about 70%), are in favour of small tests.

Table 13: Respondents' Feelings Towards Certain Activities as a Means of Showing their Language Abilities

Item	Responses	No. of Respondents	Percentage
5	Home-work and Class activities	11	17
	Tests and final exams	18	28
	Class activities and home work combined with results from tests and final exams	35	54.6

More than half of the respondents, 54.6%, believe that a multitude of activities can best reflect their English language ability.



Table 14: Reasons for their Beliefs

Item	Response	No. of Respondents	Percentage
6	I study seriously for tests and exams but I don't generally bother about class and/or home activities	44	21.9
	The more varied the assessment is the fairer it will be	34	53.1
	Carefully observed class and home tasks can best show my English	13	20.3
	No Response	3	4.7

The above was a cross question designed to confirm the responses in the preceding item. From the responses in the table, it was learnt that the majority of the subjects believe that varied assessment techniques can best mirror their language ability.

Table 15: Whether or not the Pupils like if assessed continuously and secretly

Item	Responses	No. of Respondent	%
7	Yes	14	21.9
	No	50	78.1

As could be read from the table, the majority (78.1%) said that they don't like to be assessed secretly. In item 6 above, we see the subjects showing interests in continuous assessment. Thus, though the pupils like to be assessed continuously, they seem to be uncomforted with the idea of covert assessment.

Table 15: Reasons for their Hatred

Item	Responses	No. of Respondents	%
8	I don't trust my teacher	3	6
	It is tiresome and painful		
	This kind of subjective assessment could be highly erroneous		
	All the above	47	94

As can be learned from the responses, other than doubting the honesty of their teacher, the majority of the pupils seem to dislike working hard and being assessed subjectively.

Table 16: Whether or not they like the new Method

Item	Responses	No. of Respondent	%
9	Yes	45	70.3
	No	19	29.7

The table indicates that the great majority of the learners liked the new method.

Table 17: The Reason(s) for their Answers

Item	Responses	No. of Respo- dents	%
10	1. It was more teaching		
	2. It keeps me busy	2	3.1
	3. Group work is in- teresting and fun		
	4. I want to learn from my teacher who knows much, not from my peers who are as ignorant as myself		
	5. Since my colleagues are not helpful enough, group work is a waste of time		
	6. One and three above	45	70.3
	7. Four and five aboce	17	26.5

As indicated in the table, the majority of the learners liked the new method (continuous assessment) because they felt that it was more teaching and interesting. But some 27% of the learners seem to have felt insecure under the new method for the reason that they want to learn from their teacher, not from their peers who could be either less knowledgeable or unhelpful or both.

4.5.1 Analysis of Self-Assessment
Questionnaires

Table 19: Distribution of Responses for Items No. 1-4
Pre-Study Post-Study

Item	Responses	No. of Respondents	Per cent	No. Responses		No. of Respondents	Per cent	No. Response	
				f	%			f	%
1	Yes	45	71.4	-	-	51	79.7	3	4.9
	No	14	22.2	4	6.3	10	15.6		
2	Yes	2	4.4			45	88.2		
	No	43	95.5			6	11.7		
3	Yes	39	61.9	3	4.7	49	81.6	-	-
	No	21	33.3			11	18.3		
4	Yes	27	69.3			38	77.5		
	No	12	30.7			11	22.5	-	-

In item 1 above, the pupils were asked whether or not they know their strengths and weakness in English. The majority of the subjects responded - positively in both pre-and post-study columns. The number of positive responses increased by six in the post-study section based on this finding, one may say that the course had aided the learners to look into their language more critically.

The second question was directed to those who replied positively above, inquiring if they could help their English teacher by assessing themselves. The table indicates that the majority of the negative responses in the pre-study section were turned to positive after the study. This too shows that the course has been effective

in sensitizing the subjects as how^{to} assess their language independently.

In response to Item 3, 39 students in the pre-study session believed that their English language teachers know well about their students' English language ability. The pupils seem to have better confirmed this belief later, as their post-experiment responses are raised to 49.

As the responses to Item 4 show, the majority of those students who feel that their English teachers have a good knowledge about them appear to agree with their teachers' informal evaluation say in homework, activity and the like what is more interesting here is that the number of positive responses increased notably in the post study inquiry. The teachers' continuous follow-up and his specific feedback to each individual student might have added to the confidence of the learners to feel that the teacher knows well about them and hence to feel that his evaluations are dependable.

Table 21: Distribution of Responses to Item five

Item	Responses	No of Respondents pre study		No. Response		No of Respondents post study		No Resp-onse	
		f	%	f	%	f	%	f	%
Reading	Excellent	40	63.5	2	3.2		4.7	1	1.5
	Vg	10	15.8			15	23.4		
	G	7	11.1			30	46.9		
	F	-				5	7.8		
	G	4	6.3			10	15.6		
Listening	Excell.	52	82.5	2	3.2	10	15.6	2	3.1
	Vg	6	9.5			12	18.7		
	G	-				19	29.7		
	F	-				4	6.2		
	P	3	4.8			17	26.5		
Speaking	Excell.	11	17.5	8	12.7	-	-		
	Vg	18	28.6			-	-		
	G	-				13	20.3		
	F	6	9.5			10	15.6		
	P	20	31.7			41	64		
Writing	Excell.	29	46	-	-	2	3.1		
	Vg	13	20.6			-	-		
	G	11	17.5			14	21.8		
	F	-				7	10.9		
	P	10	15.8			39	60.9		

Key: Vg - Very good; G = good; F = fair P = poor; f = frequency

Item 5 was designed with an intention to assess the feelings of the learners towards their abilities in different areas of English. It was felt important to investigate the students' reactions to these questions mainly because, in our high schools, similar to those schools whose language classes are dominated by grammar

lesson, the 'knowledge of English' is equated to the knowledge of grammar. The ability to use the language in its different forms is not the focus.

Thus, our high school students generally seem to feel that 'Reading means the ability to read loud with agreeable fluency; Listening means - the ability to follow a teacher's lecture in the classroom. They equate speaking to occasional oral answering in the class room and writing - to the ability to copy down the teacher's notes from the blackboard with reasonable accuracy and may be, at most, with the ability to compose fragmented sentences.

The major source of such misunderstanding could be the minimum input they receive from the language instruction at schools. Biased by such form-based instruction and evaluation, the pupils can't help exaggerating their abilities, in the respective skills. This is more or less what is reflected in the above table.

Before the experiment was carried out and the pupils were sensitized towards what each skill could mean broadly, it seems that they had a wrong impression. As can be seen from table 20, the majority of students around 63 and 82 percent in reading and listening, respectively, rated themselves 'Excellent' in the pre-experiment report.

Eleven (17.5%) and 29 (46%) of the subjects considered themselves as excellent in speaking and writing skills respectively. The 'Very Good' column was the 2nd largely responded column in these two skills, followed by the "poor" section.

Interestingly, however, these above responses were significantly reversed after the implementation of the study. The figures on the "poor" column rose sharply while those on the "Excellent" section dramatically fell. The previously side-tracked "Good" and "Fair" sections were now among the highly replied. This indicates that the teaching helped the pupils to review their feelings about their abilities in English, so that they may make the necessary effort to improve their English.

Table 21: Distribution of Responses to Item 6

Responses	No. of Respondents	%	No. of Respondents	
			f	%
Yes	44	68.8	1	1.5
No	19	29.6		

To see the pupils' attitude towards the covert impressionistic assessment, carried out during the programme, they were asked to express their feelings about it by means of Item 6, which asked whether or not they liked the offer under the impressionistic assessment. As can be learned from table 21 above, 44 (68.8%) of the pupils enjoyed the offer while the minority (29.6%) did not. This result might enable one to safely infer that a carefully handled impression based assessment could be a good language assessing tool.

to safely infer that a carefully handled impression based assessment could be a good language assessing tool.

4.5.3 Analysis of the Interview

This interview was mainly related to group assessment tasks on students' writings which were felt more suitable for concrete evaluation and/or suggestion.

At the beginning of the study and while it was in progress, the subjects were informed about the purpose of peer assessment and were shown how to assess a piece of writing by discussing its strengths and weaknesses. Content and organization were made the focus of observation. The present researcher's personal experiences were related.

At the end of the project, fifteen students (deliberately selected from top, middle and bottom levels, five from each level) were interviewed in Amharic to see their reactions towards the peer-assessment technique.

In return, mixed responses - positive and negative - were received. The total responses could be summarized as follows:

4.5.3.1. Positive Comments

- the peer - evaluation discussion helped me to improve my oral language.

- It made me feel more responsible for my own learning.
- There are times when I don't realize the shortcomings of my paper until someone points them out.

- It helps delete unnecessary statement from my writing and improve mistakes.
- It helps give new ideas.
- It helped me to be more critical about my writing.
- It helped me to sense how difficult the task of assessment is.
- It helped me to cultivate some courage and confidence.

4.5.3.2 Negative Comments

- I seriously comment on my colleagues' papers but they give negligible responses.
- Most of the peers are indifferent. They are not willing to help each other; so, they see the task, as an obligation;
- I can't trust the comments of my peers as they are as ignorant as myself;
- I used to receive conflicting advice from my classmates;
- I come to school to learn from my teachers, not from my classmates;
- Who am I to criticize others' work while I myself am a poor learner;
- Since I don't write well, my peers always laugh at my paper and this hurts me very much;

- I can usually diagnose the weak points but I am uncertain about how to remedy these weaknesses.

From the positive comments section, above on the whole, the students who were communicated, found the peer assessment beneficial. It helped most of them to see different perspectives about their topics and to generate, clarify and develop their ideas. On the other hand, the majority of students' comments about peer/group assessments received mentioned student ignorance, indifference and/or vagueness as the main objectives.

4.5.4 Limitations of the Peer

Assessment Task Observed

Time was a crucial problem in the class, specially at the initial stage of the project. There were times when the period ended just in the mid of the lesson. For various reasons, it was not possible to persuade the students to extend the group task outside the classroom. Furthermore, the respondents' reluctance to scrutinize others and also to receive others' comments were tough challenges worth mentioning. As could be imagined, lack of sufficient language to communicate on the part of the students was another notable problem. Their limited experience in group work, let alone group assessment, had its own good share in the problem. The condition of the shy students, their frequent reservation, is not a matter to be overlooked. The learners were also occasionally heard complaining about the illegibility of some manuscripts. Thus, for these and other many relatively minor problems, a lot of patience was expected of the teacher.

CHAPTER V

Summary of Findings, Conclusion,
Inferences and Recommendations

5.1. Summary of Findings

The result of the pre-and post-tests administered to both the control and study groups have been given in chapter IV. The statistical test shows that there was no significant difference in the pre-test scores of the two groups. However, the difference turned out to be statistically significant in the post-test scores. Therefore, the null hypothesis that there would not be any significant difference attributable to the adoption of continuous assessment in the teaching of English to the grade eleven students in government schools had to be rejected at the post test level. Consequently, the alternative hypothesis was supported by the findings. The findings of the experiment have shown that the continuous assessment approach has been effective in developing the general English language proficiency of Grade Eleven students at Bole Senior Secondary school. This may suggest that:

1. The use of peer-group assessment, discussion, role playing and so on helps learners to evaluate their own language, practise the language, gain confidence in using the language and develop their general proficiency;
2. The relatively more relaxed classroom atmosphere facilitates better learning;
3. The more motivated learners make better progress;

4. The learners in the study group were more motivated, interested and involved.
5. The students were showing more and more interest in their lessons when they learned that their works were given due attention and commented upon seriously.
6. Con- tinuous assessment was found to be effective in improving teacher- student rapport.
7. Shy learners, as they often refrain from participating in class activities, need special attention and followup in continuous assessment class. Otherwise, the teacher may misevaluate them in the impression based assessment.
8. Continuous assessment appeared to be reliable and more valid than one-off testing as demonstrated in the qualitative observation and student questionnaire.
9. The majority of high school English language teachers appear to have a positive attitude towards continuous assessment;
10. The learners in the study group liked continuous assessment.
11. The great majority of high school English teachers are poorly informed about language testing.

5.2. Conclusion

It is difficult to give a conclusive answer to the methodological problem associated with language testing in general and foreign language testing in particular in any definite terms as stated in the previous chapters. The teaching and testing process, moreover, is affected by several extraneous variables that are hardly fully controllable and predictable. It seems reasonable, though, to conduct, as Brumfit (1980:135) suggests, "experiments which are loosely controlled, but which are closely related to actual teaching situations..." to see the relative strengths and weaknesses of language teaching methodologies.

It was, thus, with the hope of finding a better way in the teaching and testing of English as a foreign language that this research was conducted.

To see the relative effectiveness of the two testing methods (the traditional assessment and continuous assessment), a randomly selected two groups were taught using the newly prepared material but by employing different techniques. Pre-and post-tests were administered to both groups. Two types of questionnaires were administered to the study group. The self-assessment questionnaire was served twice. Moreover, a few selected members of this same group were interviewed. These were carried out to see the validity and reliability of the new methods and to assess the subjects' general feeling about the study.

An effort was made to consciously follow and note the major difficulties during the teaching period so as to report problems related to practicality. The teachers' responses obtained through the questionnaire were used as supplementary data. The teachers' attitude towards the school English language tests as well as their assessment practices and preferences were surveyed through the teachers' questionnaire.

To be honest, the researcher cannot claim definitiveness as regards the teaching material used, the questionnaires administered and the tests given. But, it is felt that differences computed statistically in the tested tasks, analysis made on the questionnaires, observations made throughout the experiment, as noted above, can indicate the general trend as to the relative effectiveness of the two approaches tested and general conclusions be drawn.

As outlined in the Review of Literature, the arguments put forward by the advocates of continuous assessment could be put in the following general framework. According to them, continuous assessment, other than significantly minimizing the validity and reliability constraints that are inherent in testing, especially one-off testing, leads to successful language learning by sensitizing the learner to be more responsible about his/her learning and achievement through timely and specific feedbacks. Moreover, it leads the learner to more independent learning by training him/her in self-assessment techniques. This would enhance the learner's motivation, interests, and involvement which a language course demands.

The exponents of traditional testing, on the other hand, seem to be less informed about the above facts,

prompt and specific feedback, peer-group and self-assessment, for example, are unknown to them. Moreover, they don't seem to equally realize the existing relationship between language learning and testing.

Thus, based on the findings of the study at hand, the following conclusions could be drawn:

Achievement on the post-test showed that the study group was relatively better than the other group. This seems to indicate that continuous assessment approach is more effective than the traditional assessment.

The rank correlation test applied to the two scores (scores from continuous assessment and scores from the post-test, was found to be significantly high thus revealing the reliability of continuous assessment.

However, the observations made on the feasibility of continuous assessment show that continuous assessment is unlikely to be applied in the present teaching circumstances.

5.3. Inferences

The findings of this study could have strong implications for learners at other levels too. Without ignoring the many limitations of the present investigation, the following inferences could be made on the bases of the finding:

1. Students' success or failure in acquiring language proficiency depends on the way teaching materials are selected, presented and exploited, and the kinds of classroom methodologies employed. A modest attempt has been made by the present researcher to modify the teaching material to fit to modes of continuous assesement. Therefore, curriculum designers and teachers should see to it that the teaching materials are appropriate and meaningful and the classroom methodology effective.
2. Better assessment results in better learning.
3. Felt needs sustain motivation and so enhance the students' effort to learn a language.

5.4. Recommendations

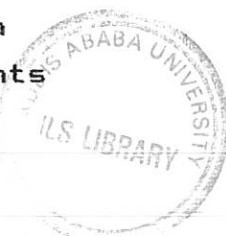
In order to solve the methodological problems of the teaching and testing of English both in schools and institutions of higher learning here, many more studies need to be carried out. Language testing, especially, is among the least researched areas. Nevertheless;

1. The preparation of a new interactive English text-book for high school students is highly desirable.
2. It is essential to create conducive situations for students to practise the target language in pairs and/or groups where they can have opportunity to ask and answer, discuss, imitate, suggest, comment write and the like so that they can become sensitive and responsible about their abilities in different areas of English.
3. An effort should be made to give English teachers who are currently on the job courses on language testing in the form of seminars, workshops and the like.
4. Institutions that train future English language teachers and in-service teachers greatly need to include language testing courses (with emphasis on continuous assessment) in their programme. Even if the proper or full-fledged application of continuous assessment, as outlined in the Literature Review, appears to be less feasible at the moment under the present high school teaching circumstances, it is felt that it could take some apparently manageable forms. For instance, more number of, if not frequent, tests could be administered; the class teacher's recommendations could be made accompany the pupil's test scores.

As regards the senior secondary final English achievement test scores (the ESLCE English Scores), for the immediate future at least, they, as suggested by Dejene (1990), could be made to reasonably consider the senior high school (9-12) average marks in English.

Nevertheless, among other things, the increasing amount of theft or cheating practised during exams in schools, could challenge the validity of such practice.

5. An attempt is to be made to make available resource literature on English language testing at schools.
6. A solution be sought by the concerned body to motivate teachers by upgrading their living standard.
7. A large number of English language teachers be trained to reduce the bulk of work of the present teachers.
8. English language teachers training institutions should attempt to establish links with high schools so that they can have a direct access to take and train the bright students in English, irrespective of their background in other disciplines.
9. Continuous assessment should be tried with English language teachers and with larger number of students for reasonably longer period of time before it is put into any implementation.



1
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APPENDIX - A
Teaching Material

SEX : NOT SO LOUD

Introduction

1. Look at the title of the passage and write down what you expect from the passage.

Unfamiliar words

1. restrain - hold back from doing something
2. wicked - morally wrong or sinful-like for example theft.
3. attitudes - views, outlooks
4. circumstances - conditions
5. come to terms with - handle it in the right way.

