

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

MA THESIS IN (TEFL)



**THE WASHBACK EFFECT OF ETHIOPIAN GENERAL SECONDARY
EDUCATION CERTIFICATE ENGLISH EXAMINATION (EGSECEE)
ON STUDENTS' LEARNING PREFERENCE: THE CASE OF SHIRKA
SECONDARY SCHOOL**

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SEPTEMBER 2017

ADAMA, ETHIOPIA

**The Washback Effect of Ethiopian General Secondary Education
Certificate English Examination (EGSECEE) on Students' Learning
Preference: The Case of Shirka Secondary School**

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**A Thesis Submitted to Adama Science and Technology University, School of
Humanities and Law, Department of English in Partial Fulfillment of the
Requirements for the Degree of Master of Art in Teaching English
Language (TEFL)**

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September, 2017

Adama, Ethiopia

ACKNOWLEDGMENTS

I would like to express my sincere thanks to my advisor Dr. Teshome Tola for his guidance and constructive feedback throughout all the various stages of this study.

I extend my thanks to Ato Getu Alemu, my colleague at Shirka Preparatory School, who helped me a lot by recording the interviews and adjusting different tabs and captions while I was writing the thesis. His unreserved support has been essential throughout the study.

I am also very grateful to English language teachers and grade 10 students at Shirka Secondary School for their participation in this study.

Finally, special thanks must also go to my wife, Zelalem Tadesse, not only for her patience and encouragement during the many hours I spent working on the computer, but also for her endurance to share the challenge that I faced throughout the study.

LIST OF ACRONYMS AND ABBREVIATION

CLT	Communicative Language Teaching.
EFL	English as a Foreign Language.
EGSECE	Ethiopian General Secondary Education Certificate Examination.
EGSECEE	Ethiopian General Secondary Education Certificate English Examination.
ESLCE	Ethiopian Schools Leaving Certificate Examination.
EUEE	Ethiopian University Entrance Examination.
ICDR	Institute of Curriculum Development and Research.
TEFL	Teaching English as a Foreign Language.
NEAEA	National Educational Assessment and Examinations Agency.

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ABSTRACT

The main purpose of this study was to assess the washback effects of the Ethiopian General Secondary Education Certificate English Examination (hereafter EGSECEE) on students' learning preference and study behavior towards teaching-learning English. To attain the objectives of the study, 80 students of grade 10 from 14 sections were selected purposefully using their attendance list and 9 Shirka Secondary School English language teachers were used. The researcher used mixed research design for this study. Both data collection tools, i.e. quantitative data (document analysis & students' questionnaires) and qualitative data (teachers' interviews & classroom observation) were used. Document analysis (analysis of the current English syllabuses of grades 9 & 10, and the past EGSECEE papers of the years 2014-2016) were used to collect data about the point of emphasis given for different language skills and sub-skills. Students' questionnaires were employed to collect data about the effect of the EGSECEE on students' learning preference towards learning the skills and contents of the syllabuses and their study behavior outside the classroom. In addition, teachers' interviews were used in order to enrich the data from document analysis and students' questionnaires. Classroom observation was used to see the practical things that were happened in the classroom. The data were analyzed using both quantitative (percentage & mean) and qualitative (inductive analysis) methods. The finding of this study shows that students use the previous years' EGSECEE papers as the major study materials by reducing the implementation of the current syllabus. Their focus area was mostly on the grammar and vocabulary parts of the textbooks. Furthermore, teachers' attitude toward implementing the syllabus and teaching language skills and sub-skills were affected by the EGSECEE. Based on the findings of the study, skills that were positively and negatively influenced by the EGSECEE were drawn. Finally, the successful implementations of the syllabuses and the textbooks were recommended.

1. INTRODUCTION

1.1. Background of the Study

In the process of teaching and learning of a subject, it is very important to measure the level of the success of the students' learning performance. One of the basic means of measuring students' achievement is testing.

Language testing is a means of measuring an individual's language ability or performance. The type of the test, the content area it covers, the language skills and knowledge it aims to measure have a paramount effect on teachers' teaching and learners' learning. Alderson and Wall (1993) called this effect a washback. Washback or backwash refers to effects of language testing on teaching and learning. According to these scholars, tests have adverse effects on the quality of curriculum and classroom learning. Test could have both over all and specific negative effects on students' learning. It includes frustration and discouragement, and the devaluing of grades and school assessments. It also increased level of anxiety and stress and this affects students' motivation and success.

In Ethiopia, English is considered as a foreign language. Students study English as a compulsory subject from the beginning of school life. In addition, as many courses in secondary school are given in English, students have many opportunities to gain the language as well. However, students' language proficiency level was not up to the standard even after learning English language for so many years. This study partly tried to examine whether all macro- skills were equally or reasonably addressed in EGSECEE.

Students sit for EGSECEE to pass from grade 10 and EUEE to join higher level institution in university. Results of these two examinations have great importance in one's life. It is like radar which sort out the future of students. Students and teachers take these examinations with much importance. The former, i.e. EGSECEE was the point of emphasis in this thesis. Teachers think the time of grade 9 and 10, is very crucial for students to join preparatory school. At this time, students should take special preparation for the EGSECEE. In this level, students' learning and studying become examination-centered. Teachers teach those activities which have close relation with EGSECEE. Students also feel demotivated to learn anything

which will not appear in the examination. However, the purpose of language testing is not only limited to evaluate individual's capability in a certain language skills or sub-skills but also to measure the effectiveness of teaching-learning process in the given syllabus.

In line with this background, the researcher found it important to conduct research the extent to which the EGSECEE influenced either teachers' teaching or students' learning preference of English language. Therefore, this study aimed at examining the washback effects of the EGSECEE on students' learning preference.

1.2. Statement of the Problem

According to Alderson and Wall (1993), washback affects various aspects of teaching and learning such as stakeholders, syllabus and curriculum, materials, teaching methods, testing, learning outcomes, feelings, attitudes, learning and so on. According to these scholars, testing is the focus which plays essential roles involved in the mechanism of washback effects.

In Ethiopia, regarding English Language, the current educational policy of the Ethiopian government intends to change the traditional way of language learning to the modern communicative method in order to raise the students' communicative ability. It was believed that the government uses high-stake language tests to improve the teaching and learning methods of language skills throughout the country. However, instead of giving almost equal emphasis to all skills of language, students gave particular attention to some skills of language to score good grade in the EGSECEE. This type of learning language skills made the students ineffective in communication.

Regardless of different efforts that were being undertaken to develop the communicative ability of the students, complaints seemed to prevail about the poor English proficiency of students at all levels of education system in the country. As Teshome(2003) cited in Yasin(2014:2), states "Students' English Language ability is getting poorer and poorer." In addition, Alemu(2004) cited in Yasin(2014:2), points out that "The students' language ability has shown no improvement after the exposure to the new textbooks(the communicatively designed textbooks)." One of the causes to be poor in language proficiency may relate to examination type dependency.

The gap between the two local studies and the present study was that their studies focused on the students' and teachers' attitudes and behaviors towards teaching-learning English language skills. This study emphasized on the washback effects of the EGSECEE on students' learning preference. Here the researcher's teaching experience gave him insight that students were highly interested to learn and even to study English language depending on the type of the examination they see in EGSECEE. As a result, many students depended on studying certain language skills or knowledge leaving the rest aside. In similar, teachers mostly gave attention, when they taught English language, to what students were motivated to learn and study. The researcher was, thus, triggered by this situation and interested to conduct study on the extent to which the EGSECEE influenced students' language learning and study interest.

1.3. Objectives of the Study

1.3.1. General Objective

The main purpose of this study was to assess the washback effects of the Ethiopian General Secondary Education Certificate English Examination on students' learning preference of English language skills in the teaching learning process.

1.3.2. Specific Objectives

The study specifically tried to:

- ❖ examine the extent to which EGSECEE content/skill coverage influence the learning preference (choice of study style, learning strategy and study skills) of the students.
- ❖ verify the influence of EGSECEE on students' study behaviors outside the classroom.
- ❖ look in to whether EGSECEE has any influence on English language teachers in giving equal emphasis to all aspects of language or not.

1.4. Significance of the Study

Despite the changes in the approach to language teaching and learning, students' poor language proficiency was a major problem in the teaching- learning process of English language. Thus, investigating the washback effects of the EGSECEE on students' learning preference could

provide the researcher to find out the influence of the examination on teaching and learning of language skills in Shirka Secondary School that resulted from the washback effects of the EGSECEE. Otherwise, it resulted in additional loss of time, effort, and economy on unproductive implementation.

The result of this study primarily hoped to create awareness of teachers and students about the impact of EGSECEE on students' learning preference of language skills. Secondly, it might minimize teachers' and students' dependence on the type of the examination they see in the EGSECEE in teaching and learning process of the syllabus. The result is also believed to help English language teachers to get an insight about the influence of poor test design and technique on the students' method of learning and studying the language.

The finding of this study could also be useful to the National Educational Assessment and Examinations Agency (NEAEA) to recognize the negative washback of the EGSECEE and tried to bring about the positive washback of the EGSECEE on teachers' and students' attitudes and behaviors toward the teaching and learning of English language. Lastly, it might lead other researchers to study on this area.

1.5. Scope of the Study

This study was delimited to explore the washback effects of the EGSECEE on students' learning preference. The study mainly focused on students' learning preference and study behaviors inside and outside the classroom. It was also emphasized on how they select the contents of the textbook and students' material preference and strategies they used in their study outside the classroom. Teachers' attitudes and behaviors focused on their feelings and interests as well as their classroom behaviors (actions, strategies, materials/contents choice) in the process of teaching and learning the English courses was the focus of the study.

1.6. Limitations of the Study

This study is limited to only Shirka Secondary School. In order to have more comprehensive information, it would be good if the study to be included secondary schools in different settings of Shirka district. However, due to the limited resources and time constraints that the

researcher experienced, the study was confined to only one secondary school which is the center of Gobessa town.

1.7. Organization of the Thesis

With the exception of the peripheries, this thesis has five chapters. The first chapter deals with introduction to the study, which contains background of the study, statement of the problem, objectives of the study, significance of the study, scope of the study, and limitations of the study. Chapter Two is dealt with the review of related literature. Chapter Three is concerned with research methodology. Specifically, the research design, research site, the population, sampling size and sampling techniques, data gathering instruments, data collection procedures and method of data analysis are discussed in this chapter. Chapter Four is dealt with result and discussion which consists of data analysis and interpretation. Finally, chapter Five presents the summary, conclusions and recommendations of the study.