A Animals, as a rule, have no sex problems. When they feel sexual desire, and there is a chance to satisfy it, they just go ahead and do so. They don't have to wait until it is proper for them to express their sexual feelings. But in the complex arrangement of human society, this would create terrible confusion. Consequently, through the long ages, men have learned that sexual desires have to be controlled. Just as we have to learn to wait till meal-times for our food, and not take things that don't belong to us, so we learn to restrain our sexual feelings until the right time to satisfy them.

B Some people, in fact, have gone further, and taken the view that sex feelings are wicked. Young people may get this idea and feel guilty about the desires they sometimes have. As a matter of fact, these desires are perfectly natural. A young person who never feels such desires would be quite unusual. There's nothing wrong about sex feelings. Sex only becomes wrong when it is wrongly used.

C That is easy enough to say. But when it comes to deciding what is right and what is wrong in using sex, we are faced with many difficulties. One reason for this is that we are living today in a world where some of our attitudes are changing rapidly. For example, sex just wasn't talked about in the time of our grandparents. It was hushed up.

D

So far young people growing up in the present age, what to do about sex is quite a serious problem. They have to face the long wait for marriage that their grandparents had to face. But they do so under circumstances in which their sex feelings are constantly being stimulated to an extent which is much greater than it was in the past.

E

During the past century, sex has been brought more and more out into the open, which has provided a wonderful opportunity to satisfy people's curiosity. Eventually this has been used by advertisers, publishers of newspapers and magazines, and organizers of entertainment to rouse people's interest. Sexy pictures, it has been found, catch people's eyes; and sexy talk makes them listen. Since a great many people in the world earn their living by getting other people to listen to what they have to say, or to look at what they have to sell our world has gone rather sex-mad. Gradually we will get over it and recover our balance. But for young people growing up at this particular time, it must be rather confusing. For their own sakes, they must be warned that there are a good many other things in life that matter, as well as sex.

F

We must, then, come to terms with sex, and put it in its right place in our lives. All of us must do this. Unless we do it, we may suffer a good deal of unhappiness.

ENE pp. 79-80

Ex. 6:1 Reference exercise (pair work)

Matching - The items in column 'A' seem to stand for the items in column 'B'. Decide which stands for which

- | <u>A</u> | <u>B</u> |
|---------------------------------|--------------------------------|
| 1. ..this (par. A-line 6) | a. the young |
| 2. ..this idea (par. B, line 3) | b. sexual feelings are sinful |
| 3. desires (par. B, line 4) | c. a great many people |
| 4. we (par. C, line 4) | d. people |
| 5. their (par. D, line 5) | e. animals |
| 6. they (par. E, line 10) | f. human society |
| 7. they (par. E, line 15) | g. sexual |
| 8. advertisers (par. E, line 4) | h. animals' kind of sex |
| | i. radio, tv, newspapers, etc. |

Ex. 6:2 Inference exercise (first individually then in pairs)

Read the passage carefully before you attempt the following questions.

1. The second sentence in the first paragraph "They don't ... sexual feelings". suggests that
 - (a) it is always proper for them
 - (b) they are not as fortunate as humanbeings
 - (c) they don't usually have the chance
 - (d) they are not properly trained regarding sexual practices.

2. The phrase '... through long ages...' in paragraph 'A' implies that:
 - (a) men generally live longer than animals
 - (b) it usually takes a relatively longer time for a human offspring to start practising sex.
 - (c) humanbeings learn from their life experiences
 - (d) humanbeings were created before animals.

EX.6:3 Evaluating exercise (group work)

1. After reading the passage, would you describe it as:
 - a. critical
 - b. factual

c. humorous

Base your answer on evidence(s) from the passage.

Ex.6:4 Understanding the writer's style (pair work)

1. Is the writer (a) subjective (b) objective (c) both in his point of view? support your answer(s) by evidence from the passage.
2. What would you say about the following expressions in the passage:
 - (a) ... 'a wonderful opportunity ...' (par. E, line 3)
 - (b) ... 'gone rather sex mad.' (par E, line 12)
 - (c) 'For their own sakes ...' (par. E, line 16)Do you think they have anything to tell us about the writer?
3. What can we say about the writer by closely looking at the flow of the story?
 - (a) he is getting maturer & maturer through the development of the story
 - (b) He seems more concerned about the end.
 - (c) He becomes more impersonal about the end.

discourse markers

discourse markers provide essential clues in understanding a text. See if the following have helped you to understand the passage.

- (i) ... further ... (par. B, line 1) - indicates a larger gap in view.
- (ii) But ... (par A, line 5) - used to show a contrast between animal & human sex practises
- (iii) Eventually. (par. E, line 4) - used to show the last phase in publicity of sex.
- (iv) Since ... (par.E, line 10) - used to reason out.

Ex.6:4 (pair work) Find out some more markers and explain their function in the passage.

Ex.6:5 Summary exercise (group work)

Each of the following statements roughly summarises one of the paragraphs in the passage. After having read each paragraph carefully, try to match the summary sentence with the corresponding paragraph. Write the letter of the paragraph against the number of the summary sentence.

1. Sex had been publicised beyond the limits, in the past century.
2. Animals, unlike humanbeings, have no sex rules.
3. Despite some people's extreme views, sex feelings are quite natural.
4. It is very difficult to formulate working rules for sexual practices.
5. When compared with their predecessors, the youths of our time suffer from serious sex problems.

Ex.6:6 Detail reading (first individually then in pairs)

Read the passage carefully before you attempt the following questions. Choose the best answer from the given alternatives.

1. According to the passage, our grandparents:
 - a. used to have early marriages
 - b. were not practising sex before marriage
 - c. were engaged at old ages.

2. Which one of the following did not contribute to the stimulating of sexual feelings of the people in the past, according to the passage ?
 - a. sexy pictures
 - b. night clubs & the like
 - c. magazines
 - d. none

3. The opening of the passage:
 - a. compares & contrasts human and animal sex
 - b. compares the differences in sexual practices between the youth & adults.
 - c. advises us to imitate animals regarding our sexual behaviour.

4. Which one of the following is untrue about the passage ?
 - a. Human sex, like human meals, should have its own place & time, otherwise it might appear as immoral as theft.
 - b. sex was a secret affair during the time of our forefathers.
 - c. our time is suffering from a serious sex crisis
 - d. the writer calls for more sex-freedom.

5. Which one of the following issues is not raised in the passage ?
 - a. sex, being one of the most important moral issues, needs essential consideration.
 - b. Animal sex is anarchic in a human eye.
 - c. Sex is a wicked social practice
 - d. It is abnormal for a young man or woman to have sex feelings.

Ex.6:7 Vocabulary practice (first work individually, then groups)

The following words are all taken from the passage. First decide to what part of speech (i.e. noun, verb, etc.) they belong as they appear now. Secondly identify any additions (i.e. prefix or suffix) that are made to the word. Finally decide to what parts of speech the word (root word) belongs without its additions. One is done for you. Take care of your spelling.

example - unhappiness

Step 1 - unhappiness (noun)

Step 2 - unhappiness un (prefix) happy (root word) ness
(suffix)

Step 3 - happy (root word) adjective

Write your description in the boxes provided at the right column following the example.

	Step 1	Step 2	Step 3
e.g. unhappiness	noun	un(prefix) happy(root) ness (suffix)	happy (adj.)
1. sexual			
2. arrangement			
3. confusion			
4. consequently			
5. guilty			
6. perfectly			
7. natural			
8. unusual			
9. eventually			
10. advertisers			
11. entertainment			
12. wrongly			
13. easy			
14. deciding			
15. difficulties			
16. rapidly			
17. feelings			
18. stimulated			
19. wonderful			
20. opportunity			
21. curiosity			
22. recover			
23. confusing			
24. circumstances			

Ex. 6:8 Pair work (see if you can group the following words)

- | | | | |
|--|-----------|---------------|--------------|
| | Sing word | Compound word | Phrasal verb |
|--|-----------|---------------|--------------|
- eg. newspapers
1. grandparents
 2. hushed up
 3. sex-mad
 4. get over
 5. come to terms with

Ex. 6:9

The meanings of the words in column 'A' is given under column B. Match them and discuss the answers in groups.

<u>A</u>	<u>B</u>
___ 1. restrain	a. overcome; recover from
___ 2. wicked	b. condition of a person or an event
___ 3. attitude	c. excite; quicken thought
___ 4. circumstance	d. in the end
___ 5. stimulate	e. hold back
___ 6. eventually	f. way of feeling or thinking
___ 7. get over	g. wrong; immoral
	h. prevent from being known

Ex. - Word practice (pair work)

Below are words taken from the passage. Complete the sentences by choosing the right word from the list. Make any necessary change.

- | | | |
|-------------|---------------|----------|
| curiosity | come to terms | hush up |
| feel guilty | satisfy | restrain |

1. He _____ about the crime he committed.
2. Tadesse sprang on his foe because he couldn't _____ his anger.

3. The misdeeds of the officials should no longer be _____. They must be publicized, whenever they occur.
4. The manager asked me a few questions, just to _____ his _____.
5. They are unlikely _____ as they have a lot of divergent views.

Ex.6:10. Writing practice (compare your writings in group)

React to the passage in any way you feel. The following points may help you to frame your writing. However, you are free to devise your own frames.

1. Human sex should never be compared with animal sex.
2. Premarital-sex is absolutely important.
3. Sex should be enjoyed only after marriage.
4. Outside marriage sex (adultery) should be discouraged
5. Sex should not be advertised.
6. Sex pictures are harmful/helpful to sex.

Eg.1. Human sex should never be compared with animal sex, after all they are quite different entities. Of course, larger animals resemble humans in many biological aspects like breathing, body build, birth giving, blood circulation, etc. Yet a fundamental difference exists between them. Above all human beings are moral beings created in the image of God with a special faculty of thought while animals are essentially instinctive beings. And sex is one of the cardinal moral issues in human society, for their creator taught them to keep it sacred. Thus human sex must be (though many violate it these days) rule governed and private - never to be practised before or outside marriage. But the instinctive animalbeings are created to practice sex in their own ways - freely and without observing any moral laws. Thus human and animal sex should never be mixed.

Dialogue: Asking for a favour

Complete the dialogue (pair work)

Two friends, A & B, have just met in the street. Some of the words in their conversation are missing. Can you guess what they are ?

A: Listen. Do you think you could 1 me a favour ?

B: What ?

A: Well, I was 2 if you could put me up for a few days.

B: Put you up for a few days ? Oh.

A: I don't 3 to ask. It's just that ... uh ...

B: The problem is that my flat is so small. There's hardly any space.

A: Yes, I know. But 4 I say, it'll only be for a few days.

B: Well, to be 5 with you, it would be very inconvenient, just at the moment.

A: Oh, I see. Well, I just thought I would ask. That's all.

B: 6 you understand. Uh ... if there's anything else I can do, just tell me.

A: Well, 7 you ask, there is just one more thing.

B: Oh ? what ?

A: Do you think you could 8 me some money ?

B: Well, that 9 on how much you need.

A: Just one hundred birr.

B: 100 birr ! I'm terribly sorry, but I don't think I can manage that much. I'm rather 10 of money myself, at the moment.

A: Well, what 11 50 birr then ? or even 40 birr.

B: Hmm. Just let me have a look in my wallet. Now that's strange ! I 12 to have come out without any money at all. Uh, could I 13 you a favour ?

A: What ?

B: I have to get home on the bus & I need 50 cents for the
14 . Could you let me have it 15
tomorrow ?

Ex.6:11. These are the missing words but where do they belong ?

- | | | |
|----------|--------------|------------|
| a. since | f. wondering | k. honest |
| b. seem | g. short | l. lend |
| c. do | h. hope | m. ask |
| d. about | i. like | n. as |
| e. fare | j. until | o. depends |

Asking for a favour

* The request for favour may either be welcomed or declined.
The following forms can alternatively be used. Beware
of the situation.

1. Do me a favour, will you ?
2. I was wondering if you could do me a favour.
3. Would it be possible for me to use your phone for a moment?
4. All right if I use your phone for a moment ?
5. Listen ! The banks have closed & I'm out of money. Can
you lend me some until tomorrow ?
6. I've suddenly remembered I forgot to go to the bank this
morning. Do you think you could possibly lend me some
money ?

* Function: Invitation

Look at the following styles of invitation which are same
in content but different in degree of formality. Write
'formal', 'less formal' or 'informal' after each one of
them.

1. Coming to my party tomorrow ?

2. I am giving a party tomorrow. I hope you will be able to come.
3. You are cordially invited to a party at our school lounge at 5 p.m. tomorrow.

Change the form (group work)

Here are some informal things a good friend might say to another. Without changing the meaning, make them slightly more formal & polite - as if you were saying them to an older person you don't know very well.

1. Cup of coffee ?
2. Lend me some money, will you ?
3. I'm paying for lunch
3. No, no. You can't park there
4. If you are going to the post office, take this for me.
5. Get the dog out of here.
6. Leave your umbrella in the hall.
7. Turn off the lights before you leave the office.

Writing

Now try to write out more formal notices, such as you would see in an office, street or shop, for sentences, 5, 6 & 7 above.

Writing Skills

1. Complete the gaps with: (a) although (b) as soon as (c) before (d) despite (e) however (f) inspite (g) since.

Dear sir;

After watching the discussion about boxing on television last night, I felt I must write to you. 1 I saw this programme, I had not given any thought to the dangers of boxing. 2, thanks to your programme, I'm now keenly aware of the dangers, particularly of brain damage. 3 the government seems unwilling to ban boxing 4 the

evidence that it is harmful, it seems that the general public must make a stand.

I am particularly concerned about the dangers to young boys who attend boxing clubs. 5 they step into a ring, they are in danger. But, 6 of the publicity about the harmful effects of boxing, parents still let their sons attend these classes. 7 I believe that people should be free to choose their own sports. I feel that boxing is not a sport and should be banned.

Writing task (group work)

Write a letter to Ato Selamu, giving your views about the dangers of boxing. Here is the beginning of each paragraph of your letter:

Dear Ato Selamu, - - - -

I was interested to read your letter about the dangers of boxing. In my view, . . .

I can understand your concern for children who go to boxing classes. My own opinion is that

Dialogue

According to Jambo's mother, Jambo & Jimi had a conversation like the following sometime in their youth Jambo in particular, uses several examples of what is usually called 'bad grammar'. Jimmi makes at least one mistake. Can you identify these examples of 'bad grammar' ?

Jimi: I don't want to kill nobody Jambo.

Jambo: Me neither, honey. I don't like Killin' and shootin' any more than you do.

Jimi: Well then, why do you carry so many guns around ? Why, you have enough revolvers & rifles & shotguns for a whole army !

Jambo: Well... uh... I keep 'em just in case I need 'em. And I never use 'em, honey, unless I have to.

Jimi: You mean, like when somebody tries to stop you from robbin' him ?

Jambo: Yeah, and the way I look at it, if someone gets hurt, then it's his fault, not mine. 'Cause I always says, Now look here, mister, I don't wanna use this thing, so don't make me !'

Jimi: But ... but what if a policeman tries to stop you when you're robbin' a bank ?

Jambo: That's different, honey. The police're different. They ain't ordinary people like you & me.

Jimi: But they're only doin' their job, Jambo.

Jambo: Yeah, honey. And I'm only doin' mine. And if the police come round, puttin' their damned noses in my business, it's their fault if they get shot. Understand?

Jimi: Well ... I'm not sure if I do, Jambo.

Jambo: Don't worry, honey. (laughs) You will' (laughs again). You will.

Discussion & interpretation

1. Which of the two do you think was more worried about using guns ? Give reasons for your answers.
2. What arguments can you think of against Jambo's arguments?
3. Though he is mad of killing don't you think that Jambo is a just killer ? Why ? Give your reasons.

The famous Kings of New Ethiopia (Form A)

Menelik II and Haile Selasse I were famous Kings of the New Ethiopia - the United Ethiopia. They grew up in a wealthy and powerful Amhara family. Both entered national politics when they were young. Menelik became King of Ethiopia in 1880 E.C. at the age of 45. Haile Selasse was crowned in 1923 E.C. Both were great diplomats, warriors, Christians and modernizers. Unfortunately the latter was assassinated.

Coherence practice

Task B: Adding information to form (C)

Copy form (c) on a piece of paper, and add this information in logical places.

1. Additional information about Menelik the II

- Menelik was born in 1835
- His father was the King of Showa
- He lived for 74 years
- He died in Addis in 1909.

2. Additional information about King Haile Selasse

- Haile Selasse was born in 1885 E.C.
- His name was Referri before being crowned
- He died in Addis in 1882 E.C.
- He was the governor of Harar before his emperorship.

Adapted from - From Writing to Composing

by Ingram and King, 1988

pp. 25-32

Level - Grade eleven

Draft A

My class

Eighty people are in my English class. They come from eight different provinces. They have fifteen different languages. Four of them namely Amharic, Oromo, Tigrigna and Guragegna are among the widely spoken. They range in age from 16 to 30. Seventy of the students are single and ten are married. Twenty of the students live alone, ten live with roommates. The others live with various members of their families. They are an interesting group of people.

Draft B

My Class

Eighty people are in my English class. They range in age from sixteen to thirty. Seventy of the students are single and ten are married. They come from eight different provinces. Twenty of the students live alone, ten live with roommates and the rest of them live with various members of their families. I am a member of this last group. They are an interesting group of people. They have fifteen different languages four of which namely: Amharic, Oromo, Tigrigna and Guragegna are among the widely spoken ones.