1.8. Definition of Key Terms Used in the Study

Washback: The effect of testing on teaching and learning. It is used similarly with the term ‘Backwash’- Impacts of testing on teaching and learning. For this study, Washback is defined as the backward effect of EGSECEE on teachers’ and students’ attitudes and behaviors toward teaching- learning English language in Shirka Secondary School.

Washback effect: The positive or negative impact of the EGSECEE on teachers’ and students’ attitude towards teaching and learning.

Learning preference: Choice of study styles, learning strategies and study skills.

High-stake exam: Either EGSECE or EUEE in which promotion or decision is highly dependent on test results.

Students’ study behavior: This refers to Shirka Secondary School students’ study skills, techniques, strategies, and material choices they use to prepare for the EGSECEE and studying the English course outside the classroom.

Students' attitude: This refers to Shirka Secondary School students' feelings, opinions, beliefs, and interests towards learning the contents and skills in grade 9 & 10 English textbooks and preparing for the EGSECEE.

Teachers' behavior: This refers to what Shirka Secondary School English language teachers are doing or have been doing in the classroom teaching and learning process and their classroom test preparation. This includes their actions, material (content) choices, strategies, and frequency they have used in teaching a given content and skill presented in the textbook.

2. REVIEW OF RELATED LITERATURE

2.1. The Concept of Washback

Washback is a common terminology in language teaching and learning. Different scholars defined the term in a various ways. Some of their definitions are as follows: Shohamy (1996), as cited in Sisay (2014:10) defined washback simply as, “The influence of testing on teaching and learning.” That means test, especially language test has either positive or negative effect on the teaching and learning process. In addition, Messick (1996:241) refers to washback as “... the extent to which the introduction and the use of a test influences language teachers and students to do things they would not otherwise do that promote or inhibit language learning”. This means that the washback effects of the test can influence teachers and students to do something which is not desirable or it may motivate teachers to do something desirable.

In addition, Alderson and Wall (1993:117) argue that there are some convincing evidences that tests, especially, high-stakes tests, have powerful impact on language teaching and learning. Similarly, supporting this idea Hughes (2003) as cited in Yasin(2014:21) defined washback as “The effect of testing on teaching that can be harmful or beneficial”. This means if the tests are poorly designed and use inappropriate testing techniques, they may exert negative impact on teaching and learning process. On the other hand, a well-developed test exerts positive impact on teaching and learning process. The negative impact of the tests, especially high-stake examinations can affect teachers, learners, educational systems and the society at large.

In education, language tests can be valuable sources of information about the effectiveness of learning and teaching. However, such a universal occurrence as testing employs a tremendously influential pressure on its environment; it is now accepted that tests have a powerful washback results, what Cheng and Curtis (2004:7) calls, “a set of relationships, planned and unplanned, positive and negative, between teaching and testing.” These effects extend all over the educational system and, in fact, throughout the society. Supporting this idea Shohamy (2001) as cited in Yassin (2014:8) argued that, “Examinations are often more influential than any printed policy documents, they result in exclusion and repression of certain languages in societies.” This means examinations can be used as tools to favor certain

forms and levels of language skills. Thus, language tests, given their power and influences, play a key role in the introduction of language skills.

Regarding language testing and evaluation, studies conducted by different researchers, educators and other stake-holders revealed that tests have effects on the teaching and learning process of language. They believe that testing affects teaching is familiar in the instructional and applied linguistic literature. Pearson, for example, says, “It is generally accepted that public examinations influence the attitudes, behavior, and motivation of teachers, learners and parents” (1988: 98). This means that the washback of the test can influence or it may motivate teachers and students to do something which is not desirable or it may motivate teachers and students to do something desirable.

Researchers have tried to relate washback impacts with high- stakes examinations. For example, Bachman and palmer (2000) define high-stakes decisions as those that are likely to have a major impact on the lives of large numbers of individuals. Since high- stakes tests are used to make important decisions, researchers, have tried to investigate the impact of such tests on individuals and educational procedures from different angles.

The washback hypothesis seems to have a complex effect in educational practices. Researchers in applied linguistics have discussed the great influence of tests in the implementation of certain curriculum. Specifically, high-stakes tests produce strong washback because the results are used to make important decisions that immediately and directly affect test takers and other stake- holders. For example, Messick (1996), as cited in Sisay(2014:15) states that, “One of the washback effects as the degree to which the presentation and application of examination affect language teachers and learners to perform things that they would not otherwise do to maintain or hamper language learning.” This means washback has either positive or negative effect on language teachers and learners in the teaching-learning process.

In Ethiopia, before the instruction of a new educational policy, the ESLCE including the English language components had been serving until 2000. In the year 2001, a new National Examination the Ethiopian General Secondary Education Certificate Examination (EGSECE) was introduced and administered to students of the new education policy at the end of Grade

10. Candidates who score better performance in this examination are placed in university preparatory education. On the other hand, others with fewer score compete for vocational training colleges. Students who successfully complete preparatory school program finally take University Entrance Examination (EUEE). This examination was first administered in 2003 to the first batch students of the new education policy. The purpose of this examination is mainly to find candidates who join in different universities and place them competitively in to different fields of studies.

As Pearson (1988:98) states that, “Public examinations influence the attitude, behaviors and motivation of teachers and learners.” This statement seems very appropriate to Ethiopian context. The high-stake tests of our country have a great impact on teaching and learning practice. The teaching methodology, teaching contents, classroom test design and testing techniques, teachers’ and learners’ motivation and attitude toward language teaching and learning practices are shaped by high-stake tests. Teachers and learners like to follow the examination as a guideline rather than emphasizing the objectives of the syllabus. This type of learning language makes the students ineffective in the teaching-learning process.

2.2. Forms of Washback

Washback has different forms. The most common forms of washback are positive (beneficial) and negative (harmful). According to Bailey (1996:242), “Washback can either be positive or negative to the degree that it either encourage or discourage the attainment of educational goals held by learner; educator or both.” So, washback is often evaluated as positive or negative based on how much it helps or harms teaching-learning process.

2.2.1. Positive Washback

Like most areas of language testing, for each argument in favor or opposed to a particular position, there is a counter argument. There are, then, researchers who strongly believe that it is feasible and desirable to bring about beneficial changes in teaching by changing examinations, representing the “positive washback” scenario, which is closely related to “measurement-driven instruction” in general education. In this case, teachers and learners have a positive attitude towards the examination or test, and work willingly and collaboratively toward its objective.

For example, Pearson (1988:107) argued for mutual beneficial arrangement that: “Good testing will be more or less directly useable as teaching-learning activities. Similarly, good teaching-learning tasks will be more or less directly useable for testing purposes, even though practical or financial constraints limit the possibilities”. Considering the complexity of teaching- learning and the many constraints other than those financial, such claims may sound somewhat idealistic, and even open to accusations of being rather simplistic. However, as Davies(1985) cited in Sisay(2014:17) that:

Creative and innovative testing...can, quite successfully, attract to itself a syllabus change or a new syllabus which effectively makes it in to an achievement test. In this case, the test no longer needs to be just an obedient servant. It can also be a leader.

From this idea, one can realize that through successful testing methods, it is possible to change the syllabus in order to improve the teaching-learning process.

2.2.2. Negative Washback

Tests in general and language tests in particular, are often criticized for their negative influence on teaching- so called “negative washback”, which has long been identified as a potential problem. More recently, Alderson and Wall (1993:5), referred to negative washback as, “ The undesirable effect on teaching and learning of a particular test deemed to be poor.” Alderson and Wall’s, ‘poor’ here means “something that the teacher and learner do not wish to teach or learn. The tests may fail to reflect the learning principles or the course objectives to which they are supposedly related. In reality, teachers and learners may end up teaching and learning toward the test, regardless of whether or not they support the test or fully understand its rationale or aims.

Negative washback could happen if the test failed to assess the ability or performance they are intended to assess. That means if appropriate test contents are not included and proper testing techniques are not used, negative washback will easily happen. If for example, the skill of speaking is tested using only multiple choice testing technique, the test could not evaluate learners’ actual speaking performance.

In different levels of teaching-learning process, either positive or negative washback may occur. According to Bachman and Palmer (1996), both negative and positive washback work at

Micro (classroom level) and Macro (educational and societal system). Some of the reasons and results of negative washback are: Tests come to dominate teaching- learning process. It dismisses the co-relation between test objectives and curriculum objectives. The content of teaching and concentration given to the test are different. That means teaching and testing do not match each other. Teachers try to skip the contents and activities that are not directly related to the examination. Students may not be able to learn real- life language, but instead they learn discrete points of knowledge that they think they will be tested. This made the students ineffective in the actual use of language or communication.

2.3. Factors Influencing Washback

There are different factors which can influence washback in the teaching-learning process. Some of the factors that influence washback in relation to the context of the study are the following:

2.3.1. Teacher- Related Factors

Teachers' Characteristics are mentioned in the literature as key factors in determining when and how washback occurs. These characteristics include: Teachers' beliefs and perceptions, experience, academic qualifications and educational back grounds and training.

2.3.1.1. Teachers' Beliefs and Attitudes

Teachers' beliefs and attitudes towards the examination are important in mediating the impact of testing washback. These perceptions and beliefs can play a major role in promoting or impeding washback, and affect whether and how teacher plan and implement their classroom teaching and the content of the lessons. As expressed by Chapman and Snyder (2000), it is not the examination itself that influences teachers' behavior, but teachers beliefs about changes. This means teachers' believes play an important role for their reactions to examination change and actual classroom implementation.

2.3.1.2. Teaching Experience

Teaching experience in the teaching-learning process plays an important role to achieve the objectives of the syllabus. A significant findings from examining experienced and inexperienced teachers by Shohamy et al. (1996) should that experienced teachers were more perceptive and thoughtful to public examination and thus were more likely to adhere to the test

requirements and use it as their key sources of guidance for instructional practices. From this idea one can realize that experience is very important in the teaching learning process.

2.3.1.3. Teacher Training on and Awareness of an Examination Reform

The literature indicates that not only the teaching experience teachers have gained but also the educational and methodological training they receive is also very important in making teachers more creative in their instructional practices. Supporting this idea, Wall and Alderson (1993) found that there was no evidence of washback on methodology, because in their view, teachers lack training in teaching towards specific examinations and how to use examination specific text books. This means that the need of training for teachers in the teaching-learning process is unquestionable.

2.3.1.4. Academic Qualification

For all teachers, particularly for English language teachers, academic qualification is very essential. Supporting this idea Richards (1990:12) states:

In second language teaching, teacher education programs typically include a knowledge-based drawn from linguistics and language learning theory, and a practical component based on language teaching methodology and opportunity for practical teaching. In principle, knowledge and information from such disciplines as linguistics and second language acquisitions provide the theoretical basis for the practical components of teacher education programs.

Therefore, every teacher should up-grade his/her academic qualification from time to time in order to up-date the teaching-learning process, transfer durable knowledge and develop the necessary skills for the students effectively.

2.3.2. Examination- Related Factors

The examination introduced in an education system seems not less importance than teachers' characteristics to determine washback. Supporting this idea, Shohamy, et. al (1996) high lights that the higher the stakes involved with a test, the more likely it will generate washback. It was also revealed that the L₁ reading test had zero washback effect as the uses to which the test scores put were not central to decision- making, and therefore, the examination had become obsolete (Shohamy, 2001). Thus it is evident that the examination introduced in an education system is pivotal in detecting washback impact.

2.3.3. Context- Related Factors

Both micro and macro context factors are influencing washback. The micro-context factors (e.g. the school setting in which the test preparation is carried out); and the macro-context factors, that is, the society where the test is used, have their own complexity on washback. Regarding the micro-context factors Wall (2012) states that some of the early references to washback in language testing have a direct cause and effect relationship between a test and the effects it would have in the classroom. It is assumed that the bigger the class, the more likely teachers would practice examination- related activities to save time and effort.

2.3.4. Student-Related Factors

The interest of students to learn examination-related lessons to succeed in the EGSECEE is the cause for the occurrence of washback. In Shirka secondary school, most probably in most secondary schools, students like and appreciate teachers who focus on examination items in their teaching practice. That is why the students usually try to convince their teachers to jump some parts of the syllabus and focus on exam-related lessons depending on the number of items they see in the EGSECEE, like grammar and vocabulary.

2.4. Language Test

2.4.1. Definition of Tests

Various Scholars defined tests in almost similar ways using different expression. Bachman (1990:49) defined a test as “A type of measurement instrument designed to elicit a specific sample of behavior”. This means test can be defined as a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of individuals. According to Brown (1994), a test is a method of measuring individual’s performance in a given area of subject matter. Therefore, from these Scholars’ definition, one can easily conclude that a test is a type of measurement instrument or a systematic procedure of eliciting individual’s behavior whose ultimate goal is to determine whether the objective of the instruction is attained by the candidates or not.

2.4.2. Reason for Testing

The main reason of testing is not only to measure the academic ability of learners but also to evaluate the effectiveness of teaching and learning process. According to Heaton (1998), there

are many reasons for giving a test. But, whenever preparing a test, the teacher must think of the real purpose of the test which is given to the students. One of the most important reasons is to find out how well the students have mastered the language areas and skills that have just been taught. The test given to the learner should have a goal. The test and testing techniques used should evaluate only the ability that is supposed to be measured. Regarding this Bachman (1990) states that test scores are said to be meaningful, appropriate and useful if the test measures only what it is expected to measure. This means by testing the skill, we want to test directly the test errors and achieve the intended goal of the test. For example, testing listening and speaking skills using pen and paper or multiple choice techniques raises test error. Because it may not measure the ability intended to be measured.

2.4.3. Language Testing Techniques

There are many formats to test English language. The most common formats are: Multiple choices, Completion, True/False, Short answer, paraphrasing, pairing and matching, error correction and rearrangements. Although all these and others English language testing techniques are identified for English language teachers, the Ethiopian General Secondary Education Certificate Examination (EGSECE) rely on multiple choice item only. Choosing multiple choice techniques is not problematic by it, but it is the way the teachers use it which is problematic and results in negative washback.

According to Hughes (1989:2), multiple choice testing techniques has many disadvantages and difficult to construct successfully. For instance, the technique tests only recognition knowledge, more than one correct answer may be possible, sometimes there is no correct answer, there may be clues for the option to which is correct, knowledge is limited to option provided, it encourages guessing chance by 25%, the possible answer (A, B, C, D) is so simple to show to other students non-verbally and the backwash is negative.

2.4.4. Aspects of Teaching and Learning that May be Influenced by the Test

A test may influence various aspects of learning and teaching. Supporting this, Alderson and Wall (1993:120-121) pose 15 possible washback hypotheses, proposes that these variables can be divided in to “Washback to learners” and “Washback to program”. The former involves what learners learn, how learners learn, the rate and sequence of learning and the degree and depth of teaching.

These 15 possible hypotheses will lead to eventual requirements of the washback effects of both teaching and learning. Here, the given hypotheses indicate that a test will influence teaching and learning, how teachers teach and learners learn, what teachers teach and learners learn, the rate and sequence of teaching and learning, the degree and depth of teaching and learning, attitudes to the contents, methods, etc. of teaching and learning. From the given points stated above, one can realize that washback hypothesis directly address on teaching, learning, both teaching and learning, learners, teachers, and both learners and teachers. For further information, please refer to Alderson and Wall's (1993, pp. 120-121).

2.4.5. Language Teachers and Washback

Program washback is one result of test-derived information obtained by someone professionally connected with a language program. These participants, as suggested above, could include any one or a combination of the people who take significant roles in language instruction programs are: teachers, counselors, administrators, course designers, materials developers, teachers' supervisors, and the like.

The most visible participants in program washback are language teachers. It is they who are the "front-line" conduits for the washback processes related to instruction. The importance of teachers in washback process is emphasized by Alderson and Wall (1993, pp.120-122) in several of the restatements of washback hypothesis. These restatements express the influence of a test on teaching, what teachers teach, how teachers teach, the rate and sequence of teaching and the degree and depth of teaching.

2.4.6. The Relationship between Language Testing and Teaching

Language teaching and learning cannot be appeared separately. The process of teaching and learning is facilitated by testing. Tests have a valuable contribution in measuring learners' proficiency, progress and achievement. According to Hughes (1989), if tests are regarded as important, if the stakes are high, preparation for it can come to dominate all teaching and learning activities. This means that tests with a good quality (i.e. high content validity, construct validity, reliability and practicality) may have a positive impact on teaching. For example, if EGSECEE contains all qualities of the test and the stakes are high, teachers and students of secondary school may motivate to work very hard during teaching and learning process.

In addition, Hughes (2003:2) states that “The proper relationship between teaching and testing is surely that of partnership.” This indicates that the strong relationship between testing and teaching in the teaching-learning process. Supporting this idea Heaton (1988:5), explains:

Both teaching and testing are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests could be designed basically as a tool to enhance the learning, to encourage learners, or as a way of measuring the learners’ knowledge of the language.

From these statements one can conclude that teaching and testing are strongly interrelated that one cannot see them separately.

2.5 Summary

The notion of washback in applied linguistic literature remained a complex phenomenon. Thus, different researchers in this area claimed that washback is still under research in the field of language teaching-learning process. However, researchers have been trying to show the impacts of washback in different aspects of language teaching and learning. Researchers in the area have discussed the impact of tests on different stake holders and some possible washback hypothesis. In addition, the factors affecting washback in terms of its scope as micro or macro level has been discussed.

The bidirectional nature of washback (positive and negative) and its scope of effect have been forwarded by researchers in the field of applied linguistics. However, many researchers focused on studying the washback effects of tests limited to teachers and students (micro level) and less emphasis has been given to the wider (macro level) impacts of tests on the society as a whole. This might be the study of washback that has been resulted in language testing. Thus, researchers in the area of language still have not filled the gaps that exist in this area, especially the impact of tests on the desired learning outcome.

3. RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, the research design, type, site, population, participants of the study, sampling size and sampling techniques, data gathering tools, data collection procedure and data analysis were discussed carefully.

3.2. Research Design

This study was conducted using mixed research method. Both quantitative and qualitative data were used to investigate the washback effect of the EGSECEE on students' learning preference. The researcher was interested to conduct research on the effect of tests on students' learning preference because washback is a complex phenomenon that needs to be examined through employing different research procedures. Supporting this, Cheng et al., (2004) reported that studies in the area of washback revealed that it is highly complex educational phenomenon in which its influence is reflected in different domains of teaching and learning (Alderson and Hamp-Lyons, 1996).

3.3. Research (Study) Site

This study was conducted in Oromia region, Arsi zone, Shirka woreda Shirka Secondary School. This school was chosen purposefully because the researcher had been a member of staff for seven years and it had lots of students which encompasses the other secondary schools in this woreda. Therefore, the researcher easily gathered the needed information from teachers and students. At this site, the researcher stayed two successive months to gather the needed information.

3.4. The Population

The population of this study was Shirka Secondary School English language teachers and 10th grade students of the year 2016 /2017 (2009 E.C).

3.5. Sampling Size and Sampling Techniques

3.5.1. Teachers

By using purposive sampling techniques, all English language teachers at Shirka Secondary School were taken as the sample of the study.

3.5.2. Students

Out of the total number of grade 10 students (400 male & 380 female, total 780), five students were randomly selected according to their attendance list from the first four sections and six students from the remaining ten sections to have 80 participants for the study. In doing this, the researcher used a definite procedure to draw sample from the population.

3.6. Data Collection Instruments

In this study, the researcher used document analysis, questionnaire, interviews and classroom observation to collect data for analysis.

3.6.1. Document Analysis

According to ICDR (2002), “Document is a good source of information for educational research. It is easily accessible and enables the researchers to study past events and issues if it is documented appropriately.” Thus, the researcher started analyzing materials during data gathering process. First, EGSECEE booklet papers from (2014-2016/2006-2008 E.C) were collected to examine what kinds of items from different skills of language were widely appeared in the EGSECEE. Secondly, by using tables, the researcher registered each item under the appropriate language skills and contents of the syllabus. Then, from the information in the table, the most widely used language skills were identified and registered to give special attention on the most/least emphasized language skills.

In addition, grade 9 and 10 English syllabuses were found to examine the time coverage given for different language contents/skills of language/.Then, comparison was made to analyze the items using quantitative method.