Lesson three: The famous Kings of New Ethiopia.

Task A: Dictogloss

Take brief notes while I am reading the passage (it will be read three times). When you are finished, compare what you wrote with the following form in the box. Before comparing your note with the passage in the box, write it in the form of a paragraph.

Lesson two: Task A: data compiling

Organize the following information on the following summary sheet.
Write the totals and averages.

Summary sheet

1. Total number of pupils in the class
2. Sex: males females
3. Age: maximum minimum average
4. Total number of provinces they come from
5. First languages list the widely spoken ones
6. Marital status: married single divorced
separated widowed
7. Living situation: alone with roommate (not family)....
with family members
8. Length of time here in Addis: maximum minimum
average

Task B: Writing an article to the school news paper.

Use the statistics from the class summary sheet in activity 4 in your article. Pay attention to organization. Put related topics together.

By class

Leaza wrote the first draft of her article called 'My class'. She read it several times and decided to re-write it. She wrote another draft. Read her drafts and answer the questions.

1. Are the two drafts alike ?
2. Are the two drafts different ? If yes how ?
3. Which draft do you think is better ? Why ?



Role play

Imagine you were a close friend of Jimi or a member of her family & that you knew that Jambo had already been in trouble for stealing cars and other things. How would you try to persuade Jimi that Jambo was no good for her ? or what would you actually say to her ?

Listening and blank-filling

(first individually, then in groups)

Complete the following by writing one or more words in each space as you listen to the talk.

When a student takes notes in a lecture he 1 _____ do your things. Firstly, he has to understand 2 _____, as the speaker says it. He 3 _____ stop the lecture in order to look up a new word or check an unfamiliar sentence 4 _____. The second thing the student has to do is 5 _____ what is important in the lecture. The third task 6 _____ the student is that he has to 7 _____ the important points. Finally, the student's notes must show 8 _____ between the various points 9 _____ noted.

UNIT SEVEN

Calendar

Introduction (pair work)

1. Look at the title of the passage and (i) jot down what you expect from the passage.
(ii) Write down the kinds of words you might expect to meet in the passage.

Unfamiliar words

1. adapt - make something suitable for a new need by changing or modifying its original forms or contents.
2. ignore - give no notice of eg. When I waved my hands to Tamiru, my boy friend, he ignored me and gone.
3. decree - give an order which has the force of a law.

The Gregorian Calendar has its origins in Roman times. The first Roman calendar, adapted from that of the Greeks, was set up in about 713 B.C. It consisted of ten months, comprising 304 days. The months were called Martius, Apris, Maius, Junius, Quintils, Sextilis, September, October, A November and December. The names of the last six months came from the Latin for five, six, seven, eight, nine and ten. The month of Martius was named after the Roman god of war. The origin of the name Aprilis is unknown, though scholars have made guesses as to how it came into being. Maius is named after a goddess, Maia, the mother of Mercury, who, with wings on his heels, acted as the messenger of the Roman gods. Junius is probably called after one of the Roman tribes.

B Since the calendar covered only 304 days, sixty days of each year were left out. These days were ignored because they were in winter, and the people could not farm.

Then politics came into the picture. A king added two extra months to the beginning of the year in order that he might have two extra months in which to collect taxes, and so that the public officials might stay in office two months longer. The two months were called Januarius, after the two-faced Romangod of beginnings and endings and Februarius, after Februa, a special feast held during that month.

By the time of Julius Caesar, about 83 B.C. the calendar had become inaccurate. It was three months ahead of the actual seasons. The calendar said June, but the weather showed it was actually only March. This was because the original calendar consisted of 304 days, plus the 60 unnamed days, whereas we know it takes the earth 365 days to revolve around the sun.

Caesar decided to reform the calendar. He divided the year into 12 months of alternately 30 and 31 days, except for February. February was to have 29 days except for every fourth year when it was to gain an extra day. He also changed the official beginning of the year from March 1st to January 1st. In order to correct the error of the three months in the old calendar, he decreed that particular year, 46 B.C. was to have 445 days. The Romans called it the Year of Confusion.

A few years later, the Roman renamed Quintilis, Julius, Afterwards, because Julis Caesar had a month named for him the Emperor Augustus renamed Sextilis for himself. Augustus, as the month was called after this decision, had only 30 days, and Julius (July) had 31. So that July would not be longer than August, the Emperor took a day from February and added it to August, giving August 31 days, but leaving February with only 28. And so, during the time of Augustus, the months had names closey resembling those now seen on an English calendar.

The Julian Calendar, as it was called, was used for 1,500 years, but it was not completely accurate either. By 1580, it was 10 days ahead of where it should have been. In 1582,

Pope Gregory XIII decided to correct the mistake by dropping 10 days from the October in that particular year, and, to prevent the error ever occurring again, he decreed that February, which normally has an extra day every four years would not have this extra day in the years 1700, 1800 and 1900. That is, if the first year of a new century could be divided by 400, February would have 29 days, as was true in 1600 and will be true again in 2000, but in those years, such as 1700, 1800 and 1900 which are not divisible by 400, February would have only 28 days. This new calendar was called the Gregorian Calendar.

H Thus the Gregorian Calendar is derived from the ancient Roman one, and even our word 'calendar' comes from the Latin 'calends', the name by which Romans called the first day of each month.

ENE Grade 11

pp. 90-92

Ex.7:1. Scanning exercise (pair work)

Read the passage quickly and match the items in column 'A' with those in column 'B'.

- | <u>A</u> | <u>B</u> |
|--------------------|--------------------------------------|
| 1. about 713 B.C. | a) 1500 years old |
| 2. Martius | b) the first day of each month |
| 3. Maius | c) the first Roman Calendar |
| 4. Junius | d) god of war |
| 5. Januarius | e) a special feast |
| 6. Februa | f) Roman god of beginnings & endings |
| 7. Julian calendar | g) the mother of mercury |
| 8. Calends | h) One of the Roman tribes. |

Ex. 7:2 Understanding complex sentences (group work)

Some writers use a deliberately complicated style in which it may be difficult to distinguish, for example, main clauses from subordinate clauses. Other writers are unintentionally obscure. The effect is that it is difficult to hold the general sense. But these long & complicated sentences can be simplified. By doing so one can help his understanding.

Example

See how the third sentence in paragraph 'G' can be simplified by simply dividing the sentence into smaller parts.

1. In 1582, Pope Gregory XIII decided to correct the mistake for ever.
2. He dropped ten days from the October of that particular year.
3. He decreed that February, which normally has an extra day every four years, would not have this extra day in the years 1700, 1800, & 1900. Of course, during year reading you don't need to rewrite such sentences. To save time, you can simply put marks in meaningful parts of the sentence.

Now with the following sentences, see if this dividing technique can assist your understanding.

- | | |
|-----------------------------|--------------------------|
| 1. Paragraph A - sentence 8 | 2. Paragraph C - sent. 2 |
| 3. Paragraph D - sent. 4 | 4. Paragraph F - sent. 4 |
| 5. Paragraph G - sent 4 | |

Ex. 7:3 Reading for gist (matching)

Find the paragraph in which the following points prevail

1. The last accurate calendar emerged paragraph number
2. The division of a year into 12 months
3. The first observation of calendaral inaccuracies
4. Two new months added
5. Discussed about the origin of the names of months
6. Two months named after their emperors

Ex.7:4 Discourse markers (First individually, then in pairs)

Identify discourse markers from the passage and group them into one of the following columns.

- | <u>Discourse marker</u> | Purpose | result | reason | contrast | compari-
son |
|-------------------------|---------|--------|--------|----------|-----------------|
| 1. eg. since (par. B) | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |

Ex.7:5. Detail reading (first individually then in groups).

Read the passage carefully, before you attempt the following questions. Choose the best answer.

1. Which one of the following is untrue about Julius Caesar ?
 - a. He decreed the official beginning of the year January first.
 - b. He reformed the old calendar.
 - c. He named a month after his name.
 - d. He was the opponent of the 'year of confusion'.

2. Which one of the following is false about the passage ?
Why ?
 - a. February is the most unfortunate month in the history of calendar.
 - b. 60 days were ignored in the previous Roman Calendar as they were the unproductive parts of the Summer season.
 - c. Politics played a role in the addition of two more months to the old ten.
 - D. The Greek Calendar was an adaptation of its Roman forunner.

3. Which one of the following is true about the passage ?
Why ?
 - a. The lastly added two months always appear at the end of each year.
 - b. During the time of Augustus the months had names closely resembling those now seen on our Ethiopian calendar.
 - C. Pope Gregory's Calendar is the least inaccurate.
 - d. 'Calends' is a Latin word meaning the beginning of the ending of each month.

4. Which one of the following is not true ? Why ?
 - a. In the year 2000 and after, February will have 29 days regularly as was the case in the 1600.
 - b. Roman calendar is the ancestor of modern Gregorian calendar.
 - c. It takes the sun 365 days to revolve around the earth.
 - d. The names of the last six months came from the Latin for nuibers five to ten inclusive.

Ex. 7:6 Open questions (first individually then in groups)

1. Can you tell whether the ruling system of ancient Rome was monarchic, democratic, chieftain or other ? support your answers by evidence(s) from the passage.

2. Do we find any clues in the passage that tell us about the social activities practised in the ancient Rome ? Write any account you knew about social activities in the long

past Ethiopia. Compare your writing with that of your friends. See if there are any similarities between ancient Ethiopia & ancient Rome.

Ex.7:7 Vocabulary focus (group work)

Substitute the following words and phrases from the passage by other similar words you know that can fit to the context.

- 1. set up (par. A, line 3)
- 2. about (par. D - line 1)
- 3. during (par C - last line)
- 4. came into the picture (par C - line 1)
- 5. ahead of (par. G - line 3)
- 6. official beginning (par. E, line 6)
- 7. every fourth year (par. E, line 4)

Ex. 7:8 Mechanics (First individually & then in groups)

Identify the words written in block or capital letters & group them under the following headings:

Name of person	Name of place	Title	Name of god or thing	Name of day	Name of Month	Opening of a sentence	Others
----------------	---------------	-------	----------------------	-------------	---------------	-----------------------	--------

- . What do you notice about the rules in capitalization from the above exercise.

Ex. 7:9 Writing task (pair work)

Sometimes some words are deliberately omitted by writers. For example in the above passage we find a sentence 'The first Roman Calendar, adapted from that of the Grecks, was

set up in about 713 B.C.' (par. A - line 2) in which some part is missing. (1) identify the missing part & rewrite the sentence using the missing items.

2) identify similar models from the passage and do the same with them.

3) what do you think about the meaning of the sentence with & without the missing parts ?

Exercise 7:10 (pp. 93, 94)

Structure: Conditionals (I & II)

Theft in Addis

It is true that many houses are broken into in Addis everyday. All day and every day burglars are breaking into houses and stealing uncountable invaluable things, the Addis Ababa Police head quarter reported. However, the police believe that, if people in Addis were more careful and adopted some simple precautions, there wouldn't be so many burglaries. The police recommends the following precautions useful to safeguard one's home during his or her absence:

1. Ask a neighbour to keep an eye on your home whenever it is unoccupied, even if you are away for only a night.
2. Arrange for a neighbour to hold your key.
3. Do not draw your blinds & curtains. This advertises your absence.
4. See that all your locks and window fastenings are in good condition and before leaving make sure that they are locked and secured properly.

5. Lock all outhouses and put away all garden tools.
6. Deposit valuable items at your bank.

Exercise: A: Fill in the following blanks. The first one is done for you.

1. There wouldn't be so many burglaries, if people asked their neighbours to keep an eye on their homes while they were away.
2. There wouldn't be so many burglaries, if people ... some simple precautions.
3. There ... be so many burglaries, if people ... for neighbours to hold their keys.
4. There , if people blinds and curtains.
5. , if people and all their window fastenings.
6. , all outhouses and all garden tools.

Popular Song

" If you were the only girl in the world
and I were the only boy,
Nothing else would matter in the world today,
We could go on living in the same old way.
If you were the only girl in the world
and I were the only boy. "

Nursery Rhyme

If all the world were paper,
and all the seas were ink,
if all the trees were bread & cheese
What would we have to drink ?

- Exercise B: (1) Identify the type of conditional used in above texts.
- (2) Give reasons for your answer. Compare yours with that of your partner.

Exercise C: Below are energy saving suggestions. Change them to appropriate conditional type sentences. You can make use of the above examples.

1. Save around five gallons a day in the least by planning your trips carefully.
2. Always save a reasonable energy, irrespective of the distance, by finding the best route - one with the least amount of turns & stop lights.
3. You also can save your energy by combining short trips - i.e. by eliminating those that can be handled by telephone or letter.
4. It is also quite possible to save your energy by sharing rides or forming a carpool.

Exercise D: Write True or false after the following (group work)
Give reasons for your answers.

1. After "if" we use the 'short past', not 'would'.
2. There are no exceptions to the statement in (No. 1)
3. 'Condition II' expresses a condition in the past.
4. 'Condition II' expresses an idea, not a fact.

Exercise E: Put a tick () in the column of 'Fact' or 'Fantasy' against each of the following sentences. One is done for you.

Fact Fantasy

1. I am 1.7 meters high
2. I haven't got much money.
3. But if I were rich, life would be a bed of roses.
4. The world depends on oil.
5. However, if there weren't any oil, we could lead a simple happy life.
6. There are about 2,000 different languages in the world.
7. If everybody spoke the same language, there would be more cooperation & not so many wars.

Exercise F. Think of five conditions that may happen in the future write them down using 'if'. Then compare your writings and discuss the grammar. Follow the example.

Eg. If I pass the ESLCE, I will go to college.

Exercise G: Think of as many conditions as you can that are always true. Write them down using 'if'. See the example. Compare your writings.

Eg. If you mix water and oil, the oil always floats above the water, because oil is lighter than water.

Listening Comprehension (First individually then in pairs)

Read the sentences below first. When the passage is read twice to you, decide whether they are true or false according to the passage and write true or false after each sentence.

1. A more colloquial style of speech is less easy to follow than a more formal one.
2. It is as easy to identify words in speech as in print.
3. It is not difficult to remember what has been said because it can usually be heard more than once.
4. When students understand and remember all the words they usually be heard more than once.
5. The knowledge of weak forms and stressed syllables do not aid listening comprehension.

UNIT EIGHT

THE ENCOUNTER

Introduction (first individually then in groups)

Imagine that you are from the lower stratum of a society and you are conversing with some respected personality from the higher stratum. Write down some of the language types you might use during your conversation. Compare your points with that of your groupmates. And see if they appear in the passage. The one with most points is the winner.

Guest: 'You know who we are, eh?' beckoning the host with his finger.

Host: 'How could I?'

Guest: 'You must consider yourself, lucky having us as your guests.'

Host: 'Should I? Oh, here in our parts, you see, we don't open our doors to lodgers ... and if it were not for my wife making business of it, I wouldn't have admitted you?'

Guest: You've heard of the name Fitawrary Woldu. I presume.'

Host: 'So many Fitawraries nowadays ... hard to catch up with their names.'

Guest: 'The real Fitawraries I'm talking about--those of Menelik not of the Italians.'

Host: 'I was too young then to know anything about them.'

Guest: 'As if the present day Fitawraries deserve the title.'

Host: 'We've two of them in our village; both of them left with title and medallions only.'

Guest: 'You've got me there, you see, yes - I was talking about the rich Fitawraries, and the richest of them all Woldu.'

Host: 'I should have known such a name, I think. The problem with me, you see, is that I'm behind the news--not going to the village market as often as I should.'

Guest: 'I haven't made myself clear, it seems. You know, my type is not yet on the market ... you needn't have bothered to go there?'

Host: 'Right you are, I needn't! Everything expensive as it is - teff, millet, sorghum.'

Guest: 'Your language smells very much of the soil. Did you not have by any chance a master who could teach you how to talk to your superiors?'

Host: 'Oh, lots and lots of them. Why, anybody with money is my master for that matter.'

Guest: 'I mean men of blood; men who could teach you how to conduct yourself in decent society.'

Host: 'How should I know about that? They seem gentlemen enough to me until they get low in the purse. After that they don't even bother to rent my bed.'

Source: ENE Grade 11

pp. 101,102

Ex. 8:1 Inference task (pair work)

1. What does the passage imply about those Fitawrarries appointed by Italians?
2. What does the village market suggest?
3. Did you observe any communication break-down between the 'guest' and the 'host' in the passage? If yes, what does that suggest?

Ex.8:2 Reading for detail (first individually then in group)

Choose the best answer according to the passage

1. Which one of the following is untrue about the passage?
 - a. Fitawrari Woldu belongs to Menelik time.
 - b. Fitawrari Woldu was very much pleased with the host.
 - c. The host seems a peasant in country side.
 - d. The Fitawrari was accompanied by others.
2. Which one of the following is true about the passage?
 - a. The guest was very kind to the host.
 - b. The host offered the guest the necessary respect he deserved.

- c. The host knew no Fitawrarics before Weldu.
 - d. The present day Fitawrarics are not the real one.
3. Which one of the following is true ?
- a. For the host everybody was a gentleman as far as he had enough money to pay for his bed.
 - b. It was very difficult to stay with the host for long because of his soil-like stinky smell.
 - c. If the host should have frequented the village market, it would have been easier for him to know enough about Fitawrari Weldu.
 - d. The host seemed least interested in money.
4. To which period of Ethiopia does the story belong ?
- a. Revolutionary b. Feudal c. Democratic d. unknown
5. After having read the passage, how do you describe it ?
- a. historical b. serious c. critical d. factual
7. What are the points that the Fitawrari is boasting of in the passage ?
- a. wealth b. title c. blood d. all

Exercise 8F3 (pp. 104, 105) home work

Vocabulary focus (group work)

Try to explain the following expressions in the context of the passage.