3.6.2. Questionnaire

The second instrument was students' questionnaire. In order to get information about their feedback, both closed and open-ended types of questions were designed to the students. The researcher developed the questionnaire from different literatures and checked the reliability by using pilot test out of the study area in one section of grade 10 at Tereta Secondary School of the same district. The validity of the questionnaire was first checked by other English language teachers and then approved by my advisor Dr. Teshome Tola with better improvement. Finally, the questionnaires were distributed to selected students to collect data for analysis.

3.6.3. Interview

The third instrument that the researcher used to gather data was interview with English language teachers. It was the process of communication or interaction in which the subjects or interviewees gave the needed information verbally in face to face interaction. The purpose of using interview was to enrich the data collected by students' questionnaire. Therefore, individual interview was conducted to obtain the information. According to Shohamy(2001),using the interview as data collection tools allow a level of in-depth information, free response and flexibility that cannot be obtained through other instruments. In addition, according to Nunan(1992), semi-structured interview is employed as it allows a wider freedom to ask further questions; and it also helps to control the direction of the interview to elicit the desired data.

The interview was primarily intended to gather different information from 9 English language teachers as the researcher believed them to provide maximum insight and understanding towards the issue under the study but it was conducted with six of them. Two of them were new comers from elementary schools and one teacher was not interested to participate because of his personal feeling. To achieve this, the interviewees' responses were carefully noted by the researcher for the purpose of interpretation and analysis of data

3.6.4. Classroom Observation

According to Kothari (2004), this type of tool is appropriate in descriptive studies and the information obtained under the method is related to what is currently happening. Thus, in this

study, three classrooms were observed twice with a co-observer to capture the qualitative data. This data helps the researcher to examine the teachers' and students' behaviors (actions, content/material choices and strategies) towards teaching and learning the English course in the classroom under the influence of EGSECEE. The purpose of classroom observation in this study was to see the practical things that happen in the class. Here students' learning preference towards the skills of language was given special emphasis and observed carefully.

3.7. Data Collection Procedure

To assess the washback effect of the EGSECEE on Students' Learning Preference, the following procedures were followed:

3.7.1. Document Analysis Procedures

In the process of final data analysis, the researcher followed CresWell's (2007) advice to qualitative inquires to follow the generic steps used for data analysis. First, the researcher organized and prepared the data for analysis by sorting and arranging the data in to different types depending on the source of information. Secondly, the researcher read through all the data to obtain general sense of information and reflected on its overall meaning. Then, the detailed description of gathered data was made using paragraphs to generate different themes. Finally, the researcher interpreted and created meaning to the data.

3.7.2. Procedure for Students' Questionnaire Distribution

First, 80 tenth grade students were randomly selected from 14 sections according to their attendance list. These students were informed to come at the school hall after the lesson. Next, orientation was given by English department head in the presence of the researcher. Then, the questionnaires were distributed to individual students and finally collected for analysis.

3.7.3. Procedure for Teachers' Interview

The researcher primarily informed English language teachers to conduct formal interview and made an agreement. Then, he found video recorder to record the

interviews. Finally, six of them were interviewed by using prepared checklist. The recorded interviews are found in the researcher's hand.

3.7.4. Procedure for Classroom Observation

Classroom observation was conducted to see the practical things performed in the classroom. Out of English language teachers, who participated in the interview, only three of them who taught English in grade 10 were selected for classroom observation. Then, three classes were observed twice at different periods of the day using prepared checklist.

3.8. Data Analysis Procedure

The data obtained through document analysis, questionnaire, interview and classroom observation were analyzed quantitatively and qualitatively. First, the data obtained through document analysis and students questionnaire were analyzed quantitatively. The data collected through document analysis was executed by using percentage to compare the proportions of contents of language items across the syllabuses and the EGSECEE to see the influence of the examination on students' learning preference. Then, data collected through students' questionnaire were analyzed using descriptive statistics. Percentage and mean were calculated for the questionnaire data and then analyzed accordingly. The percentage and mean results were used to identify the skills, language items (contents) students give attention to and their attitude towards different skills and contents of English syllabus.

The data gathered through teachers' interview and classroom observation were analyzed qualitatively. First, both the quantitative and qualitative data were analyzed independently. Next, at the discussion stage, the results were merged. Finally, depending on the quantitative and qualitative data analysis, conclusions and recommendations were made by integrating the results in the discussion stage. The mixing of quantitative and qualitative data in the discussion section is usual for triangulation.

4. RESULTS AND DISCUSSION

In this chapter, data analysis, findings and discussions were presented. The data gathered by using document analysis, students' questionnaire, teachers' interview and classroom observation were first analyzed independently and discussed accordingly. The data were grouped into quantitative and qualitative analysis. The quantitative data analysis and findings were reported first. Then, the qualitative data analysis and findings were presented. Finally, the results of both methods were merged and all results were triangulated.

4.1. Analysis of Quantitative Data and Findings

In this part, the analysis and findings of the data gathered using document analysis and students' questionnaire were presented. First, the data collected through document analysis were analyzed and then students' questionnaire was followed and the findings were reported.

4.1.1. Document Analysis

The data were gathered from grade 9 &10 English syllabuses and the EGSECEE booklet papers of the year 2014-2016 (2006-2008 E.C) by giving special attention on the contents and skills of language.

4.1.1.1. Analysis of Grade 9 and 10 English Syllabuses**Table 1: Number of Periods Allotted for Contents and Skills of Grade 9 and 10 English Syllabuses.**

No	Contents and Skills that the Syllabus Covers	Grade 9			Grade 10			Grade 9 & 10		
		Total Periods	%	Rank	Total Periods	%	Rank	Total Periods	%	Rank
1.	Introduction	4.83	3.61	9	5.83	4.35	9	10.67	3.98	9
2.	Listening	8.1	6.34	7	11.50	8.58	6	20	7.46	6
3.	Speaking	26.1	19.47	1	23.17	17.29	2	49.26	18.38	2
4.	Reading	24	17.91	2	17.43	13.01	4	41.43	15.46	3
5.	Writing	18.43	13.75	4	19.10	14.25	3	37.52	14	4
6.	Increase your word-power	9.83	7.34	6	6.33	4.72	7	16.17	6.03	7
7.	Language-Focus	20.98	15.65	3	28.33	21.14	1	49.31	18.40	1
8.	Study Skills	5.33	3.98	8	6.35	4.71	8	11.64	4.34	8
9.	Assessment	12	8.96	5	12	8.96	5	24	8.96	5
10.	Revision	4	2.99	10	4	2.99	10	8	2.99	10
11.	Total	134	100	—	134	100	—	268	100	—

For further information, please refer to appendix A and B.

Attention: One Period has 42 min. at Shirka Secondary School

The analysis of the syllabus as shown in Table 1, the total period allotted for each grades (9 & 10) in the syllabuses is 134. The number of periods arranged for the skills are almost similar for both grades except a slight difference between some skills.

As indicated in Table 1, 'Speaking Skill' for grade 9 (19.47 %) and 'Vocabulary' for grade 10 (21.14%) are given the highest value over the other language aspects. For grade 9, 'Reading' (17.91%) and for grade 10, 'Speaking' (17.29%) took the second highest level. 'Vocabulary' (15.65%) for grade 9, and 'Writing' (14.25%) for grade 10 got the third highest level. Writing (13.75%) for grade 9 and 'Reading' (13.01%) for grade 10 took the fourth level respectively. Vocabulary (7.34%) & listening (6.34%) skills for grade 9 and listening (8.58%) and vocabulary (4.72%) for grade 10 took the sixth and the seventh levels respectively.

The average number of periods allotted for both grades (9&10) shows that Language-Focus (18.40%) took the highest percentage and the Speaking skill (18.38%) took the second highest percentage. Reading (15.46%) and Writing (14%) got the third and fourth highest percentages. The macro skill Listening (7.46%) and the micro skill Increase your word-power or vocabulary (6.03%) took the sixth and seventh percentages respectively. The rest 24(8.96%), 11.64(4.3%), 10.67(3.98%) and 8(2.99%) of the contents are allotted for Assessment, Study skills, Introduction and Revision.

The finding indicates that grammar and speaking skills were taken nearly the same periods in the syllabuses. On the other hand, the syllabuses of both grades (9 & 10) were given special emphasis for grammar and speaking skills. On the contrary, Listening skill and vocabulary were given the minimum time in the syllabuses.

4.1.1.2. Analysis of the EGSECEE from 2014-2016(2006-2008E.C)

Table 2: Summary of the EGSECEE from 2014-2016 (2006-2008 E.C)

No	Contents and Skills the EGSECEE covers	2014(2006 E.C)			2015(2007 E.C)			2016(2008 E.C)			2014-2016		
		Fre que ncy	%	Ra nk	Fre que ncy	%	Ra nk	Fre que ncy	%	Ra nk	Fre que ncy	%	Ra nk
1.	Listening	-	-	-	-	-	-	-	-	-	-	-	-
2.	Communicative Activities(Speaking)	-	-	-	5	6.25	5	5	6.25	5	10	4.17	5
3.	Reading Comprehension	30	37.5	2	22	27.5	2	27	33.7 5	2	79	32.9 1	2
4.	Writing	8	10	3	8	10	4	8	10	4	24	10	4
5.	Language-Focus (Grammar)	34	42.5	1	35	43.7 5	1	30	37.5	1	99	41.2 5	1
6.	Increase Your Word- power (Vocabulary)	8	10	3	10	12.5	3	10	12.5	3	28	11.6 7	3
7.	Total	80	100		80	100		80	100		240	100	

For further information, please refer to appendix C, D & E.

Attention: ‘Frequency’ shows the number of items for each skill in the indicated year.

The analysis of the EGSECEE was made by identifying the number of items for each skills and sub-skills. Depending on the concepts and language skills used in the textbooks (syllabuses), EGSECEE has been used since 2014. For the purpose of analysis, the EGSECEE of the year 2014-

2016 (2006-2008) were used to find out the effect of the examination on students' learning preference and study behavior outside the classroom.

As indicated in Table 2, the skills given the maximum percent (more than 85% of the total items) on EGSECEE were Language-focus (Grammar), Reading comprehension and Increase Your Word-power (Vocabulary). They took 41.25%, 32.91% and 11.67% respectively. These skills were given the highest emphasis in the EGSECEE. Next to these skills, writing which are technical aspects (10%) and Speaking or Communicative activities (4.17%) were appeared in the EGSECEE. Listening skill, which was given particular time in the syllabus, was totally ignored from the EGSECEE evaluation system.

The finding of the study (Table 1 & 2) indicates that Language-Focus (Grammar) was given the maximum and Listening was given the minimum percent in the syllabus. However, the EGSECEE did not include the listening skill. From this study, it was possible to summarize that the skill which has been given the maximum emphasis in the syllabus i.e. grammar was also given similar emphasis in the EGSECEE. The other finding was that, instead of giving nearly equal emphasis for all skills of language, the examination covered more than 85% of the items from three skills (i.e. grammar, reading and vocabulary). This shows that the EGSECEE has negatively affected the students' learning preference and study behavior towards learning English language and exam preparation. Supporting this, Cheng, L. (1997) states that, traditionally, tests come at the end of teaching and learning process. However, with the advent of high stakes public examinations testing now a day, the direction seems to be reversed. The teachers and students have been reported to change their teaching and learning strategies according to the demands of tests. Supporting this idea Buck (1988:17) as quoted in Bailey (1996: 257) wrote that:

There is a natural tendency for all teachers and students to tailor their classroom activities to the demand of the test, especially when the test is very important to the future of the students, the pass rates are used as a measure of teacher success. This influence of the test on classroom is, of course, very important, which is termed as washback.

This method of changing strategies to the demand of testing may be one of the reasons for the students' poor language proficiency in the teaching-learning process.

As shown in Tables -1 and 2, the analysis of both the syllabuses and the EGSECEE show that the EGSECEE affected the students' learning preference and study behavior outside the classroom.

Most importantly, the finding shows that though writing and listening were the parts of language learning in the syllabus, they were given less or no attention in the EGSECEE evaluation process. This is because the EGSECEE excluded actual writing, and listening skills. That is why these skills may not be emphasized by students in the teaching-learning process as well as in the evaluation of students. In addition, the skills given more emphasis in the EGSECEE were also given similar emphasis by students.

To summarize document analysis in short and brief words, even though the current syllabus is designed based on CLT, the EGSECEE is still traditional which is based on grammar rules. Thus, the current EGSECEE seemed to be unfair since it didn't take the objectives of the current syllabuses/textbooks in to consideration. That means the main objective of the current syllabus is to develop learners communicative proficiency through teaching integrative language skills interactively. However, the EGSECEE is still grammar-based which may lead secondary school students & English language teachers to give more emphasis to only some skills of language and leaving the rest aside. As a result, students' learning preference and study behavior can likely be attributed to some skills of language which appear more in the examination.

4.1.2. Analysis and Findings of Students' Questionnaire

For this study, questionnaires which have 12 items of closed-ended, 8 ranking and 3 open-ended were distributed to 80 grade 10 students of Shirka Secondary School. All the questionnaires were returned to the researcher in full with the final return rate of 100% which is deemed to be the highest response rate in educational research.

The questionnaires contained questions to be responded by using five-point grading scales (5- strongly agree, 4- agree, 3- undecided, 2- disagree and 1- strongly disagree). These questionnaires were designed to elicit students' attitude towards the content of English textbook. Then, a four point grading scales (4- very often, 3-often, 2-sometimes and 1-never) questionnaires were also used to find out students' study behavior outside the classroom.

In addition, respondents (students) were asked to arrange different skills and sub-skills of language according to their importance i.e. most importance (1) to less importance (8) to prepare them for the EGSECEE. Finally, open-ended questions were presented to analyze students' learning preference for the EGSECEE.

4.1.2.1. Students' Attitudes towards Learning the Skills and Contents of English Textbooks

The textbook contains 12 units, of which each unit was divided into different parts, such as: Introduction, Listening, Speaking, Reading, and Writing, Increase your word-power, Language focus, Study skills, Assessment and Revision. The textbooks were designed to encourage interaction among students through pair work, group work, and whole class activities. A balance was provided between interactive and communicative exercises in the form of discussion, debate, dialogue, role-play and independent exercises such as: composition writing, silent reading, grammar practice, etc. In this way, students have learned and practiced English language which was meaningful to them and which had a real purpose and context. For this reason, the focus point was on the four main skills and two sub-skills of language for social expressions integrated in to practice. The activities were also designed to encourage students' natural curiosity and appetite for discovery together with the enjoyment of learning through debates, surveys, games and stories appropriate to their age and class level as stated in the teacher guide. Considering this fact, students' attitudes toward these contents and activities under the effect of the EGSECEE is presented and analyzed in the following table.

Table 3: Analysis of the Responses of Students' Attitudes towards the Contents of English Textbooks

No	Variables	SA	A	U	D	SD	Total %	Mean
		Freq.	Freq.	Freq.	Freq.	Freq.		
1.	The reading lessons to be gained from the textbook enable me to do well in the EGSECEE.	19	51	6	4	-	81.2	4.06
2.	The writing lessons in the textbook are essential to me to be prepared for the EGSECEE.	7	3	10	26	34	40	2.03
3.	The speaking lessons enable me to do well in the EGSECEE.	15	47	6	11	1	76	3.8
4.	The grammar found in the textbook is very essential to me to practice for the EGSECEE.	71	8	-	-	1	97	4.85
5.	I like the vocabulary lessons in the textbook very much as they appear in the EGSECEE.	46	25	4	5	-	88	4.4
6.	The listening activities in the text books are very important for me to prepare for the EGSECEE.	8	6	8	38	20	46	2.3
7.	I give equal emphasis for all skills of language to be successful in EGSECEE.	6	8	7	35	24	44.25	2.21

Key: SA-strongly agree, A- agree, U- undecided, D- disagree and SD- strongly disagree

As it is indicated in Table 3, for item No 1, most of the students (81.2%) responded that the reading lessons in the textbook enable them to do well in the EGSECEE. The rest (18.8%) didn't agree on the importance of it. The average mean is 4.06 that show an inclination towards 'agree'. This indicates that the students had positive attitude towards the reading skill and the contents in the textbook. The finding specifies that the reading lessons in the textbooks seem to interest them because they believe reading helps them to practice the EGSECEE for the purpose of passing successfully.

Concerning students' attitude towards writing skill, in item No 2, less than half of the students (40%) responded that the writing lessons in the textbooks are essential to them for the EGSECEE preparation. The average mean analysis of their response is 2.03 which show disagreement. This finding shows that students aren't interested in writing lesson because the actual writing doesn't appear in EGSECEE and only a few items are taken out from technical writing.

In item No 3, students' attitude towards speaking skill is the one which is 47(58.75%) of the students agreed up on and 15(18.75%) of them were strongly agree. The other 11(13.75%), 6(7.5%) and 1(1.25%) demonstrated disagreement, undecided and strong disagreement respectively. Finally, majority of the students (76%) agreed that the speaking lessons enable them to do well in the EGSECEE. The mean for this item is 3.8, which is nearly the agreement scale. The finding shows that students are interested to practice speaking lesson to be successful in EGSECEE. From this idea one conclude that next to grammar, vocabulary and reading, speaking skill was also emphasized by the students.

For item No 4, students' attitude towards grammar reveals their high interest towards it. Nearly all the students (97%) agreed that the grammar found in the textbook were very important to do the EGSECEE successfully. The mean analysis for this item is 4.85, which shows strong agreement. Here, students' attitude towards this skill is very high, which is the effect of EGSECEE.

Concerning item No 5, students' attitude towards vocabulary lesson, majority of the students (88%) responded that the vocabulary lessons in the textbook are very important for the EGSECEE. The students' response shows that most of the students have positive attitude towards vocabulary as far as the number of items appeared in EGSECEE is significant. Thus, the effect on students' attitude

toward vocabulary tends to the items in the EGSECEE that positively affected their attitude towards it.

Regarding item No 6, almost less than half of the students (46%) responded that the listening activities in the textbooks are important to prepare for the examination. The mean result for the item is 2.3, which shows inclination to disagreement in their response. This indicates that listening is not included in the EGSECEE and its exclusion from the examination affected their attitude towards learning and studying this skill.

Concerning item No 7, that is giving equal emphasis for all skills of language to be successful in the examination, minority of the students (44.25%) gave their agreement. The mean result for this item is 2.21, which is almost disagreement scale. The finding shows that students were not interested to give nearly equal emphasis depending on the time given in the syllabus for all skills of language to be successful in the EGSECEE.

The washback effect of the EGSECEE according to the results of the above items from 1-7, indicates that Grammar (97%), Vocabulary (88%) and Reading comprehension (81.2%) have been given the highest emphasis by the students. Speaking skill (76%) was given the next emphasis. On the contrary, Writing skill (40%) and listening skill (46%) were given little attention.

4.1.2.2. Students' study behaviors outside the classroom

The students' questionnaire that was intended to find out students' study behavior outside the classroom was prepared using four-level frequency Likert scales (4- very often, 3-often, 2-sometimes and 1-never) which contained five questions. For the purpose of analysis, percentage and mean were used. The questionnaire was organized in to three themes, i.e. questions that focus on students' study behavior towards language skills, the point of emphasis depending on the past years EGSECEE and different supplementary materials to prepare them for the examination.

Table 4: Analysis of Responses for Students Study Behavior towards different Skills outside the Classroom

No	Variables	VO	O	S	N	Total %	Mean
		Freq.	Freq.	Freq.	Freq.		
1.	I practice the previous EGSECEE to give emphasis for the skills of language to be successful in the EGSECEE.	27	37	16	-	78.44	3.14
2.	I give much emphasis for the skill which has more items in the EGSECEE.	36	32	12	-	82.5	3.3
3.	I give little emphasis for the contents which has fewer items in the EGSECEE.	50	19	6	5	85.62	3.42
4.	I don't want to study a language skill which is totally absent from the EGSECEE.	34	30	10	6	78.75	3.15
5.	I take enough time to study reference books that help me to prepare for the EGSECEE.	50	24	6	-	88.75	3.55

Key: VO- very often, O- often, S- sometimes and N- never

The next theme that emerged from the questionnaire data is related with students' study behavior toward different skills outside the classroom. In Table 4, the analysis concerning students' study behavior under the influence of EGSECEE was analyzed. The analysis of item No 1 indicates that most of the students (78.44%) gave their agreement. The mean of this item is 3.14, which is between often and very often. The students' response shows that they often practice the previous EGSECEE to give emphasis on the learning preference of skills of language.

The analysis for item N_o 2 shows that students give much emphasis for the skills which have more items in the EGSECEE. For this item, most of the students (82.5%) gave their responses which indicate positive perception towards the item. The analysis shows that the nature of the examination has its own influence on students' study behavior which made them to focus more on the skills which has more items in the EGSECEE. The mean result for this item is 3.3, which is between 'very often' and 'often'. It shows students' high level of focus and time only on some skills of language. Thus, the examination has substantial impact on students' study behavior outside the classroom.