1. behind the news ...
2. Your language smells very much of the soil.
3. ... men of blood.
4. .. low in the purse

Exercise 8:4 (pp. 104, 105) ENE - Grade eleven

Vocabulary focus (group work)

Ex. - Substitute the underlined words or phrases by words and phrases from the list given below.

Status	think	behave	broke
owe	host	pay for	polite

1. She refused to admit lodgers because they can't afford to rent her well-furnished rooms.
2. Young people have to conduct themselves in a decent way in order to gain respect.
3. Our treasurer is such an irresponsible person that he doesn't deserve the title given to him.
4. I presume that you are not low in the purse. After all, it is only a week that you get your salary.

Ex. - Find the words from the passage which give the following meanings (first individually then in groups)

1. to signal someone to come nearer (line 1)
2. person paying for room in somebody's house (line 7)
3. let in; to enter (line 19)

Summary practice (Exchange your writings and see if you can improve) See how the host in the passage is described below.

The Host

The host is a married simple country peasant who appears poorly informed about politics and formal social affairs. The guest's criticism on his language and behaviour makes this clear. He seems rather more interested in money. His mention of it twice and his lodging of guests confirms this view. He also seems overinfluenced by his wife.

Ex.8:5 Now read the above example and try to write a similar description about the guest.

Make use of the following points:

- A Fitawrari of Menelik time
- rich
- exaggerates himself
- degrades his Italian equals
- a man of high blood
- hypocrat
- distinguished

Structure: prepositions

A. Draw simple pictures to show that you understand the meanings of the following prepositions. Exchange your pictures to see that everybody understands. Discuss your differences, if any.

Out of	through	over/above
under/below	around	between

What kinds of prepositions are these ? of time, space.

B. (group work) Look at the pictures on the opposite page and try to describe them using at least one preposition you know. Exchange your description with that of the neighbouring group and see if you can improve. Keep your description short.

Eg. Picture 2 1. The globe is between the flower pot and the wardrobe and a bird is a bird is standing on the top of it.

Picture 4. I see a body jumping over the hill.

C. Describing the classroom (pairwork). Talk about the position of objects in the class-room to you. Correct your partner if he is wrong.

Eg. The blackboard is behind me.

The students are infront of me. The door is beside me.

D. Role play (pair work)

Talk about your daily routine. Suggest correction if your partner is using the wrong preposition.

Eg. I generally get up early in the morning usually at 6 a.m. Then after a bit of jogging I take cold shower. Next I put on my clothes. Soon follows breakfast. The following job is checking on the contents of my school bag. I generally leave home at 7 in the morning. It is half an hour's walk from home to school. The remaining 30 minutes pass soon while amusing myself with the crowd of my school friends. Then follows the day's tough task, the lessons at exactly 8 a.m.

E. Underline the prepositions in the above example.

F. (Pair work) Identify the prepositions in the following sentences and write idiomatic or non-idiomatic after each one of them.

1. Why does the teacher always stand before the class ?
2. The window besides me is half broken.
3. Our English teacher seems fond of jokes. She always tells us one.
4. Though I am interested in arts, I don't have a good taste to language.

G. (Group work) First identify the prepositions that are wrongly used in the following sentences. Then replace them by the correct forms.

1. I forgot my wristwatch in the dressing table.
2. My father works at the Hilton Hotel.
3. Look over the window at that beautiful bird.
4. See you on the evening !
5. The Ethiopian summer begins on June
6. I was born in Kenya at 1956.

7. Why were you absent in your office for long.
8. She is addicted by drinks.
9. I am afraid for your dog.
10. Everybody was amazed by her results.

H. (First individually then in groups) Write true or false after each of the following statements.

1. Prepositions are generally followed either by nouns, pronouns or articles.
2. Some words are always tied to certain prepositions (idiomatic use).
3. The majority of prepositions are context dependent (non-idiomatic).
4. Prepositions are very difficult to master.
5. The word 'to' is no more preposition when it is followed by a verb.
6. Though the majority of prepositions are used in relation to time and place, they are also used in reference to other things.

Find the story (Reordering) (group work)

Here is a story about father and son in seven fragments (a-g). Part a is the beginning. But the others (b-g) are not in the correct order. Read out parts b to g in what you think is the correct order.

- (a) Of course, now I can understand it all more clearly. Father and I belonged to widely different generations, held different expectations; a revolution in attitudes to
- (b) it would be hypocritical to travel 300 miles to pretend to mourn when I had not even bothered to see him for four years. I could not grieve for him at all. Everything I had achieved, I told myself, I had done in the
- (c) I realised; and maybe I could have eventually forgiven him. But would he ever have forgiven me ?
- (d) to please myself or to spite him; that in fact I attained my academic goals mainly because of his opposition. Perhaps I owe him more than
- (e) opportunities that had been denied him.
- (f) face of his opposition, I thought I owed him absolutely nothing, not even the courtesy of attending his funeral.
- A neighbour sent me the announcement of his death in the local paper. The funeral was to be the day after I received the news. I thought
- (g) Now I sometimes wonder whether my determination to succeed sprang from a desire.
- (g) Women had occurred between his day and mine. But at the time, all I could feel was better resentment, because he was not proud of me (as I thought he should be), but deeply jealous that I had.

Discussion & role play

Discuss exactly what you think A & B would say to each other in the following situation. Think of the actual words they would use.

*

A

You are worried about your friend B who has been rather depressed lately & never goes out. Try to persuade him/her to come to a small party you are giving.

B

You don't feel like meeting people or going to parties. Think of some good excuses for not going to your friend's party.

Writing (first individually then in group)

You are 'B'. After 'A' has finally persuaded you to come, you realise you won't even be in town the evening of A's party. Write a short note of apology to 'A', explaining why you can't come after all.

*

Language points & writing skills

A friend of yours has written to you. Here is part of the letter.

1. Complete the letter with the following words & phrases.

- (a) although (b) because (c) by the time
(d) however (e) in the end (f) so (g) then (h) this
(i) while

We decided to give a party last week. 1 as you can imagine, I've been busy sending out invitations, preparing food etc. _____, a couple of days before the party, my sister unexpectedly arrived to stay for a

Sequence	1) Milk is produced on dairy farms
	2) The milk is delivered to a factory by tanker
	3) <u>The milk is weighed</u>
and then	4) it is tested
Next,	5) the milk is separated from the cream
After this	6) the milk is pasteurised at a temperature of 72 ^o F
Then	7) it is cooled
Next	8) it is bottled
After this,	9) the bottles are packed into crates
Finally,	10) the milk is delivered to customers

Writing

1. (Pair work) expand the following abbreviations and then compare them with others'. Remember that your writing must be meaningful. Can you improve them ?

- | | | | |
|----------|--------|---------|---------|
| 1. AAU | 2. EWA | 3. ITA | 4. GDR |
| 4. MWOHB | 5. WHO | 6. POWU | 7. JWOW |

2. How to prepare 'Shiro Wot' (group work)

- A. List the food stuffs needed to prepare 'Shiro wot'
- B. Write down the kitchen stuffs (goods) needed to prepare
- C. Outline the process (procedure) of "shiro wot" preparation and write it down in the form of instruction.

- eg. 1. Chop the onion/garlic
2. Fry the onion/garlic for about 10 minutes ... etc.

NB. You can make use of the text in the preceding page.

Parallel Writing Exercise (for grade 11)

The following news was reported in 'The Ethiopian Herald' on January 3, 1992. Read the story and do the exercises that follow.

Johansburg - South African News Agency (SANA) reported yesterday that thirty people were killed and twenty seriously injured when a truck carrying explosives exploded after a road accident engulfing a passing bus in a ball of fire. The truck driver along with three mechanics escaped the accident. Two trucks carrying barrels of petrol burned to ash. All the swift moves of the fire brigades from the near by town. Chakuch, was useless - arriving twenty minutes after the tragedy.

The accident, on the road linking Mocha to Agena, on Milet, 155 miles south of Johansburg, occurred Friday when a car travelling ahead of the bus smashed into the oncoming truck. The driver of the car died on the spot; and the bus driver and his conductor were among the seriously injured. The bus was caught in the fire ball instantly with most passengers burned to death in their seats. Police reported that all the passengers were miners from Lul Gold Mine, going back to Lul after the Christmas holiday. The cause of the accident is under investigation. Police reported that the damaged property amounts 3 million dollars in the least.

Ex.1 Imagine that you were at the scene of the accident. A friend wants to learn about the details from you. Using the newspaper report, try to answer his questions.

Q: I hear that fifty people were dead. Is that true ?

A: _____

Q: How many were injured ?

A: _____

Q: Lord ! Is there any hope of keeping them alive ?

A: _____

Q: Can you tell me how it happened ?

A: _____

Q: Were you on the spot when you accident occurred ?

A: _____

Q: It is impossible to imagine any safe escape. Did anyone escape safe ?

A: _____

Q: It had to be a bitter experience for you, wasn't it ?

A: _____

Q: People say that the passengers were tourists, weren't they ?

A: _____ etc.

Ex.2 There had been another road accident in 'The Ethiopian Herald' on December 27, 1991. Your friend who has read the story is being asked the details by another friend on the telephone. You hear what your friend answers but do not hear the questions. The answers are given below. Try to supply the questions.

Q: _____

A: The bus crashed into a big electric pole-carrying transformer.

Q: _____

A: It was a tragedy; all but two miraculous old ladies were dead.

Q: _____

A: Fifty-eight among the sixty of them.

Q: _____

A: On Sunday morning, 8:15

Q: _____

A: The case is under investigation, yet.

Q: _____

A: It was on its way to Shashemene from Awassa and the accident occurred exactly five kilometres from Shashemene.

Q: _____

A: Oh, yes. The bus was completely burnt to ash. The transformer exploded and set the bus on fire almost instantly.

Q: _____

A: Witnesses say that the driver was deadly drunk the night before and he was strongly suffering from the hangover. A passenger who left the bus 2.5 kms from the death cite said that the driver was driving half-asleep.

Q: _____

A: I am sorry, I forgot that, you know I am not keen at such things. But not much, I am sure. The passengers pieces of luggage and some personal valuables, I presume.

Q: _____

A: Exactly. He was one of the death victims. May be the first even.

Q: _____

A: But why, there is no fire brigade at Shashemene nor in Awassa.

Writing task

Write a paragraph describing what happened in the Shashemene road accident using all the information you are given above.

UNIT NINE

EMOTIONS & THEIR EXPRESSIONS

Introduction

1. It is generally true that feelings vary from person to person. Some are moderate with almost all their feelings while others show extremely high or extremely low expressions. Generally speaking, it seems difficult to recall the way we express our particular feelings in detail. Of course, we remember a good many of them, especially the familiar ones. Now write down the reactions you make to your particular feelings: say anger, fear, hatred, love, etc. compare your note with that of your neighbour and see if they are raised in the passage.

Unfamiliar words

1. frustration - a feeling that prevents somebody from having something. For example, during exam the fear of failure frustrates many students, inspite of their good preparations.
2. overt - physically visible
3. exaggerate - magnify, or make something appear larger
4. grimace - ugly or twisted expression on the face.
5. dilate - become wider or larger.

A person often directs his emotional energies against, towards, away from people, or inward against himself. The feelings usually associated with these four responses are rage, love, fear, and depression. In rage, one moves against the source of one's frustration. In fear, one moves away from it. In love, one moves towards the source of pleasure. In depression, one stops making overt responses and turns the emotion inward against oneself.

A lump in the throat, buzzing in the ears, compressing the lips, wrinkling the nose, fighting, fleeing, laughing, crying, etc. can reveal the presence of particular feelings in a person. However, facial expressions are not altogether dependable as indicators of emotion. The first reason is that they can be too easily suppressed or exaggerated. The second reason is that adult facial expressions are largely modified by learning. Thus, a person of one culture may express a particular emotion with a grimace that has a different meaning in another culture. The last reason is the close resemblance of certain expressions. Great joy is hard to tell from great grief by facial expression alone. In fact we speak of one who 'laughs so hard, the tears flow'.

During strong emotion, many changes occur in the organs of the body. The pupil of the eye dilates. The eyelid lifts unusually wide, and the eyeball protrudes. The speed and strength of heartbeat increases. Blood pressure increases. The volume of blood in the extremities also goes up, as the large arteries of the trunk contract driving blood outward towards the skin. The resulting flush is one of the surest signs of emotion. The hair tends to stand on end, causing 'goose flesh'.

Other internal changes include the disturbance of breathing and secretion. Sometimes breathing speeds up; sometimes it slows down. It may also become deeper or shallower. Inhalation is slower than normal and exhalation is quicker. The liver pours out more sugar for the muscles. The sweat glands secrete excessive amounts of perspiration - the well-known 'cold sweat'. Unlike the sweat glands, the salivary glands are inhibited by emotion. The stoppage of saliva produces the so called 'dry mouth' feeling. The secretion of gastric fluids is also inhibited by emotion. Emotion stops the digestive movements of the stomach and intestines by withdrawing blood from the internal organs of the body.

Feelings begin and develop within man's activity. They reflect the balance between man and his environment and express his needs. The development of constant and effective feelings is of great practical importance. The contents of feelings must be equal to the aims of society.

Ex.9:1 Reading for gist (first individually, then in pairs) ENE, Grade 11, pp. 115-117

Read each paragraph quickly and see which of the following represents it best. Write the number of the paragraph against the statement.

1. Give examples how emotions can affect body organs- internal & external.
2. Discusses how one responds to love, fear, rage and depression.
3. Argues why facial expressions alone can't be conventional signs of a particular emotion.

Ex. 9:2 Summary writing (group work)

- (1) First identify body parts or body movements affected by emotions;
- (2) and then tell whether their activity is inhibited, accelerated or sometimes accelerated or inhibited as is shown below:

Activity		
The affected body part or body movement	inhibited	accelerated
		Some times inhibited, sometimes accelerated
eg. breathing		

- . Now develop this into a piece of writing. Do not look back at the passage.

Ex. 9:3 . Text interpretation (First individually then in groups)

1. Examine the pictures on page 116 and interpret the pictures as happy, sad, etc. and see if your interpretation agrees with that of your friends. Try to convince one another.
2. Try to describe each of the pictures. See if your description agrees with those of your friends. Put the points you have agreed upon together (for each picture separately). Exchange your group description with that of the neighbouring group and see if you can improve your description.
3. Do you believe that gesture is part of communication (language) ? Give reasons.
4. Draw a diagram that shows some kind of emotion; give it to your neighbour to interpret it. And ask him to describe it to you why he interpreted it that way.

Ex.9:4 Discourse Markers (Pair work)

Discourse markers give a good clue to readers or listeners about the passage. See the following examples:

1. However - (par. B - line 5) - shows that the idea that follows does not fully agree with the foregoing one.
2. The last (par. B - line 12) - hints the reader that the reasons are exhausted
3. Many (par C - line 1) - alerts the reader to look for a chain of points.

- Now identify all the discourse markers in the passage and explain their use there. Compare your list with those of others.

Ex.9:5 Detail Reading (First individually then in group)

(A) Fill in the blank

1. Some of the expressions that show the presence of particular feelings in a person are . . . (8 points)
 2. How does a person often direct his emotional energies ? (4 points)
- (b) Choose the best answer, according to the passage ?
3. Which one of the following is untrue according to the passage ?
 - a. Some emotions can't be distinguished, from one another
 - b. Facial expressions are not always dependable enough to conventionally identify a particular emotion.
 - c. Emotional expressions are also culture bound
 - d. A 'lump in the throat' is a sign of rage.
 4. Which one of the following can't be the theme of general message of the passage ?
 - a. Emotions need to be controlled as they can adversely affect the working systems of the body.
 - b. It is essential for someone to know as expressions of particular emotions vary from*person to person and from culture to culture.
 - c. Suppressing one's emotions is a sign of maturity.
 - d. At a certain locality, one should adjust his expressions of particular emotions with the conventions of the society.
 5. Which one of the following is true about the passage ?
 - a. It seems largely based on scientific observation
 - b. It is mainly cultural in content
 - c. It treats the individual in isolation from the society
 - d. It seems more relevant to historians.

Ex.9:6 Vocabulary Focus (group work)

Based on your personal experience, try to group the following into one of the columns below. More than one answer may be possible. When you finish, compare your answers with the neighbouring group.

<u>Expressions</u>	<u>Emotions</u>			
	love	fear	depression	rage
1. A lump in the throat				
2. buzzing in the ears				
3. compressing the lips				
4. wrinkling the nose				
5. fighting				
6. fleeing				
7. laughing				
8. crying - eg.				
9. dry mouth feeling				
10. cold sweat				
11. poor digestion				
12. shivering				
13. opening eyes wider				

Adding to the list (group work)

Try to remember other non-verbal expressions of feelings, emotions & attitudes. The group with the largest list is the winner.

e.g. The eye rub - a sign of lie or mislead.



Ex.9:7 Explanation (first individually then in groups)

See if you can explain the following expressions from the passage in your own words. You may use Amharic if you wish.