Concerning item N_o 3, which says, "I give little emphasis for the content which has less number of items in the EGSECEE", (85.62%) of the students responded and gave their agreement. The mean is found to be 3.42, which indicates almost the middle point of 'very often' and 'often'. Thus, the students' response shows that they often give little time and concentration for the content which has less number of items in the examination.

For item N_o 4, most of the students (78.75%) agreed that they didn't want to study language skills which were totally absent in the EGSECEE. This means they hardly prefer to study language skills which do not appear in the examination. The mean analysis is 3.15, which is closest to 'often'. This shows that they often ignore to study language skills which are totally absent in the examination.

The analysis of item N_o 5, shows that majority of the students (88.75%) responded that they spend most of their time to study reference books that help them to prepare for the EGSECEE. The average mean is 3.55, which is highly closest to 'very often'. Generally, the analysis shows that students prefer to spend more time and emphasis to study reference books that are highly related to examination items to prepare them for the EGSECEE. Thus, students' study behavior highly inclined on the content emphasized more in the examination.

4.1.2.3. Students' point of emphasis for different skills of language to be successful in the EGSECEE

The focus of this study was to assess the washback effects of the EGSECEE on students' learning preference of language skills in the teaching-learning process. Thus, the students' questionnaire here was intended to find out their point of emphasis on different language skills and sub-skills in order to prepare them for the EGSECEE. They gave their response by using ranks (1st- for the most

significant and 8th-for the least significant). For the purpose of analysis, 1- point was given for the first rank and 8- points for the last. The researcher also used percentage and average mean to find out the rank given by the students that focus on their study behavior towards different language skills and sub- skills. The question to be answered here was: how much different skills of language give attention by students to be successful in the EGSECEE?

Table 5: Different Skills of Language in order of Importance to pass the EGSECEE

No	Variables	Grading scales								%	Ave. Mean	Rank
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th			
		Freq.	Freq.	Freq.	Freq.	Freq.	Freq.	Freq.	Freq.			
1.	Listening	-	1	1	-	3	6	11	58	93.2	7.46	8
2.	Speaking	-	4	2	14	11	24	20	5	70.1	5.61	6
3.	Reading	15	19	25	12	5	3	1	-	35.5	2.82	3
4.	Writing	-	-	4	18	8	14	31	5	72.6	5.81	7
5.	Grammar	63	11	3	2	1	-	-	-	16.7	1.33	1
6.	Vocabulary	2	46	20	4	6	2	-	-	33.1	2.65	2
7.	Spelling	-	2	10	14	25	18	6	5	63.2	5.06	4
8.	Pronunciation (stress)	-	-	11	19	20	13	10	7	64.5	5.16	5

Key: Average Mean is nearer to 1 for the most significant skill or sub-skill.

As shown in Table 5, one can easily realize that the language skill usually assessed was grammar. The reason that they usually focus on grammar items was that majority of the items in the

EGSECEE were taken out from the grammar part. Thus, the examination has greater impact on students' learning preference and study behavior. Because of this impact, students give more attention to study grammar than any other language skills or sub-skills to prepare them for the EGSECEE. The second and third language skills which followed grammar were 'vocabulary' and 'reading comprehension' respectively.

On the other hand, listening skill has been given the least emphasis by the students because of its absence in the EGSECEE. The analysis shows that the nature of the examination has direct influence on students' learning preference and study behavior which made them to focus on the skills which have more number of items in the EGSECEE.

Depending on the students' response of the open-ended part, majority of the students agreed that grammar helps them best for the EGSECEE. Thus, their learning preference to be successful in the EGSECEE was highly dominated by the grammar part. Their reason was that larger number of items have been taken out from the grammar part. That is why their learning preference is the highest on grammar.

4.1.2.4. Students' Learning Preference for the EGSECEE Preparation

The final three questions in part 5, on the survey were open-ended questionnaire. The questionnaires in this part were intended to gather different information from the students by asking them about their learning preference for the EGSECEE preparation.

With regard to question No 5.1, almost all of them responded grammar help them best for the EGSECEE. Their reason was the presence of more number of items in the examination rather than any other language skills and sub- skills.

On question No 5.2, the respondents provided that grammar dominated the other Language skills and sub-skills over the best learning preference to be successful in the EGSECEE. On the other hand, concerning question No 5.3, that says, "provide any other relevant information, if they want to score good grade in the EGSECEE", no response was given by most of the respondents. From this one can realize that they were already satisfied by the given questionnaire.

To summarize the analysis of students' questionnaire, the nature of the EGSECEE affected the students' learning preference and study behavior regardless of the content of language skills. Most

importantly, the finding shows that though speaking, writing and listening were the parts of language learning in the syllabus, they were given less or no attention by the students in order to prepare them for the EGSECEE. That was because of the EGSECEE excluded actual writing and listening skills, students might not give emphasis in the teaching and learning process. In addition, the skills given more emphasis on the EGSECEE were also given similar emphasis by students. As a result, students' learning preference attributed more to memorize grammatical rules, i.e. traditional method of language teaching and learning process.

4.2. Analysis of Qualitative Data and Findings

In this section, the analysis and findings of qualitative data were presented. The data were gathered through teachers' interview and classroom observation. First, the data collected using teachers' interview was analyzed and the findings presented. Then, the data gathered by classroom observation were presented and discussed.

4.2.1. Analysis of Teachers' Interview

The interview questions were prepared to gather data from English language teachers. The questions were categorized under four main concepts. These were: Teachers' Teaching-learning Practice towards CLT- Approach, Their Test Construction Practice, Teachers' Interest Emphasizing on the EGSECEE and Teachers' Attitude (Feeling) to Their Students' Learning Preference were the major points.

For this interview, all English language teachers, nine in number, were intended to take part effectively. But, three of them were not in the interview because of their personal perceptions about the examination. Two of them were the new comers from elementary schools. They didn't have good background knowledge about the EGSECEE. One teacher wasn't interested to participate in the interview. The rest six English language teachers shared their genuine experience with pleasure. For the purpose of analysis, teachers were coded T1, T2, T3, T4, T5 and T6. Finally, their responses were recorded from the beginning up to the end.

4.2.1.1. Teachers' Teaching-learning practice

This part of the analysis focused on teachers' attitude towards the CLT approach, its necessity and applicability by teachers and students, students' point of emphasis when they learn English

language and the reason why they prefer some language skills to give tutorial classes for their students.

According to the data collected through teachers' interview, they have forwarded similar views on the necessity and applicability of CLT approach. They believe that CLT is necessary, but its application is unlikely at the secondary school level, especially students have negative attitude towards this approach at this level. The reason for their negative attitude towards CLT-based approach was that their difficulty of speaking in English language.

Almost all teachers in the interview responded that teachers tried to make their students active participants in the CLT- approach, but students didn't participate actively in the classroom. In order to overcome this problem, teachers most of the time applied teacher-centered method of teaching instead of student-centered. Regarding this, T3 explained that:

I believe CLT is necessary but its application is very hard because students are not willing to apply it in the classroom. They are not even volunteers to participate actively in the classroom. To overcome this problem, I applied teacher-centered method of teaching because students expect everything to be explained by the teacher

According to the respondents' (teachers') response, the students' point of emphasis when they learn English language was on the grammar part. This part motivated the students to learn English language. It was followed by vocabulary and reading comprehension. These three language skills highly dominated the students' language learning. Even English language teachers developed positive attitude towards teaching tutorial classes of their students depending on grammar, vocabulary and reading. Because students have better attention, teachers are also interested to teach these skills. In the teachers' response, even the EGSECEE had a positive effect on students' point of emphasis towards teaching grammar. This made the students give special emphasis to the grammar part.

Depending on their response, most teachers have developed positive attitude towards the application of CLT, but their students forced them not to apply as intended by curriculum designers. The findings show that teachers might have interested to apply communicative language teaching, but the students' need and interest affected their attitude towards practicing those activities designed in the communicative ways.

4.2.1.2. Teachers' Test construction Practice

Teachers' practice towards test construction was revealed in their response. According to this response, they didn't try to match the time coverage given for different skills of language in the syllabus in relation to the number of items in their test construction practice. They definitely responded that much emphasis was given for the grammar part because of the majority of items in the EGSECEE. So, to make the students ready for the examination, teachers also gave emphasis for the grammar part in their test construction practice. Then, the next attention was given for the vocabulary and reading comprehension.

Almost all the respondents (teachers) believed that classroom test should be prepared depending on the format of the EGSECEE. They tried to match their test contents with that of the past EGSECEE item construction. Regarding this, Alderson and Wall (1993:117), indicates that "If teachers use tests to make their students pay more attention to learning, it is positive influence of testing. If teachers narrow the curriculum to make their students more sharp on the exams, it will be a negative influence of testing on the students' learning". This will be a result of teachers' fear for their students' poor result in the teaching-learning process.

The analysis of the response from teachers show that they believed teaching should be normal activities as a means of enabling students to score good grades in the examination. This implies that the EGSECEE affected their attitude negatively towards teaching English in the subscribed syllabus and fulfillment of the intended objectives at the secondary school level.

4.2.1.3. Teachers' emphasis on the EGSECEE

According to the teachers' response given in the interview, nearly all teachers prepared the test for their students depending on the items in the EGSECEE. This means if the EGSECEE gives more emphasis for one or two skills of language, teacher made classroom tests also give emphasis for the same parts of the content. The teachers' main objective here was to make their students successful in the EGSECEE. From this one can easily realize that the two examinations are similar in nature.

Depending on the teachers' response, in the EGSECEE, the listening skill was absent and the examination went out of the contents of the textbook to make the students give attention to different reference materials. The examination also gave more attention only for some skills of language; for example, most of the items were grammar. This made the students to learn grammar

more than any other language skills or sub-skills. This was the harmful effect of the examination on students' learning preference.

4.2.1.4. Teachers' attitudes (feelings) to their students' learning preference

Concerning their students' learning preference, teachers believed that the students may lose interest and stop attending their classes if teachers teach all the contents of the text book. Students are more interested if the teachers teach them selectively only on some contents which has direct relation to the EGSECEE. Here, the students' main objective was to score good grade in the examination. Therefore, it is possible to say that students didn't give equal emphasis for all skills of language to prepare them for the EGSECEE. From the teachers' response, one can realize that EGSECEE affected negatively the students' learning preference.

4.2.2. Analysis of Classroom Observation

The classroom observation was conducted in order to find out the effect of the EGSECEE on students' learning preference. It also helped to see the practical things that happened in the classroom. The observation mainly focused on the contents selected for teaching, the material used, teaching methods used, time covered by teachers & students, and the focused- skills in that period. The observation process was conducted by using a checklist (see appendix H). It was conducted twice in three sections of grade 10.

Concerning the materials used by teachers and students for the purpose of teaching and learning in the classroom, the most observed materials were the previous years' EGSECEE booklets, newly printed examination-included commercial books and sometimes textbooks. During the observation in some classes, no student with textbook was observed. In other classes, textbooks were shared for 4-6 students. Students were given textbooks individually but they didn't bring it for learning as the teachers told after observations. Almost in all observed classes, teachers excessively used their own notes on grammar, vocabulary and some other writing related lessons like punctuation and letter writing.

The teaching and learning process was teacher-dominated. The language skills and contents mostly taught in the classroom were those that are direct reflection of the previous years-EGSECEE booklet papers. As much as grammar skill that took the leading in the examination, teachers were

observed focusing on these language items. The teaching strategies teachers used to meet students' need were explanation, questioning and whole class discussions on the selected items.

To summarize, teachers' classroom observation towards applying the CLT-based curriculum was found to be insignificant. As a result, the teaching-learning process was dominated by teachers' use of materials other than the curriculum that were related with the EGSECEE for the purpose of enabling or directing students to achieve good results. This kind of teaching i.e. teaching for the test became common practice for teachers and students. This practice concluded that EGSECEE has negative washback effect on students' learning preference.

4.3. Discussions of the Findings

The main aim of this study was to assess the washback effect of the EGSECEE on students' learning preference towards teaching-learning the contents (language skills) found in English syllabuses of grade 9 and 10.

Depending on the three specific objectives, the finding of the study will be discussed substantiating with other research work. The first specific objective states that the extents to which the EGSECEE content coverage influence the students' learning preference (choice of study style, learning strategy & study skills) of students. For this objective document analysis was used to gather data from three past years EGSECEE booklet papers of (2014- 2016). As indicated in Table 2, language-focus (grammar & mechanics), reading comprehension and vocabulary took the first rank. These three language skills covered more than 85% of the total items in the EGSECEE. The other language skills and sub-skills which were not given special emphasis took the second rank. The effect of the EGSECEE on students' learning preference towards studying the skills was resulted from the disappearance of these contents from the examination in their study behavior. The way the EGSECEE prepared drives the way students learn because of the need to help them to pass the examination and fulfill their interest.

On the other hand, students' questionnaire and teachers' interview were analyzed for emphasizing the first specific objective. Here, both students and teachers responded that grammar, vocabulary and reading comprehension help most to prepare for the EGSECEE. The finding shows that students gave more emphasis of grammar, vocabulary and reading comprehension. Thus, students

developed negative attitude towards the other language skills and sub-skills to prepare for the EGSECEE.

The next specific objective which states how much the EGSECEE affects students' study behavior outside the classroom, was addressed by students' questionnaire. As indicated in Table 4, the finding of students' response shows that the nature of the EGSECEE affected students' study behavior outside the classroom. Specifically, students' practice for the past EGSECEE to give emphasis on the learning preference of the skills of language (78.44%), the students' emphasis for the skills which has more items in the EGSECEE (82.5%), students give little emphasis for the contents which has less number of items in the EGSECEE (85.62%), they don't want to study language skills which are totally absent in the EGSECEE (78.75%) and students spend more time to study reference books that help them to prepare for the EGSECEE (88.75%) are found to be positively affected by the examination. Supporting this, Alderson and Wall noted that, "Tests can be powerful determiners, both positively and negatively of what happens in the classrooms" (Alderson and Wall, 1993, p. 117).

Moreover, students' activity that goes beyond the contents of the EGSECEE such as listening, writing, speaking and other skills and sub-skills of language and activities related with the contents of the syllabus are perceived as a waste of time by students. In addition, the finding of students' response to questionnaire shows that lack of confidence in the syllabus and spend more time to study reference books to be prepared for the EGSECEE, and negative attitude towards attending non-examination classes is another effect of the examination on students' study behavior.

The third specific objective, that was intended to assess the point of emphasis given to all aspects of language skills by English language teachers, was analyzed by using teachers' interview. The finding of this analysis shows that teachers' point of emphasis was affected by the nature of the EGSECEE. The effect of the examination on teachers' attitude was manifested by the limitation of the curriculum.

In addition, the analysis of the syllabus indicates that speaking skill was given much time for grade 9 and the second from grammar for grade 10 (see Table-1) but teachers' focus in the classroom teaching and test preparation was on the grammar and vocabulary parts. Almost the teaching of speaking in the CLT- based approach was ignored because of the nature of the EGSECEE. The

listening and writing skills were also given a significant emphasis in the syllabus but English language teachers gave little emphasis in teaching them.

From the above discussion, one can realize that the students' learning preference to different contents (skills) of language, students' study behavior outside the classroom and the teachers' teaching practice which ignored the fundamental needs of the syllabus (curriculum) resulted in negative washback.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of this study was to investigate the washback effect of the EGSECEE on students' learning preference and study behavior in the teaching-learning process. The study used document analysis, students' questionnaire, teachers' interview and classroom observation to collect data for analysis as a part of mixed method research design. The participants of the study were 80 students of grade 10, and 9 English language teachers of Shirka Secondary School. The document analysis includes the past three years EGSECEE papers (2014-2016) on specific booklet code 016 and grades 9 & 10 English language syllabuses.

Based on the findings of the study, the following summaries were forwarded:

- ❖ Depending on the study, both students & English language teachers developed negative attitude towards the skills of listening and the actual writing.
- ❖ Their attitude towards teaching and learning grammar, vocabulary and reading was positively affected by the EGSECEE.
- ❖ The students' study behavior outside the classroom was badly affected by the number of items they see in the EGSECEE.
- ❖ Students' attitude towards the skills and activities to put in to practice by teachers was seen as waste of time.
- ❖ Practicing only the previous EGSECEE and using the text only at home rather than in the classroom were predominately repeated actions by students.
- ❖ Teaching-learning process was dominated by teacher-centered method of teaching. Moreover, teaching for the test became common practice for both teachers and students. It indicates that the presence of 'mismatch' between the curriculum planning and the actual classroom implementation.

The findings gathered through the above data gathering tools revealed that the EGSECEE has negative washback effect on students' learning preference, study behavior and choice of reference materials.

5.2. Conclusions

Based on the findings of the study, discussion and summary, the following conclusions were drawn:

1. The EGSECEE has positively influenced students' and teachers' attitudes and behaviors toward teaching-learning the grammar, vocabulary and reading parts of the syllabus. It helped them to use their time properly for the EGSECEE preparation and enhanced their motivation to deal with technical aspects of language knowledge.
2. The EGSECEE has negatively influenced students' and teachers' attitudes towards the teaching-learning process of listening, actual writing and the implementation of the CLT-based tasks and activities.
3. The nature of the EGSECEE has affected teachers' classroom behavior by enforcing them to narrow the curriculum and avoid the necessary skills like listening and actual writing. Moreover, the examination has forced them to focus only on the contents and skills that appear on the EGSECEE and minimize the teaching of CLT-based curriculum to fulfill the immediate needs of the students. In addition, the effect of the examination on teachers' behavior was manifested by their actions to follow the EGSECEE format for teacher-made test preparation rather than using the syllabus for teaching and evaluation of the students. The exam should reflect the syllabus to make the teaching-learning process successful.
4. Students' study behavior outside the classroom was also negatively affected by the nature of the EGSECEE. Students most of the time used the previous years' EGSECEE papers and examination-related books as the major study materials to prepare them for the EGSECEE. In addition, students' focus of study in the textbook was mostly on the grammar and vocabulary parts because of the majority number of items appeared in the EGSECEE.

5.3. Recommendations

The findings of the study indicate that both students and teachers attitudes and behaviors toward the teaching-learning of the English language syllabuses were affected by the nature of the EGSECEE. Students' and teachers' attitudes were negatively affected towards learning and teaching the skills of listening and actual writing. Moreover, their behavior was affected in terms of their material preference and choice of contents. As a result, narrowing down curriculum and activities were the effects of the examination. Therefore, it was inevitable to use for the intended objective. Based on the findings and conclusions, the following recommendations were forwarded:

1. The National Educational Assessment and Examinations Agency (NEAEA) of Ethiopia should be responsible for the occurrence of any kind of washback. Therefore, the agency should find a way to make the basic changes of the EGSECEE that can direct all the stakeholders' attention to involve in a continuous, integrated use of both productive and receptive skills in the CLT-based curriculum especially writing and listening skills.
2. Teachers should not take the EGSECEE as a guide line while preparing classroom tests. That means English language teachers should not rely on the EGSECEE to expand or limit the contents of teaching and testing.
3. Teachers should give almost equal emphasis for language skills and sub-skills in their teaching and testing.
4. Furthermore, as the occurrence of washback is a complex phenomenon, there is lack of understanding and empirical evidence as to how washback works. Therefore, further studies should be conducted in the area of:
 - Students' Feeling and Emotion towards the EGSECEE.
 - Teachers' Teaching Practice towards the EGSECEE and
 - Assessing the Washback Effect of the EGSECEE on the Quality of English Language Learning.