- | | |
|-------------------------|------------------------|
| 1. A lump in the throat | 2. buzzing in the ears |
| 3. compressing the lips | 4. wrinkling the nose. |

Ex.9:8 Internal clues by identifying the root word (first work individually, then in groups)

The following words are all taken from the passage. First decide to what part of speech (i.e. noun, verb, adjective, etc.) each word belongs as it appears now. Secondly identify any additions (i.e. prefix or suffix) that are made to the word. Finally decide to what parts of speech the word (root word) belongs without its additions. One is done for you. Take care of your spelling.

Step 1	Step 2	Step 3
--------	--------	--------

- | | | | |
|------------------|--------|---------------------------------------|-------------|
| 1. frustration | | | |
| 2. depression | | | |
| 3. compressing | | | |
| 4. facial | | | |
| 5. expressions | | | |
| 6. resemblance | | | |
| 7. unusually eg. | adverb | un(prefix) usual(root)
ly (suffix) | usual (adj) |
| 8. extremities | | | |
| 9. resulting | | | |
| 10. disturbance | | | |
| 11. secretion | | | |
| 12. exhalation | | | |
| 13. salivary | | | |
| 14. stoppage | | | |
| 15 secretion | | | |
| 16. digestive | | | |
| 17. development | | | |

Ex.9:9 Synonyms Practice (group work)

Like in Amharic and many other languages, synonyms or similar words are very common in English. The following example shows this. See if you can do the same with others. The group with the largest list is the winner.

Example - Anger Nouns

- | | |
|---------------|----------|
| 1. anger | 4. rage |
| 2. irritation | 5. wrath |
| 3. annoyance | 6. fury |

Now try with - fear, love, depression or others.

Ex. 9:10 Expressions of Feelings & Emotions (group work)

In English, there is a lot of language that is especially used to express feelings emotions and attitudes. Below are given some expressions. Decide to which of the groups below does each one go. There might be more than one alternative.

Expression	expresses fear	expresses regret	expresses love	expresses pleasure	expresses dioplea sure	expresses sadness or grief
------------	-------------------	---------------------	-------------------	-----------------------	------------------------------	----------------------------------

- ex.
- I am sorrowful about his failure
 - I am sorry I did it.
 - Berhe is mad about football
 - Genet seems glad to be with us
 - The teacher is always dissatisfied with my work
 - He is in panic about his exam results
 - Horror films make my blood run cold.
 - She is in mourning for him.

Ex.9:11 (exchange your work books & compare your language with those of others)

Now think of the language that expresses: obligation, certainity, determination, confidence, apologising, promising, seeking, giving & refusing permission, expressing, prohibition, complaining, giving praise, making suggestions, giving advice.

Structure: Sentences

Ex - First individually then in groups.

A. Write the function against each of the following expressions.

- Eg. 1. You must keep quiet while I am lecturing ! Command
2. May I leave the class, sir ? Request
3. I am terribly sorry for being absent yesterday !
4. Excuse me, what time is it ?
5. Take a pill a day from this.
6. Dangerous ! Keep it away from children.
7. Leave the class soon !
8. Good morning Madam.
9. I wonder if she can ever recover !

B. Now share the functions you know among yourselves and then each of you write two sentences for each function.
Exchange your writings and see if everybody is correct.

C. (pair work) Tell the structure and the function of each of the following sentences.

- Eg. 1. I am an English teacher . - simple; statement
2. Bole S.S.S. is one of the many secondary schools in Addis
3. How terrible ? The earth is losing more than 30,000 infants every day !
4. Our generation may be the most immoral of all the generations in the post.

5. I wonder if you can help me answer this question.
 6. I bet you keep quiet and nothing more.
 7. Amazing ! the man whom I introduced you to yesterday won the peace prize of the nation.
 8. Stop !
- D. Group work. Write true or false after each of the following items. Give reason for your answer.
1. Punctuation marks always mark the function of a sentence.
 2. One punctuation mark may serve more than one function.
 3. A simple sentence is always short and can't have more than one subjects of verbs.
 4. The presence of a coordinating conjunction in a sentence automatically marks that the sentence is compound.
 5. Complex sentences are often more difficult to understand than simple or compound sentences.
 6. Usually the knowledge of the function of a sentence is more useful to the learner than the knowledge of its structure.
- E. Pair work. Write a sentence from each of the structures and functions and see if everybody is correct by exchanging your writings. Improve the incorrect sentences together.

Function: Permission & Requests

Supply the table with the appropriate response(s). See if you can identify between the formal and the informal varieties. (group-work)

A. Asking for permission	Granting permission	Refusing permission
Eg. 1. Would it be possible for me to leave the class ?	That's all right	or That is impossible
2. Could I ask one more question		
3. Is there any objection if I disagree with you on this point, sir ?		
B. Making a request	Granting a request	Refusing a request
		I am afraid not
1. Sorry to trouble you but could I know what time it is ?	By all means	
2. Please lend me your dictionary for today.		
3. You couldn't lend me your wrist watch for tomorrow ? Could you ?		

Discussion

In threes, discuss what you would do in the following situations. Try to be as honest as you can.

Situation One

You are staying in the house of a friend who is away in a business tour for a few days. You play some records which this friend has and is very fond of. They are very expensive records, almost impossible to replace. By accident, you scratch one of these records very badly. Your friend comes back the next day.

Situation two

You are in Tana super market at Merkato. There is no one that knows you around. You buy groceries and other things costing 40 birr. You give the cashier a 50 birr note. But the cashier gives you change for 100 birr.

Writing (dictogloss) group work

- A. Listen to the following reading. It will be read to you three times in a normal reading speed.

Procedures to follow

1. Do not take any notes during the first reading.
2. Take short notes during the 2nd and 3rd reading.
3. Pool your notes together so as to produce a text similar to the original text which was read to you.
4. Finally exchange your production with those of other groups and see if you can improve. The text most close to the original one is the winner.

B. Describing the class room (group work)

Describe the classroom in the way you feel. Exchange your writing with other groups and see if you can improve. Pay attention to content, language and organization. You may consider the following points (in addition to yours) in your writing:

- the number of windows & their condition
- the door & its direction
- the blackboard, its size & state
- the size of the class room
- the height of the roof
- the condition of the floor
- the number of seats & their condition
- the location of your classroom
- the number of students - boys & girls
- the typical characteristic of the class as a whole.

3. a. car b. bus c. plane d. train
4. a. fox b. hyena c. lion d. tiger

Ex. 4: It has a lot of shops and stores. It is the most crowded part of Addis Ababa. It is calm in the evening; less noisy than even Bole. Perhaps the dirtiest section of our city; etc. Ans: Merkato

B. Group work (debate)

Two groups A & B are formed. Group 'A' claims that corner shops around the village are more advantageous. Group 'B' claims that supermarkets are more advantageous. Group members outline the points and share parts to present among themselves. The group with a better argument becomes the winner.

The following points may be useful:

Cheap, expensive; hygienic; convenient; available at all times, has a wider range of goods; gives better service; is pleasanter to shop at.

Exercise E

Writing Practice (Temperature Conditions for some selected towns)

Station	Altitude (ms)	Annual Average in °C	Hottest month °C	Coldest month °C	Annual rain fall in mm.
Debre-Tabor	9845	16.5	May (18.8)	Oct. (15.1)	240
Dilla	1300	18.9	Jan. & March 21.5	Aug. (17.3)	
Ambo	2190	17.4	March (20.0)	May (14.4)	
Wonji	1580	20.9	June (23.2)	Nov. & Dec. (18.6)	

Using the information given in the table write a paragraph similar to the one you had about the school boys.

Eg. Start by saying: Debre Tabor is a mountainous town with an altitude of 2945 metres which is the highest in the group. Its hottest month, may seems to offer warm temperature measuring about 19°C

Exercise F

Pair Work (Role Play)

Tamene takes 'role one' and his neighbour, Foges, takes 'role two' and talk to each other by using the points in the role card. They can add other points to those already given in the role card.

Role One

During the coming holiday you want to go on a week's visit to Awassa but your friend, Foges, wants to visit Ambo. You know both towns and you want him to go to Awasa. Try to change your friend's mind by telling him about the advantages of going to Awasa. The following points may hint you how to start:

beautiful town	warm weather
cheap transportation	friendly people
easy drive	abundant fishing and swimming

Role Two

During the coming vacation you want to go on a week's visit to Ambo but your friend, Tamene, wants to visit Awasa. You know both towns and you want him go to Ambo. Try to change your friend's mind by telling him about the advantages of going to Ambo. The following points may hint you what to talk about:

town - clean and beautiful	Excellent and cheap service
a short quick drive	warm weather
cheap transportation	a big swimming pool
a very attractive scenery	

UNIT TEN

HIDES & SKINS

Introduction

1. Skins and hides, are they different ?
2. List down leather made articles that you know.
3. Do you know anything about leather processing ? Write a few points.

A Hides and skins are the raw materials of the leather manufacturer or tanner. When man first used animal skins is not known. Skins, even when preserved by tanning, do not last as long as stone, pottery, metals and bone, and our knowledge of the use of early skins is vague. However, the numerous flint scrapers and bone or ivory sewing needles in our museums show that tens of thousands of years ago, in the early Stone Age, skins were prepared and used long before textiles. Nowadays, hides and skins are essential raw materials and important articles of commerce.

B Any animal skin can be made into leather, but the skins chiefly used come from cattle, sheep, goats, pigs and horses. To a lesser extent the skins from dogs, deer, kangaroos, reptiles and marine animals are also used. Snakes, alligators, crocodiles, lizards, seals, whales, sharks and ostriches all contribute to leather manufacture.

C 'Hide' is the trade word for the skins of the larger animals such as full grown cattle and horses; and 'skin' for the smaller animals, and immature large animals such as ponies and calves. Some skins are made into leather after the hair or wool has been removed, but the skins of the fur-bearing animals and sometimes of sheep, lambs and ponies are processed, or 'dressed', with the hair or wool still in place.

D Most cattle hides come from South America, the U.S.A. and from Australia, with smaller quantities from East and West Africa, Central America and the Sudan. Sheep skins come from Australia and New Zealand, and the best goat skins from India, Pakistan, Ethiopia, Arabia and Nigeria.

E There is a long interval between the flaying or stripping of the skin from the animal and putting it into the tannery for processing. If the flayed skins were left wet, they would go bad, just like meat, and they must therefore be preserved in some way. The commonest method is salting. This involves sprinkling the skins with salt on their innerside; or immersing the skins in strong salt solution, after which they are drained and sprinkled with solid salt.

F Another method of drying is to stretch the skins out on the ground, or on frames and to dry them in the sun, or even better in the shade. Beetles and other insects eat skins and must be kept away by the use of some chemicals such as white arsenic, naphthalene or D.D.T. The dried skins are called crust leather and are sent in this form to the tanneries for the very complicated process of tanning. After tanning, only the 'corium' or middle layer of the skin is left to provide leather as we know it. It is to the closely interwoven and interknit fibre structure of the corium that leather owes its virtues of flexibility, strength and elasticity; its resistance to abrasio and its unique power of allowing water vapour and air to pass through it while resisting penetration by a liquid.

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Ex. 10:1 Reading for gist (pair work)

Read each paragraph quickly and decide which of the points below best represents it. Match the letter of the paragraph against the number of the point.

1. If skins are not well preserved soon after being flayed, they would go bad just like meat.
2. Tells about the major sources of hides & skins.
3. A distinction between Hide and Skin.
4. History of skins.
5. Any animal skin can potentially be made into leather, though leather chiefly comes from the skins of domestic animals. B

Ex.10:2 Text Interpretation (First individually, then in groups)

On the basis of the information given in the passage, match source countries in column 'A' against percentiles in column 'B'.

<u>A</u>	<u>B</u>
1. South America	a. 3%
2. USA	b. 7%
3. Australia	c. 40%
4. East Africa	d. 2%
5. West Africa	e. 25%
6. Central America	f. 20%
7. The Sudan	g. 1%

Ex.10:3 Reference Exercise

Find out what the following words stand for in the passage?

1. our (par. A, line 8)
2. it (par E - line 3)
3. them (par. F - line 3)

Discourse markers (pair work)

In the previous lessons you have learned how to identify and explain discourse markers. Now explain the following & find some more examples from the passage.

1. such as (par C - line 2)
2. but (par. C - line 6)

Ex.10:4 Word attack skill - words related by 'or' (pair work)

What do you say about the following words from the passage ?
Can you add to the list ? Do they show similarity or
difference ?

1. manufacturer of tanner (par. A - line 2)
2. bone or ivory (par. A - line 7)
3. processed or dressed (par. C - line 8)
4. flaying or stripping (par. E - line 1)
5. corrium or middle layer (par. F - line 10)
6. hair or wool (par C - line 5)

Ex.10:5 Comprehension exercise (first individually then in
groups)

The following words from the passage are about procedures
in skin processing. Try to put them in order of appearance
(first to last). You can refer the passage.

- | | | |
|-------------|------------|------------|
| 1. tanning | 2. flaying | 3. salting |
| 4. dressing | 5. drying | |

Ex.10:6 Summary writing (group work)

Write a rough summary of skin processing using the above
clue. Exchange your paper with those of the neighbouring
groups and see if you can improve.

Ex.10:7 Detail reading (first individually then in groups)

Read the passage carefully before you attempt the following
questions. Then choose the best response for each question.

1. Which one of the following is true about paragraph 'A' ?
 - a. If well preserved, skins last longer than pottery.
 - b. Besides ivory sewing needles, some pieces of skins now found in the museums witness their use by humanbcings starting from time indefinite.

- c. Textiles are far younger than skins.
 - d. Stone age must be the time when man first used animal skins.
2. Which of the following is true about paragraph 'B' ?
- a. Birds' skin can't be made into leather.
 - b. Crocodiles' skin makes the best leather.
 - c. Any animal contributes to leather work, yet domestic animals are the chiefest sources.
3. Which of the following does not belong to paragraph 'C' ?
- a. Hide and skin are simply alternative names for the same item.
 - b. The skin of fur-bearing animals is often processed without removing the fur.
 - c. Lambs belong to the skin category.
4. One of the following is not true of paragraph 'E', which one ?
- a. There is a long gap between flaying and tannery.
 - b. Wet skin is resembled to meat.
 - c. The process of sprinkling the skins with salt on their outer side is known as salting.
 - d. Immersing is another name for salting.
5. Paragraph 'F' holds all but one of the following points, which one ?
- a. Drying skins in the shade is better than drying them in the sun.
 - b. D.D.T. and other similar insecticides should be kept away from skins as they can eat them.
 - c. Corium is not only highly flexible and elastic but also it doesn't leak water.
 - d. Tanning is a very sophisticated process.

Ex. 10:8 (pp. 133-135) Home work

Further exercise

1. Using world map find out the major hide and skin producing countries referred in the passage. Tell to which continent each belongs and look for climatic similarities.
2. What other exports is Ethiopia known for? Write a piece of account about this. Exchange your paper with your neighbour and see if you can improve.

Ex.10:11 Understanding Complex Sentences (group work)

See if you can rewrite sentence five in paragraph 'F'. Compare your version with those of the neighbouring ones. See if you can improve it in some way.

Ex. 10:12 Vocabulary focus (first individually then in groups)

The following words all appear in the passage in at least one of the forms. See if you can fill in the blanks below. Be ware of your spelling.

verb	noun	adjective
	tanner	
		scrappy
prepare		
		boned
	contribution	
		preservative
dry		
	resistance	
	penetration	

Did you like the above task? Do you think these kinds of exercises help to develop your vocabulary?

Ex.10:13 (pp. 131-133)

Note: There are many words in English that are used in more than one way without changing their form. For example, 'show' can be a noun in - There is a lot of snow on the ground !.

or a verb in - Do you think it will snow today ?

Group work

The following words can be used in at least two ways: See if you can make sentences with them. Can you think of any other words that can be used in two or more ways ? The group with the largest list is the winner.

open	light	land	empty	past
look	walk	rain	play	cold

Ex.10:14 (group work) Discuss the meanings of the following words as they are used in the passage. Some times you may give the meanings in Amharic. The group which has got more correct answers will be the winner.

Words	Parts of speech	meanings
1. calf	noun	Young of cow, elephant, deer.
2. unique	-----	-----
3. elastic	-----	-----
4. hide	-----	-----
5. pony	-----	-----
6. tanning	-----	-----
7. marine	-----	-----
8. textiles	-----	-----

Ex. - (first individually then in groups)

Below are words taken from the passage. Complete the following sentences by choosing a suitable word from the list.

- vague flexibility processed
- immersing stripping sprinkling

1. He has been to school long ago and only for a few years. Thus he has a very _____ idea about schooling.
2. As one get older, the _____ of ones muscles decreases.
3. Skin is highly _____ before it becomes fine leather.
4. The surgeon is _____ his instruments in boiling water in order to sterilize them.
5. Be-keepers in Ethiopia are often seen _____ water on the bees to prevent them from flying away.

Structure: Wish

1. Regrets & hopes

	<u>I was (were) tough in English.</u>	talking of the <u>present</u> .
I wish	<u>I had been tough in English.</u>	talking of the <u>past</u>

	<u>to have a good English</u>	talking of the <u>future</u> .
I would like	<u>to have had a good English</u>	talking of the <u>past</u> .

2. Future in the past

I wish I had known	that I	was going to	reach this age.
I would like to have		would	
known			

Exercise A

Fill in the gaps with the appropriate words from the list below: had, had had, shouting, murmur, chattering, know, had known, to see, to have seen.

Having a great holiday - just wish we _____ enough money to stay longer. Yesterday, we went to a football match - very noisy with everyone _____ to support their team. This afternoon we had a disastrous visit to the museum ! You know how one is almost afraid to _____ in those places ? Well Betty started _____ and couldn't stop, so we had to come out. I wish I _____ that she was going to do that - we could have saved the ten birr entry fee. There was a traditional ballet at National Theatre yesterday _____ I would have liked _____ it but we didn't find out about it until it was all over.

Extracted from Fourth Dimension by Robert O'Neill page 71.

(pair work)

- B. Tell whether the following statements with wish refer to present, past or future time and indicate the structure that caused the difference in tense.
1. I wish the doctor could have cured her from her illness last year.
 2. I wish all diseases, poverty and death would disappear from the face of the earth in the near future.
 3. I wish I were brave and intelligent now.
 4. I wish all the world leaders were honest and kind.
 5. I wish my sweetheart had been happy yesterday.
 6. I wish all schools would have highly trained teachers in the future.

(pair work)

C. Write true or false against each of the following.

1. Time words like yesterday, now, etc. must be used along along with wish.
2. Wish can be used to express interest or desire.
3. Wish as a verb is always accompanied by the past forms of the verbs in question regardless of the time it is referring to.

D. Write down two sentences in each of the tenses (present, past & future) using wish. Exchange your writings and see if you can improve.

Writing (first individually then in groups)

The following story is about a brother and a sister who had remained so intimate until they finished their studies and married. The story is just begun to be finished by you. Imagine how would the story continue, add bits of story to it and finish it. Later compare your piece with that of your group-mates and see the difference. Finally re-write the story in group by putting your bits together. The story shouldn't exceed hundred words.

The Story

In the suburb of Addis once lived a little girl named Mimi and her brother, Mamush. They were very funny children, always telling jokes and doing silly things. One day while they were walking home from school, Mimi saw something glittering in the sun. Unbelievable. It was gold weighing about half a kilo. You can imagine . . .

Describing people. Develop the following into a piece of paragraph. Exchange your writings among yourselves.

Finally write it in group.

Name	Ayalew, Ato
Job	6 years experience, English teacher
Age	30
Appearance	dark brown, short kindy hair, 1.70 meter high, stout build, 70kgs.
Manner	Calm voice, outgoing, mien of command and reassurance
Salary	7,200 Birr per year
Family	single
Possessions	a few books, some simple goods
Address	Amist Kilo hostel, opposite Technology School room no. 30
Place of work	Addis Ababa, Ministry of Education

is often extremely useful in helping to pinpoint the exact pages that need to be consulted for particular pieces of information.

30 After having decided what to read say a chapter of a book, it's helpful to get an overview of the contents before starting to read. This can be done by reading the first and last paragraphs of the chapter, which is usually the introduction & conclusion of the chapter respectively.

35 Skimming or reading very quickly some sections in order to get the general idea of a chapter is certainly a good reading technique.

Finally, readers should ask themselves a specific question connected with the main part of their reading. They should then endeavour to answer it by making appropriate
40 notes as they read. This will help them to focus on the reading as well as providing a summary which can be re-read later. This is, perhaps, the most effective element in the reading strategy. If a student puts into practice everything
45 that has been suggested so far, he is most likely to become an effective reader.

I

A. Choose the best answer among the following alternatives and circle the letter or your choice.

1. Which one of the following is true about the first paragraph ?
 - A. A teacher generally wants his students to read all recommended books from cover to cover.
 - B. Fictions need not be read wholly
 - C. Lecturers, unlike teachers, usually recommend books to be read without any specific purpose in mind.
 - D. Teachers rarely suggest that the whole book should be read with the exception of fictions of course.

2. Which of the following is true about the passage ?
 - A. Many students are purposeful readers.
 - B. Many students seem to lack the general view of what they read.
 - C. It is always wise to read all sorts of books slowly and in great detail.
 - D. A detail reading of all kinds of books does not seem to guarantee a good and long lasting memory.

3. ~~Which~~ one of the following is untrue about paragraph three ?
 - A. One's reading skill can't be improved by adopting useful reading techniques.
 - B. A book may be read just to answer a question or questions.
 - C. It is unwise to start reading before checking whether or not the book is useful to your purpose.

- D. The index guides to the source of specific information in the book.
4. Which one of the following is not useful for reading according to the passage ?
- A. A quick look at the chapter headings.
 - B. Consulting the contents' page.
 - C. Not bothering to choose what to read.
 - D. Reading the first and last paragraphs of a chapter before reading the whole of it.
5. Which two of the following do not contribute to effective reading, according to the passage ?
- B. Write true if the statement is true and false if the statement is false against each of the following sentences according to the passage.
6. It is always wrong to read word by word.
7. Many students are unfortunate to pick up a good book to read.
8. Knowing the purpose of one's reading is one of the strategies leading to effective reading.
9. It is usually good to consult the contents' page after one has already finished reading.
10. Note-taking while reading seems the least important of the reading strategies.

C. Match the words in column 'A' with their corresponding meanings in column 'B' as they are used in the passage.

<u>Column A</u>	<u>Column B</u>
11. recommend (line 1)	A. making use of
12. invaluable (line 4)	B. relation
13. bearing (" 8)	C. attempt
14. adopting (" 18)	D. concentrate
15. precisely (" 19)	E. of high value
16. seldom (" 23)	F. general, total
17. overall (" 16)	G. the whole bits of facts
18. strategies (" 19)	H. techniques
19. endeavour (" 39)	I. exactly
20. focus (" 40)	J. not often
	k. advise, suggest
	L. valueless

D. Write what each of the following words stands for in the passage.

21. they (line 12) _____
 22. it (line 22) _____
 23. This (line 40) _____

II

A. Each of the sentences below contains at least one grammar mistake. (i) underline the part of the sentence that is wrong and then (ii) re-write the whole sentence correctly under it. The first one is done for you.

Ex. He was happily to hear about his promotion.

(Answer: He was happy to hear about his promotion.)

24. One of you was very late yesterday.

Answer: _____

25. What does this means ? He doesnot know.

Answer: _____

26. He applied to study chemistry, no physics.

Answer: _____

27. The student have learned a lot from her lectures.

Answer: _____

28. The information he received was wrong.

Answer: _____

B. Join the following sentences without changing the meaning using any appropriate link-word. Follow the example given.

Ex. Mamo is absent today. His friend is absent today.
(not both)

Answer: (Either) Mamo or his friend is absent today.

29. Every year a lot of students sit for the ESLCE. Only a few pass.

Answer: _____

30. All my brothers are sociable. They are intelligent.

Answer: _____

31. He is not educated. He is not wealthy.

Answer: _____

32. She didn't come to school. She is sick.

Answer: _____

III

Fill in the following blanks by choosing the best from among the given alternatives. Circle the letter of your choice.

33. She has been away for weeks, _____ ?
 A. was she B. haven't she C. hasn't she
 D. wasn't she
34. Hello. Excuse me. What is your name ? _____
 A. I am Ayalew B. My name is Ayalew
 C. Ayalew D. all are correct
35. It just worries me _____ people are so crazy _____ money these days.
 A. Why/about B. Whose/for C. What/about
 D. _____ /for
36. A thousand birr a month _____ rather a high rent to pay for a house.
 A. are B. have been C. is D. A and B are correct
37. My friend, Worku, is very poor. He has just _____ trousers without a change.
 A. one B. a pair of C. three D. no
38. The number of students sitting for the ESLCE every year _____ very large.
 A. is B. have been C. are D. were

39. My _____ are gentle as well as wise.
A. brother-in-law B. brother-in-law's
B. brother-in-laws D. brothers-in-law.
40. The rich always _____ a luxurious life.
A. lead B. are C. lid D. leading
41. It _____ our friends that are shouting outside.
A. can B. is C. have been D. are being
42. It is impossible to walk. It _____ very heavily.
A. is falling B. may raining
C. is about to begin D. is raining
43. You all _____ studying English since grade three.
A. were B. have been C. had been D. are
44. Is _____ ready ?
A. all of you B. every body C. some of you
D. we
45. If you _____ the above questions carefully, you can answer them easily.
A. had read B. read C. could have read
D. will have read.

Name of student: _____ Rol. No: _____ Sec: _____

I. Read the following passage and answer the questions below it.

Note-taking is a complex activity which requires a high level of ability in many separate skills. A

5 Firstly, the student has to understand what the lecturer says as he says it. The student cannot stop the lecture in order to look up a new word or check an unfamiliar sentence pattern. This puts the non-native speaker of English under a particularly severe strain. Often - he may not be able to B
recognize words in speech which he understands straightaway in print. He'll also meet words in a lecture which are
10 completely new to him. While he should, of course, try to develop the ability to infer their meaning from the context, he won't always be able to do this successfully. He must not allow failure of this kind to discourage him however. It's often possible to understand much of a lecture by
15 concentrating solely on those points which are most important. But how does the student decide what's important? This is in itself another skill he must try to develop. It is, in fact, the second of the four skills I want to talk about to-day.

20 Probably the most important piece of information in a lecture is the title itself. If this is printed (or referred to) beforehand the student should study it carefully and make sure he's in no doubt about its meaning. Whatever happens he should make sure that he writes it down accurately and completely. A title often implies many of the major points
25 that will later be covered in the lecture itself. It should help the student therefore to decide what the main point of the lecture will be.

A good lecturer, of course, often signals what's important or unimportant. He may give direct signals or indirect signals.
30 Many lecturers, for example, explicitly tell their audience D

that a point is important and that the student should write it down. Unfortunately, the lecturer who's trying to establish a friendly relationship with his audience is likely on these occasions to employ a colloquial style. He might say such things as 'This is, of course, the crunch' or 'Perhaps you'd like to get it down'. Although this will help the student who's a native English-speaker, it may very well cause difficulty for the non-native English speaker. He'll therefore have to make a big effort to get used to the various styles of his lecturers.

It's worth remembering that most lecturers also give indirect signals to indicate what's important. They either pause or speak slowly or speak loudly or use a greater range of intonation, or they employ a combination of these devices, when they say something important. Conversely, their sentences are delivered quickly, softly, within a narrow range of intonation and with short or infrequent pauses when they are saying something which is incidental. It is, of course, helpful for the student to be aware of this and for him to focus his attention accordingly.

Having sorted out the main points, however, the student still has to write them down. And he has to do this quickly and clearly. This is, in fact, the third basic skill the student must learn to develop. In order to write at speed most students find it helps to abbreviate. They also try to select only those words which give maximum information. These are usually nouns, but sometimes verbs or adjectives. Writing only one point on each line also helps the student to understand his notes when he only one point on each line also helps the student to understand his notes when he comes to read them later. An important difficulty is, of course, finding time to write the notes. If the student chooses the wrong moment to write he may miss a point of greater importance. Connecting words or connectives may guide him to a correct choice here. Those connectives which indicate that the

argument is proceeding in the same direction also tell the listener that it's a safe time to write. 'Moreover', 'furthermore', 'also', etc., are examples of this. Connectives such as 'however', 'on the other hand' or 'nevertheless' usually mean that new and perhaps unexpected information is going to follow. Therefore, it may, on these occasions, be more appropriate to listen.

The fourth skill that the student must develop is one that is frequently neglected. He must learn to show the connections between the various points he's noted. This can often be done more effectively by a visual presentation than by a lengthy statement in words. Thus the use of spacing, of underlining, and of conventional symbols plays an important part in efficient note-taking. Points should be numbered, too, wherever possible. In this way the student can see at a glance the framework of the lecture.

Adapted from - Listening Comprehension
And Note - Taking Course

by K. James et.al (pp. 91-92)

A. Match the words or phrases in column A with their possible meanings in column B as they are used in the passage.

<u>Column A</u>	<u>Column B</u>
_____ 1. complex (line)	a. guess
_____ 2. look up (line)	b. only
_____ 3. recognize ()	c. nearly
_____ 4. infer ()	d. know
_____ 5. solely ()	e. refer
_____ 6. beforehand ()	f. watch
_____ 7. Accurately ()	g. in advance; earlier
_____ 8. implies ()	h. ignored
_____ 9. signals ()	i. lose
_____ 10. explicitly ()	j. regarded

AB

- | | |
|-------------------------|-----------------------|
| _____ 11. employ () | k. suggests |
| _____ 12. worth () | l. hints or clues |
| _____ 13. maximum () | m. disguises |
| _____ 14. miss () | n. great |
| _____ 15. neglected () | o. important |
| | p. use; apply |
| | q. clearly; openly |
| | r. exactly; precisely |
| | s. difficult |
| | t. simple |

C. Choose the best answer according to the passage and indicate your answer by circling the letter of your choice.

16. Which one of the following could be the title of the above passage ?
- How to listen to lectures
 - How to organise notes from books
 - How to take notes from lectures
 - How to be attentive during lectures.
17. Which one of the following is not among the most important points in the passage ?
- understanding the lecture
 - Not worrying to connect the notes one has taken
 - Deciding which point is most important
 - Developing a quick and clear note taking skill.
18. Which one of the following is untrue about the passage.
- Though note taking is a complex skill, it doesn't involve other skills i.e. other than the ability to write.

- b. Any audience can stop the lecturer when he fails to understand the idea of the speaker.
- c. Using abbreviations is one of the useful techniques in note-taking.
- d. Pronouns are believed to provide maximum information.

19. Which one of the following points does not belong to paragraph B in the passage.

- a. It is easier to know or guess the meanings of words from a lecture than from writing.
- b. It is easier for native speakers to follow a speech than the non-native ones
- c. Guessing the meanings of unknown words while listening to a speech is advantageous.
- d. One can understand much of a speech by just focusing on the most important points.

D. Write true or false after each of the following statements according to the information given in the passage.

- _____ 20. Most speakers do not indicate the important points in their speech.
- _____ 21. The title of a speech or a lecture is least important to the listener.
- _____ 22. It is often easy to find out the style of a lecturer.
- _____ 23. Shortage of time is one of the problems in the task of taking-notes from a lecture.
- _____ 24. Connectives are very helpful in guiding the listener towards the direction or flow of the speech.

E. Fill in the following blanks with points from the passage.

25. What are the indirect signs that a speaker may give to show the important point(s) ? (three points)

1 _____ 2 _____ 3 _____

26. What are the three types of words (parts of speech) that usually carry much information ?

1. _____ 2 _____ 3 _____

27. Write down three words which show that the talk is continuing.

1 _____ 2 _____ 3 _____

28. What do words like 'however', 'nevertheless' and so on indicate in a speech. (In not more than ten words)

29. What are some of the disregarded or unused note taking skills that the passage mentions ? (three points)

1. _____ 2 _____ 3 _____

F. Indicate what each of the following words stands for in the passage.

30. he (line) _____

31. this (") _____

32. They (") _____

33. These (") _____

G. Choose and circle the letter of the sentence that expresses the main idea of the paragraphs from the passage.

Paragraph B

34. a. If you want to understand a lecture well try to guess the meaning of every word spoken.

- b. Native speakers listen far better than the non-native ones.
- c. Try to understand what a speaker or a lecturer says from the context.
- d. In order to understand a lecture fully try to look up the meanings of all the new words that you come across in the speech.

Paragraph D

- 35.
- a. A non-native listener cannot make use of colloquial signals.
 - b. A good speaker usually signals what is important and what is not important.
 - c. Non-native listeners have to make a big effort to master the various styles of their lecturers.
 - d. Explicit or direct signals are more helpful than indirect signals.

II

Sentence Comprehension

Read the following sentences carefully and then choose the alternative which comes nearest to the meaning of the original sentence.

1. When you chew 'chat' except for the twenty minutes or so, you will lose your usual self.
- a. During 'chat' chewer should always have it in order to keep his usual self.
 - b. A 'chat' chewer should always have it in order to keep his usual self.
 - c. Other than for the first twenty or so minutes, a change occurs in the 'chat' chewer's behaviour.

- d. If you want a change in your character, chew 'chat' just for about twenty minutes.
2. After the excitement caused by the 'chat' is over, you feel worn and depressed.
 - a. 'Chat' overexcites its victims
 - b. The after-effect of chat is weariness and depression
 - c. You feel old after the chewing is over.
 - d. You feel excited long after the chewing is over.
 3. The latest studies show that thousands of Ethiopians turn to chat every year.
 - a. The number of 'chat' chewers is yearly increasing in Ethiopia.
 - b. 'Chat' chewing is very helpful for study.
 - c. Every year thousands of Ethiopians abandon the habit of 'Chat' chewing.
 - d. Now chat farms are established by thousands of Ethiopians every year.
 4. Highly invaluable. It deserves great care.
 - a. It is of little value
 - b. Though it is invalid, it needs careful handling.
 - c. It is of high value so that it requires great care.
 - d. It is valueless so that there is no need of looking after it.
 5. Kassu, Zeberga and Goitom's shop is growing prosperous.
 - a. Kassu's, Zeberga's and Goitom's shops are becoming profitable
 - b. Kassu, Zeberga and Goitom's shop is growing prosperous trees.

- c. The shop that is jointly owned by Zeberga, Goitom and Kassu is becoming profitable.
 - d. Kassu and Zeberga are becoming rich and so is Goitom's shop.
6. 'Taye, you ought to wear a thick coat' implies
- a. Taye doesn't like coats unless they are thick
 - b. Taye is becoming thin
 - c. It is a sunny day.
 - d. It is a cold day.

IV. Select the best word to fill in each blank among the given alternatives.

If you are about to launch a search for a job, the suggestions offered here can help you, whether or not you have any diploma or certificate, whether you are just starting out or changing your job. Before you try to 1 a job opening, you 2 to answer the hardest 3 of your working life: 4 do I want to 5 ? Here is a good way. 6 down on a piece 7 paper and don't get 8 till you've listed all 9 things you're proud to 10 accomplished. Your list might 11 being head of a 12 raising campaign, or acting 13 important role in the senior play.

- | | | | |
|-----|-------------|-------------|--------------|
| 1. | A. find | B. apply | C. ask |
| 2. | A. must | B. should | C. have |
| 3. | A. thing | B. question | C. statement |
| 4. | A. when | B. what | C. why |
| 5. | A. do | B. make | C. has |
| 6. | A. start | B. write | C. sit |
| 7. | A. clean | B. of | C. white |
| 8. | A. finished | B. done | C. up |
| 9. | A. the | B. many | C. some |
| 10. | A. be | B. have | C. had |
| 11. | A. be | B. has | C. include |
| 12. | A. charity | B. fund | C. cash |
| 13. | A. the | B. this | C. an |

V. Fill in the following blanks with the appropriate words or phrases given in the list

look up, through, bring up, while, up

1. Keep _____ your hard work _____ you are looking for a job.
2. If you are given an interview, _____ everything in your education and experience that may be related to the job.
3. Follow _____ with suggestions people give you for finding a job.
4. Go to the library and _____ information about your field of interest.

Name	School	age	height	grade	rank	subject average
Goitom	BSSS	16	1.50	10	4th	75%
Adane	"	18	1.60	10	3rd	70%
Tenkir	"	14	1.55	9	5th	75%
Gadissa	?	15	1.70	8	2nd	80%

Finish the following sentences using the information given in the table. Use the items given in the brackets. Make the necessary modification.

5. Gadissa _____ 1.70 metres (measure)
6. Adane is _____ of the four boys (old) while Tenkir is _____ (young)
7. Goitom is _____ than Adane (intelligent)
8. If they keep on working as shown above it is likely that they all _____ to the next grades (will promote)
9. Adane and Goitom are _____ grade students (seniority).

VI. Choose the correct word form to fit into each sentence. Use appropriate verb tenses, singular or plural forms.

administration, administrator, to administer, administrative,
administratively.

1. Ato Alemu is the top _____ in the near by state farm.
2. He _____ all aspects of the farm's finances.
3. _____ the farm is divided into three units.
4. The _____ officers all work on the second floor of the farm's building.

VII. In each of the following, complete sentence B to make it as similar as possible in meaning to sentence A.

Example

- A. Shegaw went to school. /ger also went to school.
B. Both _____

Your write: Both Shegaw and /ger went to school.

1. A. If you don't stop talking, I'll punish you !
B. Unless _____
2. A. Chaltu ran fast, but she missed the bus.
B. Although _____
3. A. Would you lend me your pen, please ?
B. May _____

4. A. I had never been abroad before.
B. It was _____
5. A. Annina is both sweet and intelligent
B. Not only _____

VIII

In the following dialogue between 'S' and 'T' supply the unfinished sentences with the most appropriate response by choosing from the given alternatives.

1. T: It is very hot inside.
S: Yes, but what can I do ?
T: Oh baby ! You _____ the window
A. had to open B. have to open C. need not open
D. should have to open
2. T: Have you finished your homework ?
S: No. Not yet.
T: You _____ by now.
A. were finished B. should finish C. must have finished
D. had to finish
3. T: How much does this note-book cost?
S: Terribly cheap. Only two birr.
T: God ! It _____ only fifty cents a year ago.
A. Used to cost B. costed C. had costed D. has cost
4. T: You see that guy over there riding a sheep !
S: Oh ! that is quite funny.
T: What funny ! It is rather idiot _____ him to behave so foolishly at this age.
A. to B. for C. about D. of

Appendix - D

Questionnaire for English language teachers

Section 1

Please fill in the following (Nos. 1-9)

1. Name of school _____
2. Sex _____
3. Nationality _____
4. The name of college or university you went to:
_____ (college) _____ (university)
5. Field of specialization _____
6. Year of graduation _____
7. Qualification: _____ (diploma) _____ (B.A.)
_____ Others

Please specify _____

8. Teaching experience _____ (years)
9. Number of years you have taught in each grade
 (grade 9) ten eleven twelve

Section 2

Please put a tick (✓) in the box (Nos. 10 - 41)

10. Do all the English scores of a student (100%) in your school come from exams ?

1	2
Yes	No

11. If your answer to No. 10 is "no" how much percent of English scores of a student in your school come from exams ?

1	2	3	4	5	6
less than 50%	51-59%	60-69%	70-79%	80-89%	90-99%

12. How many English tests (including the final exam) do you give in a semester's time ?

1	2	3	4	5	6
One	two	three	four	five	if more, please mention

13. If your answer to No. 12 is "three or less" what is are the major reason(s) for your administration of fewer tests ?

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | Pedagogically, occasional testing is better than frequent testing. |
| 2 | <input type="checkbox"/> | I don't see the advantage of many tests. |
| 3 | <input type="checkbox"/> | The poor facility of the school such as shortage of stationery and lack of typing and duplicating services discourage frequent testing. |
| 4 | <input type="checkbox"/> | The large number of students make the task of frequent testing burdensome. |
| 5 | <input type="checkbox"/> | I am already overloaded; I don't want to add any more. |
| 6 | <input type="checkbox"/> | I am demotivated to worry about any quality teaching. |
| 7 | <input type="checkbox"/> | All except 1 and 2 above _____ |
| 8 | <input type="checkbox"/> | If others please specify _____ |

14. If your answer to No. 12 is "five or more" what is/are the major reason(s) for your frequent testing ?

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | It is more reliable |
| 2 | <input type="checkbox"/> | It gives a better opportunity to see the ability of each individual student |
| 3 | <input type="checkbox"/> | It helps to check progress in learning |
| 4 | <input type="checkbox"/> | It motivates learning |
| 5 | <input type="checkbox"/> | Others. Please mention _____ |

15. What are the other sources (other than exams) of your score ?

1	2	3	4	5	6	7
Class activity	Home work	Group work	attendance	effort	the combination of all these	others

Please specify _____

16. Please show your first four assessment preferences from the following list of activity types. Write "1" if the activity type or learning manifestation is your first choice; "2" if it is your second choice, etc. in the box provided against each item.

- | | | |
|---|--------------------------|------------------------|
| 1 | <input type="checkbox"/> | Class activity |
| 2 | <input type="checkbox"/> | Some assignment |
| 3 | <input type="checkbox"/> | Handling of work books |
| 4 | <input type="checkbox"/> | Group work |
| 5 | <input type="checkbox"/> | Attendance |
| 6 | <input type="checkbox"/> | Project |
| 7 | <input type="checkbox"/> | Effort |
| 8 | <input type="checkbox"/> | Attitude |

17. What is/are the reason(s) for your preferences ?

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | They can mirror the student's ability more clearly |
| 2 | <input type="checkbox"/> | They are easy to observe |
| 3 | <input type="checkbox"/> | They are more <i>useful</i> to the learner |
| 4 | <input type="checkbox"/> | They encourage learning more than others |
| 5 | <input type="checkbox"/> | <i>All the above</i> |
| 6 | <input type="checkbox"/> | Others. Please specify _____ |
-

18. Do you believe your preferences generally agree with those of your students' ?

	1	2	3
Yes		No	<i>I am not sure</i>

19. If your answer to (No. 18) is "no" do you think you should revise your preferences ?

	1	2
Yes		No

20. Do you keep any record (other than for the tests) that describes your student's individual performances ?

	1	2
Yes		No

21. If your answer to (No. 20) is "yes" how ?

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | I use a separate file for this purpose |
| 2 | <input type="checkbox"/> | I keep them in my head |
| 3 | <input type="checkbox"/> | I write marks on my student's work books |
| 4 | <input type="checkbox"/> | If any other, please mention _____ |

22. Do you give home work ?

	1	2
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

23. If your answer to (No. 22) is "yes" how often do you give ?

	1	2	3	4
After every lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
twice a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once a week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
only occasionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Do you correct the home-work ?

	1	2
Yes	<input type="checkbox"/>	<input type="checkbox"/>
No	<input type="checkbox"/>	<input type="checkbox"/>

25. If your answer to (No. 24) is "yes" how do you generally correct them ?

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | If simply tell the correct answers |
| 2 | <input type="checkbox"/> | I make my students exchange their exercise books and correct them on the basis of my answers. |
| 3 | <input type="checkbox"/> | I make the class discuss the assignment thoroughly and correct his/her own work on the basis of the best answers. |
| 4 | <input type="checkbox"/> | I go around the class and simply put marks of attempt or some general comments on each student's work book. |
| 5 | <input type="checkbox"/> | I carefully examine only a few of the assignments (according to my schedule) make specific comments and finally tell the correct form to the class as a whole. |
| 6 | <input type="checkbox"/> | If any other, please mention _____ |

26. When you offer tests, do you give back the corrected papers to your students ?

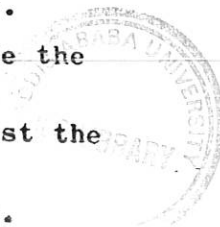
	1	2
	Yes	No

26.1. If your answer to (No. 26) is "yes" how soon do you generally return them ?

- | | | |
|---|--------------------------|----------------------------------|
| 1 | <input type="checkbox"/> | During the next lesson |
| 2 | <input type="checkbox"/> | As soon as I finished correcting |
| 3 | <input type="checkbox"/> | Any time I like |

26.2. When you correct the test papers, how do you usually react to the wrong answers ?

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | I simply put a big "X" and pass to the next number. |
| 2 | <input type="checkbox"/> | I put "X" and then indicate the correct form beside the wrong answer. |
| 3 | <input type="checkbox"/> | I jump the wrong answers putting a tick () against the right ones. |
| 4 | <input type="checkbox"/> | I put a question mark (?) against the wrong answer. |
| 5 | <input type="checkbox"/> | I cancel out the wrong responses. |
| 6 | <input type="checkbox"/> | If other, please state _____ |



26.3. Suppose you make mistake(s) during your correction or setting the test items, do you allow your students to negotiate ?

1	2
Yes	No

27. If your answer to (No. 26) is "no" do you tell your students the correct answers ?

1	2
Yes	No

28. If your answer to (No. 27) is "yes" how soon ?

- 1 Soon after the test, whenever there is any spare time.
- 2 During the next lesson
- 3 Any time I like.

29. Are your students' performances in class (informal assessment) generally consistent with their scores in exams ?

1	2	3
Yes	No	I am not sure

30. If your answer to (No. 29) is "no" which one do you think is more dependable.

- 1 The scores from various class activities and quizzes
- 2 The scores from final exams

31. Suppose your bright student (in class activities) scores very low marks in the school exam, do you upgrade his score by raising his marks in the continuous assessment part ?

1	2
Yes	No

32. If your answer to (No.31) is "yes" do you think the school principal and your professional colleagues personally support such practice (though the law of the Ministry of Education forbids) ?

1	2
Yes	No

33. If your answer to (No. 32) is "yes" do you think this indicates that English language testing should give ample room for informal continuous class assessment ?

1	2	3
Yes	No	I have no idea

34. Did you take any testing related course(s) during your course of study at college or university ?

1	2
Yes	No

40. If your answer to (No.39) is "yes", how did you treat the reaction(s)

1 I forced them to learn as it was part of the curriculum.

2 I tried to change my technique of presentation for that particular lesson.

3 I asked the students why they felt that way and discussed the problem together.

4 I jumped that part & passed to the next portion.

5 I offered another alternative task instead.

6 If others, please specify. _____

41.

If you have any disagreement to the current practice of English language testing in Ethiopian High Schools, including the ESICE English, please comment briefly and mention the kind(s) of assessment you wish to be adopted.

Appendix - E
Questionnaire for students

Directive: Put a tick () in the box against the number of your choice.

1. Rank the following activity types in your order of preference i.e. write '1' against the activity type that you like most and '2' against the one which is your 2nd choice, etc.

- | | | |
|---|--|-------------------------------|
| 1 | | Home work and assignments |
| 2 | | question-answer type activity |
| 3 | | Group work and/or pair work |

2. Why did you answer like that ?

- | | | |
|---|--|-----------------------------------|
| 1 | | It is more teaching |
| 2 | | It is less difficult to deal with |
| 3 | | It is enjoyable |
| 4 | | All the above. |
| 5 | | If others, please specify _____ |
-

3. Which one do you prefer ?

- | | | |
|---|--|--|
| 1 | | Small tests or quizzes offered at the end of a chapter or unit |
| 2 | | Big tests given at the end of the semester. |

4. Why did you answer like that ?

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | Frequent tests stimulate me to study. |
| 2 | <input type="checkbox"/> | It is easy to answer small tests even without studying |
| 3 | <input type="checkbox"/> | Small tests make me study always and I don't like to study continuously |
| 4 | <input type="checkbox"/> | Small tests give me many chances to test and show my language ability but big tests don't |
| 5 | <input type="checkbox"/> | Small tests do not frighten me but big tests do |
| 6 | <input type="checkbox"/> | Big tests discourage regular study rather they make me study too much a round the exam week |
| 7 | <input type="checkbox"/> | All except numbers two and three |
| 8 | <input type="checkbox"/> | Number two & three |
| 9 | <input type="checkbox"/> | If any other, please state _____ |

5. Which of the following learning activities do you think do more clearly show your English language ability.

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | Class activities and homework |
| 2 | <input type="checkbox"/> | tests and final exams |
| 3 | <input type="checkbox"/> | class activities and homework reasonably combined with results from tests & final exams. |

6. Why did you answer like that

- | | | |
|---|--------------------------|--|
| 1 | <input type="checkbox"/> | I study seriously for tests and exams but I don't generally bother about class and/or home activities because they have little or no value |
| 2 | <input type="checkbox"/> | I think the more varied the assessment is the more fair it will be |
| 3 | <input type="checkbox"/> | Class activities & homework carefully observed throughout the semester can best show my general English language ability. |
| 4 | <input type="checkbox"/> | If others, please state _____ |

7. Would you agree if your English teacher assesses you secretly through your different home and class activities throughout the semester?

1	2
yes	no

8. If your answer to the above question is 'No', why?

- 1 I don't trust my teacher.
 2 It is tiresome and painful
 3 This kind of subjective assessment could be highly erroneous.
 4 All the above
 5 If others, please state _____

9. Did you like the new method (continuous assessment) which you have just been practising?

yes	no
-----	----

10. Why did you answer like that?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | It was more teaching |
| <input type="checkbox"/> | It keeps me busy |
| <input type="checkbox"/> | Group work is interesting and fun. |
| <input type="checkbox"/> | I want to learn from my teacher who knows much not from my peers who are as ignorant as myself. |
| <input type="checkbox"/> | since my colleagues are not helpful, group work is a waste of time. |
| <input type="checkbox"/> | one and three above |
| <input type="checkbox"/> | four and five above |
| <input type="checkbox"/> | If others, please mention _____ |

Self-Assessment Questionnaire for Students

Direction: Please put a tick () inside the box against the number of your choice.

1. Do you feel that you know your strengths and weaknesses in English language?

Yes	No

2. If your answer to (No.1) is "Yes", do you think you can help your English teacher by assessing yourself?

1	2
Yes	No

3. Do you believe your English teacher has a good knowledge about your English language ability?

1	2
Yes	No

4. If your answer to (No. 3) is "yes", do you often agree with your English teacher's ratings in class activity and assignment

1	2
Yes	No

5. To which of the following ability levels do you think does your English skill belong? Indicate by putting a tick against the adjective of your choice. Ex. If you feel that your writing is excellent, put a tick in the box under excellent-against "writing".

	Excellent	Very Good	Good	Fair	Poor
Reading					
listening					
Speaking					
Writing					

6. Are you satisfied with the marks you have received in the subjective assessment section?

Yes	No

APPENDIX G

Computation of Mean and Standard Deviation
of the Pre-Test for the Control - Group

C.I.	Mid-Point X	f	fx	Devia of M. Point from mean X - X	Sq. devia tion X ²	frequency times Sq. deviation fx ²
16-18	17	7	119	12.4	153.76	1076.32
19-21	20	11	220	9.4	88.36	971.96
22-24	23	7	161	6.4	40.96	286.72
25-27	26	3	78	3.4	11.56	92.48
28-30	29	6	174	0.4	0.16	0.96
31-33	32	11	352	- 2.6	6.76	74.36
34-36	35	6	210	- 5.6	31.36	188.16
37-39	38	8	304	- 8.6	73.96	519.68
40-42	41	5	205	-11.6	134.56	672.8
43-45	44	4	176	-14.6	213.16	252.64
46-48	47	1	47	-17.6	309.76	309.76
			<u>2176</u>			<u>5118</u>

N = 74

X = 29.4

S.D = 8.6

APPENDIX H

Computation of Mean and Standard Deviation of
the Post-Test for the Control - Group

C.I	Mid-Point X ₁	f	fx ₁	Devia- tion of Mid- Pont From Mean Y - X	Squared deviat- ion X ₂	fx ₂
19-21	20	5	100	13	169	845
22-24	23	7	161	10	100	700
25-27	26	11	286	7	49	539
28-30	29	6	174	4	16	96
31-33	32	10	320	1	1	10
34-36	35	7	245	-2	4	28
37-39	38	7	266	-5	25	175
40-42	41	13	533	-8	64	832
43-45	44	3	132	-11	121	363
46-48	47	5	235	-14	196	980
			<u>2452</u>			<u>4568</u>

N = 74

X = 33.13

SD = 7.86

APPENDIX I

Computation of Mean and Standard Deviation
of Pre-Test for the Study - Group

C.I.	Mid - Point X1	f	fx	Devia- tion of Mid Point from Mean x-x	Squar- ed devia- tion	Frequency times Sq. deviation fx2
18-20	19	6	114	13	169	1014
21-24	22	11	242	10	100	1100
24-26	25	4	100	7	49	196
27-29	28	7	196	4	16	112
30-32	31	5	155	1	1	5
33-35	34	11	374	-2	4	44
36-38	37	1	37	-5	25	25
39-41	40	7	280	-8	64	448
42-44	43	3	129	-11	121	363
45-47	46	5	230	-14	196	980
48-50	49	4	196	-17	289	1156
			<u>2053</u>			<u>5443</u>

N = 57
 \bar{X} = 35.83
 σ^2 = 93.91

APPENDIX J

Computation of Mean & Standard Deviation
of the Post-Test for the Study Group

C.I.	Mid Point X	f	fx	Devalu- ation of Mid Poin from Mean $X - \bar{X}$	Squa- red deval- uation X^2	fx2 (frequ. times Sq.Dev.)
24-26	25	11	275	12	144	1584
27-29	28	4	112	9	81	324
30-32	31	5	155	6	36	180
33-35	34	5	170	3	9	45
36-38	37	10	370	0	0	0
39-41	40	7	280	- 3	9	63
42-44	43	8	344	- 6	36	288
45-47	46	6	276	- 9	81	486
48-50	49	8	392	-12	144	1152
			<u>2374</u>			<u>4122</u>

$$N = 64$$

$$\bar{X} = 37$$

$$SD = 3.02$$

APPENDIX - K

The Comparison of Two-tests Control Group

Student	Pre-Test	Post-Test	Student	Pre-Test	Post-Test	Student	Pre-Test	Post-Test	Student	Difference D = x ₁ -x ₂	Deviation d = D-5	Sq-dev. d ²	
1	17	21				72	32	33					
2	21	27	35	26	24	73	37	41	31	0	-3.04	9.24	
3	44	46	37	30	34	74	24	25	32	4	0.96	0.96	
4	23	27	38	45	47	<hr/>			33	0	-3.04	9.24	
5	22	26	39	35	39	Total	2176	2452	34	1	-2.04	4.16	
6	26	33	40	33	30	Mean	29.4	33.13	35	-2	-5.04	25.4	
7	39	44	41	17	31				36	-2	-5.04	25.4	
8	24	26	42	21	21				37	4	0.96	0.92	
9	39	42	43	35	37				38	2	-1.04	1.08	
10	17	20	44	33	30				39	4	0.96	0.92	
11	42	42	45	36	42				40	-3	-6.04	36.5	
12	33	24	46	28	35				41	14	10.96	120.12	
13	22	22	47	41	40				42	0	-3.04	9.24	
14	20	26	48	25	25				43	2	-1.04	1.08	
15	22	38	49	40	41				44	-3	-6.04	36.48	
16	40	45	50	34	41				45	6	2.96	8.76	
17	25	28	51	20	23				46	7	3.96	15.7	
18	38	40	52	34	35				47	-1	-4.04	16.32	
19	19	20	53	26	27				48	0	-3.04	9.24	
20	34	42	54	18	27				49	1	-2.04	4.16	
21	29	38	55	31	41	Student	Difference	Deviation	Sq.Dev.				
22	49	47	56	16	24	D = x ₁ -x ₂	d = D-5	d					
23	36	39	57	45	47	1	4	0.96	0.92	50	7	3.96	
24	23	24	58	32	37	2	6	2.96	8.76	51	3	-0.04	
25	27	28	59	20	23	3	2	1.04	1.08	52	1	-2.04	
26	27	26	60	18	22	4	4	0.96	0.92	53	1	-2.04	
27	38	40	61	20	25	5	4	0.96	0.92	54	6	2.96	
28	22	19	62	27	31	6	7	3.96	15.7	55	10	6.96	
29	28	39	63	37	41	7	5	3.96	15.7	56	8	4.96	
30	41	42	64	16	21	8	2	1.04	1.08	57	2	-1.04	
31	33	33	65	30	36	9	3	-0.04	0.0016	58	5	1.96	
32	21	25	66	44	46	10	3	-0.04	0.0016	59	3	0.04	
33	32		67	21	30	11	0	-3.04	9.24	60	4	0.96	
			68	12	27	12	-4	-7.04	49.56	61	5	1.96	
			69	13	20	13	0	-3.04	9.24	62	4	0.96	
						14	6	2.96	8.76	63	4	0.96	
						15	9	5.96	35.5	64	5	1.96	
						16	5	1.96	3.84	65	6	2.96	
						17	3	0.04	0.0016	66	2	-1.04	
						18	2	1.04	1.08	67	9	5.96	
						19	1	2.04	4.16	68	8	4.96	
						20	4	0.96	0.92	69	1	-2.04	
						21	9	5.96	35.52	70	1	-2.04	
						22	-1	4.04	16.32	71	4	0.96	
						23	3	-0.04	0.0016	72	1	-2.04	
						24	1	-2.04	4.16	73	4	0.96	
						25	1	-2.04	4.16	74	1	-2.04	
						26	-1	-4.04	16.32	Total	225	-32	836
						27	2	-1.04	1.08	Mean	D=3.04	50=836=1145	
						28	-3	-6.04	36.5				
						29	8	4.96	24.6				

APPENDIX - L

The Comparison of Two - Tests - Study Group

Student	Pre-Test	Post-Test
1	46	48
2	31	38
3	35	39
4	29	36
5	30	37
6	45	48
7	49	49
8	41	44
9	30	37
10	34	38
11	33	38
12	47	48
13	43	44
14	38	40
15	34	41
16	39	43
17	22	29
18	41	45
19	28	34
20	21	27
22	46	44
23	25	32
24	31	34
25	31	36
26	25	28
27	39	46
28	27	25
29	34	43
30	35	39
31	21	25
32	19	24
33	42	45
34	35	40
35	23	33
36	25	34
37	22	24
38	35	42
39	29	31
40	28	25
41	39	46
42	22	28
43	20	26
44	45	47
45	23	31
46	19	24
47	20	26
48	31	37
49	35	42
50	18	25
51	39	43
52	41	42

Student	Pre-Test	Post-Test
53	21	26
54	23	30
55	49	48
56	25	33
57	27	35
58	23	30
59	44	47
60	21	24
61	20	24
62	48	48
63	27	36
64	48	48
Total	2052	2368
Mean	3207	37

$$= 6.4$$

$$\frac{(x_1 - x_2)}{N} = \frac{301}{64} = 4.07$$

Student	Difference $D = x_1 - x_2$	Deviation $d = D - 5$	Sq. deviation d^2
1	2	-2.07	4.3
2	4	2.93	8.6
3	4	-0.07	0.049
4	7	2.93	8.6
5	7	2.93	8.6
6	3	-0.7	1.1
7	0	-4.07	16.5
8	3	-1.07	1.14
9	7	2.93	8.6
10	4	-0.07	0.049
11	5	0.93	0.86
12	1	-3.07	9.4
13	1	-3.07	9.4
14	2	-2.07	4.3
15	7	2.93	8.6
16	4	-0.07	0.049
17	7	2.93	8.6
18	4	-0.07	0.049
19	6	1.93	3.7
20	6	1.93	3.7
21	1	-3.07	9.4
22	2	-2.07	4.3
23	7	2.93	8.6
24	6	1.93	3.7
25	5	0.93	0.86
26	3	-1.07	1.14
27	7	2.93	8.6
28	-2	-6.07	36.8
29	9	4.93	24.3
30	4	-0.07	0.049
31	4	-0.07	0.049
32	5	0.93	0.86
33	3	-1.07	1.14
34	5	0.93	0.86
35	10	5.93	35.2
36	9	4.93	24.3
37	2	-2.07	4.3
38	7	2.93	8.6
39	2	-2.07	4.3
40	7	2.93	8.6
41	7	2.93	8.6
42	6	1.93	3.7
43	6	1.93	3.7
44	2	-2.07	4.3
45	8	3.93	15.4
46	5	0.93	0.86
47	6	1.93	3.7
48	6	1.93	3.7
49	7	2.93	8.6
50	7	2.93	8.6

Stu.	Diff. $D = x_1 - x_2$	Devi. $d = D - 5$	Sq.De. d^2
53	5	0.93	0.86
54	7	2.93	8.6
55	-1	-5.07	25.7
56	8	3.93	15.4
57	8	3.93	15.4
58	7	2.93	8.6
59	3	-1.07	1.14
60	3	-1.07	1.14
61	4	0.07	0.049
62	0	-4.07	16.6
63	9	4.93	24.3
64	0	-4.07	16.6
Total	31	41	504
Mean	4.07		

Appendix - M Correlation Table

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Student	Scores from CA	Rank	Scores from the Post-test	Rank	D ²
1	92	7	96	2	25
2	65	31	76	30	1
3	64	34	78	26	54
4	51	47	71	38	81
5	55	41	74	33	64
6	54	47	96	2	1600
7	92	7	98	1	36
8	90	9	87	16	49
9	56	39	74	33	16
10	72	26	76	30	16
11	72	26	77	29	9
12	98	1	96	2	1
13	87	10	88	15	25
14	85	13	80	24	121
15	70	28	82	23	25
16	73	24	86	17	49
17	75	21	58	49	784
18	87	10	90	13	9
19	54	42	68	40	4
20	46	48	54	52	16
21	82	13	73	35	484
22	92	2	95	7	25
23	36	58	65	44	196
24	67	30	75	25	16
25	70	28	75	35	4
26	53	41	56	50	25
27	35	13	92	11	4
28	45	47	50	56	81
29	63	35	85	19	256
30	71	23	78	26	9
31	24	63	49	59	16
32	30	61	48	60	1
33	80	16	90	13	9
34	86	12	79	25	169
35	43	50	66	42	160
36	52	46	68	40	36
37	43	52	48	60	64
38	75	21	84	20	1
39	61	36	62	45	81
40	58	37	50	56	361
41	77	19	92	11	64
42	54	42	56	50	64
43	28	62	52	53	81
44	96	3	94	9	36
45	65	31	62	45	196
46	43	52	48	60	64
47	40	55	52	53	4
48	31	60	75	32	784
49	77	19	84	20	1
50	15	64	50	56	64
51	79	17	86	17	0
52	73	24	83	22	4
53	65	31	52	53	484

Student	Scores from CA	Rank	Scores from the Post-test	Rank	D ²
54	45	50	60	47	9
55	94	4	96	2	4
56	44	51	66	42	81
57	46	48	71	38	100
58	39	56	60	47	16
59	78	18	94	9	81
60	39	56	48	60	16
61	33	59	47	64	25
62	93	5	96	2	9
63	56	39	72	37	4
64	93	5	95	7	4

7189

$$1 - \frac{6Ed^2}{N(n^2-1)}$$

$$= 1 - \frac{6 \times 7189}{64(64^2-1)}$$

$$= 1 - \frac{43134}{4096}$$

$$1 - 0.1645 = 0.83$$

$$t = \frac{V}{1 - r \times n - 1}$$

$$= \frac{0.83}{1 - 0.6389 \times 64 - 1} = 7.9$$

$$= 1.5 \times 7.9$$

$$t = 11.85$$

At df n-1 = 64-1 = 63
Pr = 0.05, crit = 2

The correlation is positive and very strong

- key = CA - Continuous Assessment
D - deviation
V - correlation
df - degree of freedom
t - t-calculated

Appendix - N

Student Raw Scores in the Continuous Assessment

cut-off	10	15	15	10	10	10	30	General Impression	Good (22-24)	Very Good (25-27)	Excellent (28-30)
Student	Quiz one	Quiz two	Quiz three	Assessment 1	Assessment 2	Assessment 3	Ex(28-30)V(x(25-27))				
1	9	14	12	8	10	9	30		94		
2	6	8	9	5	7	6		27			
3	8	7	9	4	6	8		22			
4	7	7	-	8	-	7					
5	5	8	9	4	7	6	28				
6	6	6	11	3	6	4	29				
7	10	13	15	8	9	9					
8	7	13	12	10	10	9			23		
9	6	-	9	5	6	7					
10	5	8	11	7	8	8		25			
11	-	10	12	6	8	9		27			
12	10	15	14	10	9	10	30				
13	8	13	12	9	8	9	28		25		
14	9	11	14	8	9	9			22		
15	7	8	12	6	8	7					
16	4	9	7	10	9	9		25			
17	7	8	8	5	4	5				18	
18	8	13	13	9	7	10		27	23		
19	5	7	10	6	7	6				18	
20	4	8	7	5	-	4		25			
21	8	11	14	8	10	9					
22	9	15	14	9	10	10	30			12	
23	-	9	6	-	5	4		25			
24	4	7	9	7	7	8			24		
25	5	8	10	8	7	8				18	
26	6	7	7	5	6	4		27			
27	8	13	14	6	9	8			22		
28	5	-	9	6	6	6			23		
29	7	7	10	4	7	6		25			
30	6	9	11	8	7	8				6	
31	3	6	-	-	4	5				12	
32	3	6	5	3	-	4		25			
33	-	12	14	-	10	9		25			
34	10	13	13	9	8	10				18	
35	8	5	7	-	5	4			24		
36	4	7	9	6	-	6				18	
37	-	-	9	5	-	5		27			
38	6	9	10	7	7	8			23		
39	7	6	9	7	8	8			22		
40	-	8	7	5	6	6					
41	4	10	12	7	7	8		27	22		
42	8	7	-	6	7	6				6	
43	6	-	9	-	5	5					
44	3	14	15	9	10	9			23		
45	10	8	9	6	6	7	29			18	
46	6	7	6	-	4	4				18	
47	4	-	8	4	5	-				12	
48	5	6	-	-	4	5		25			
49	4	11	12	7	7	8				6	
50	7	-	-	-	4	-		27			
51	5	12	13	8	7	8		25			

cut-off	10	15	15	10	10	10	30			Aggregate	Rank	
Student	quiz-one	quiz-two	quiz-three	Assign-ment-1	Assign-ment-2	Assign-ment-3	<u>General-impression</u> Ex(28-30) va(25-27)		Good(22-24)	Poor(10 & below)		
54	5	7	-	5	4	6				18	45	30
55	9	15	13	10	9	9	29				94	4
56	4	7	6	-	4	5				18	44	31
57	3	6	-	4	-	5				18	46	48
58	4	7	7	5	-	4				12	39	36
69	9	13	15	8	7	9		27			78	18
60	6	-	7	4	-	4				18	39	36
61	5	7	-	4	5	-				12	33	59
62	10	12	14	8	9	10	30		22		93	5
63	5	-	9	7	6	7	30				56	39
64	8	14	14	9	10	9	29				93	5

Name of Student or Roll No.	Behaviours to be observed					over - all		
	Reading aloud	Listen- ing	Speech	Home Work	Class Activity	Effort & Motivation	Imp 1	Imp 2
1	10			10	10			
2	8			8	8			
3	6			8	8			
4	10			6	6			
5	8			6	8			
6	8			-	10			
7	9			10	9			
8	10			9	10			
9	8			7	8			
10	8			8	9			
11	9			10	7			
12	10			10	10			
13	8			10	10			
14	8			9	9			
15	8			6	8			
16	9			8	8			
17	10			-	8			
18	9			9	9			
19	10			6	7			
20	10			-	8			
21	8			8	9			
22	10			10	10			
23	6			-	6			
24	9			8	8			
25	10			6	8			
26	10			-	8			
27	9			9	9			
28	6			6	10			
29	10			7	6			
30	9			8	8			
31	6			-	-			
32	6			6	-			
33	9			8	8			
34	8			8	9			
35	8			-	10			
37	8			6	10			
38	10			8	-			
39	9			9	9			
40	7			6	10			
41	10			6	6			
42	9			9	9			
43	6			6	10			
44	6			-	-			
45	9			10	10			
46	10			7	6			
47	8			-	10			

Name of Student or Roll No.	Behaviour to be observed					
	Reading aloud	Liste ing	Speech	Home	Class Activity	Error & Motivation
50	6			-	-	
51	10			7	10	
52	7			8	10	
53	8			7	9	
54	10			-	8	
55	9			10	10	
56	6			6	6	
57	10			8	-	
58	6			-	6	
59	10			7	10	
60	6			6	6	
61	6			-	6	
62	10			10	10	
63	10			6	6	
64	9			10	10	

Level Norm

Excellent = 10
 Very Good = 9
 Good = 8
 Fair = 7
 Poor = 6

Key: Imp - Impression

APPENDIX P • Covering letter

Dear _____

The purpose of this questionnaire is to gather data for a study leading to an MA degree in Teaching English as a Foreign Language (TEFL).

This study is meant to survey the assessment practices and preferences of the Ethiopian high school English language teachers.

The researcher hopes that the result of this study will help above all to review and suggest ways to improve the English language testing practices in Ethiopian secondary schools.

The information you provide through this questionnaire will remain confidential throughout and will only be used for this purely academic purpose. Therefore, please be honest and feel free to provide genuine information.

Your contribution to the success of this study is highly appreciated.

Thank you !

Sincerely yours,

Bogale Tessema

School of Graduate Studies

Addis Ababa University

Appendix Q:

Student Observation Sheet

Who has done best today?

Date- _____

Lesson/ Activity Type _____

the Name(s) of the best doer(s) in the group 1. _____

___ 2. _____ 3. _____

Approved by: _____

Appendix R:

Teachers Observation Sheet

Seat No. _____

Task _____

Observation:

	1st		2nd			
3rd Remark:	Ex. _____	VG. _____	G. _____	F. _____	P. _____	

Key: Ex. = Excellent
VG. = Very Good
G. = Good
F. = Fine
P. = Poor