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7. APPENDICES

Appendix A

Time in Min. & Periods Allotted for Contents and Skills across Units of Grade 9 English
Syllabus

No	Contents and Skills	UNITS												Total Min.	Total Per.	R
		1	2	3	4	5	6	7	8	9	10	11	12			
1.	Introduction	14	14	21	14	21	21	14	21	14	21	14	14	203	4.83	
2.	Listening	28	28	21	35	21	28	35	42	14	21	28	56	357	8.5	
3.	Speaking	70	133	84	81	77	98	77	77	140	126	63	70	1096	26.1	
4.	Reading	91	84	105	49	105	56	63	112	70	140	70	63	1008	24	
5.	Writing	42	49	49	67	56	98	35	70	70	56	63	119	774	18.43	
6.	vocabulary	35	21	56	42	21	49	49	49	28	14	49	-	413	9.83	
7.	Grammar	84	70	42	83	77	70	91	49	84	42	91	98	881	20.98	
8.	Study skills	56	21	42	49	42	-	14	-	-	-	-	-	224	5.33	
9.	Assessmen	42	42	42	42	42	42	42	42	42	42	42	42	504	12	
10.	Revision	-	-	42	-	-	42	-	-	42	-	-	42	168	4	
11.	Total	462	462	504	462	462	504	420	462	504	462	420	504	5628	134	

Source: English for Ethiopia, Teacher's Guide, Grade 9 (2002E.C)

Appendix B

Time in Min. & Periods Allotted for Contents and Skills across Units of Grade 10 English
Syllabus

No	Contents and Skills	UNITS												Total Min.	Total per.	Re
		1	2	3	4	5	6	7	8	9	10	11	12			
1.	Introductio	21	21	14	21	21	21	21	21	21	21	21	21	245	5.83	
2.	Listening	70	77	49	21	42	21	21	21	42	21	56	42	483	11.5	
3.	Speaking	49	63	42	77	119	133	56	63	84	105	77	105	973	23.17	
4.	Reading	63	42	77	98	56	63	53	42	63	42	70	63	732	17.43	
5.	Writing	42	70	70	42	77	49	109	84	84	42	84	49	802	19.10	
6.	Vocabulary	-	42	14	35	14	35	14	-	42	35	14	21	266	6.33	
7.	Grammar	140	77	126	70	98	98	70	168	42	154	42	105	1190	28.33	
8.	Study skills	35	28	28	14	35	-	34	21	42	-	14	14	265	6.35	
9.	Assessment	42	42	42	42	42	42	42	42	42	42	42	42	504	12	
10	Revision	-	-	42	-	-	42	-	-	42	-	-	42	168	4	
11	Total	462	462	504	420	504	504	420	462	504	462	420	504	5628	134	

Source: English for Ethiopia, Teacher's Guide, Grade 10 (2002 E.C)

Appendix C

Frequencies of Content Areas of the EGSECEE in the year 2014(2006 E.C) by Item Number and Content Areas. (Booklet Code: 016)

Item No	Content areas						R e m a r k
	Listeni ng	Communicative Activities (Speaking)	Reading comprehens ion	Writing	Language- Focus(Gram mar)	Vocabular y	
1					✓		
2					✓		
3					✓		
4					✓		
5					✓		
6					✓		
7					✓		
8					✓		
9					✓		
10					✓		
11					✓		
12					✓		
13					✓		
14					✓		

15					✓		
16					✓		
17					✓		
18					✓		
19					✓		
20					✓		
21					✓		
22					✓		
23					✓		
24					✓		
25					✓		
26					✓		
27					✓		
28					✓		
29					✓		
30					✓		
31					✓		
32					✓		
33					✓		
34					✓		

35				✓			
36				✓			
37				✓			
38						✓	
39						✓	
40						✓	
41						✓	
42						✓	
43						✓	
44						✓	
45						✓	
46			✓				
47			✓				
48			✓				
49			✓				
50			✓				
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61			✓				
62				✓			
63				✓			
64				✓			
65				✓			
66				✓			
67			✓				
68			✓				
69			✓				
70			✓				
71			✓				
72			✓				
73			✓				
74			✓				

75			✓				
76			✓				
77			✓				
78			✓				
79			✓				
80			✓				
Total	–	–	30	8	34	8	

Appendix D

Frequencies of Content Areas of the EGSECEE in the year 2015(2007 E.C) by Item Number and Content Areas. (Booklet Code: 016)

Item No	Content areas						R e m a r k
	Listen ing	Communicative Activities (Speaking)	Reading comprehens ion	Writing	Language- Focus(Gramm ar)	Vocabular y	
1					✓		
2					✓		
3					✓		
4					✓		
5					✓		
6					✓		
7					✓		
8					✓		
9					✓		
10					✓		
11					✓		
12					✓		
13					✓		
14					✓		

15					✓		
16					✓		
17					✓		
18					✓		
19					✓		
20					✓		
21					✓		
22					✓		
23					✓		
24					✓		
25					✓		
26					✓		
27					✓		
28					✓		
29					✓		
30					✓		
31					✓		
32					✓		
33					✓		
34					✓		

35					✓		
36		✓					
37		✓					
38		✓					
39		✓					
40		✓					
41				✓			
42				✓			
43				✓			
44				✓			
45				✓			
46				✓			
47				✓			
48				✓			
49			✓				
50			✓				
51			✓				
52			✓				
53			✓				
54			✓				

55			✓				
56			✓				
57			✓				
58			✓				
59			✓				
60			✓				
61						✓	
62						✓	
63						✓	
64						✓	
65						✓	
66						✓	
67						✓	
68						✓	
69						✓	
70						✓	
71			✓				
72			✓				
73			✓				
74			✓				

75			✓				
76			✓				
77			✓				
78			✓				
79			✓				
80			✓				
Total	–	5	22	8	35	10	

APPENDIX E

Frequencies of Content Areas of the EGSECEE in the year 2016(2008 E.C) by Item Number and Content Areas. (Booklet Code: 016)

Item No	Content areas						R e m a r k
	Listeni ng	Communicative Activities (Speaking)	Reading comprehens ion	Writing	Language- Focus(Gramm ar)	Vocabular y	
1					✓		
2					✓		
3					✓		
4					✓		
5					✓		
6					✓		
7					✓		
8					✓		
9					✓		
10					✓		
11					✓		
12					✓		
13					✓		
14					✓		

15					✓		
16					✓		
17					✓		
18					✓		
19					✓		
20					✓		
21					✓		
22					✓		
23					✓		
24					✓		
25					✓		
26					✓		
27					✓		
28					✓		
29					✓		
30					✓		
31			✓				
32			✓				
33			✓				
34			✓				

35			✓				
36			✓				
37			✓				
38			✓				
39			✓				
40			✓				
41			✓				
42			✓				
43			✓				
44			✓				
45						✓	
46						✓	
47						✓	
48						✓	
49						✓	
50						✓	
51						✓	
52						✓	
53						✓	
54						✓	

55			✓				
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65			✓				
66			✓				
67			✓				
68		✓					
69		✓					
70		✓					
71		✓					
72		✓					
73				✓			
74				✓			

75				✓			
76				✓			
77				✓			
78				✓			
79				✓			
80				✓			
Total	–	5	27	8	30	10	

Appendix F

Questionnaires to Be Filled By Students

Dear students,

This questionnaire has five parts. The main purpose of the questionnaire is to investigate the washback effect of EGSECEE on students' learning preference. Now you are a grade 10 student. As you will take EGSECEE, you are expected to know which of the following items that most express your interest of learning and studying English. You are, therefore, kindly requested to give me your honest and frank opinion to the questionnaires given below. All responses provided will be confidential and used for research purpose only. Thank you very much for your cooperation.

PART I: Background Information

Direction:

Please put a (✓) mark in front of your choice in the boxes.

No need to write your name

1. **Your gender:** a/ Male ☐ b/ Female ☐
2. **Your age:** a/ 14 - 16 ☐ b/17 -19 ☐ c/ above 20 ☐

PART II: Students' attitudes towards the contents of the English Textbook

For the following statements, put a (✓) mark only in one box which comes closest to your opinion from number 1-5, i.e. (5-strongly agree, 4-agree, 3-undecided, 2-disagree and 1-strongly disagree)

No	Items	5	4	3	2	1
2.1	I believe the reading lessons in the textbooks enable me to do well in EGSECEE.					
2.2	I like the writing lessons in the text books because they are essential to me to prepare for the EGSECEE.					
2.3	I want to learn the speaking lessons because they enable me to do well in the EGSECEE.					

2.4	The grammar found in the text book is very important to me to practice the EGSECEE.					
2.5	I like the vocabulary lessons in the textbook very much as they appear on the EGSECEE.					
2.6	The listening activities in the textbooks are very important for me to prepare for the EGSECEE.					
2.7	I give equal emphasis for all skill of language to be successful in EGSECEE.					

PART III: Students' study behaviors outside the classroom

For the following statements, put a (✓) mark only in one box which comes closest to your opinion from 1-4, i.e. (1-never, 2-sometimes, 3-often and 4-very often)

No	Items	4	3	2	1
3.1	I practice the past EGSECEE to give emphasis on the learning preference of skills of language.				
3.2	I give much emphasis for the skill which has more items in the EGSECEE.				
3.3	I give little emphasis for the contents which has less number of items in the EGSECEE.				
3.4	I don't want to study a language skill which is totally absent in the EGSECEE.				
3.5	I spend more time to study reference books that help me to prepare for the EGSECEE.				

PART IV: The following are language skills and sub-skills. Please, arrange them from most significant (1) to less significant (8) to prepare you for EGSECEE.

	Listening Comprehension
	Speaking
	Reading Comprehension
	Writing
	Grammar
	Vocabulary
	Spelling
	Pronunciation/Stress/

PART V: Students' learning preference for the EGSECEE preparation.

For the following open-ended questions, give your opinion. You can give your own ideas by using either Afan Oromo or Amharic to explain it more easily.

5.1 Which contents or skills of language do you think help you best for the EGSECEE? Why?

5.2 What is your best learning preference to be successful in the EGSECEE? Why?

5.3 Please provide any other relevant information, if you want to score good grade in EGSECEE.

Appendix G

Interview Questions for English Language Teachers

Date of interview _____ Place of interview _____

Time started _____ Time ended _____

PART I: Teachers Background Information

1. Code of participant _____
2. Age _____
3. Sex _____
4. Educational qualification _____
5. Number of years in ELT _____

Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is intended to gather data about your perception of washback effect of EGSECEE in the teaching and learning process. So, you are kindly asked to give your idea genuinely to the questions I am going to ask.

PART II: Teachers' Teaching-learning Practice

- 2.1 What is your view about communicative language teaching approach in your school?
Is it applicable by teachers and students? What is your attitude to apply it at this level?
- 2.2 What do you think the students point of emphasis when they learn English language?
- 2.3 What kind of language skills do you prefer to give tutorial class for your students to prepare them for EGSECEE? Why?

PART III: Teachers' Test construction Practice

- 3.1 What do you think about the time coverage given in the syllabus in relation to the items?
- 3.2 To which language skill(s) do you usually give more emphasis in your classroom tests?
Why

PART IV: Emphasizing on EGSECEE

- 4.1 What makes the EGSECEE similar to or different from teacher made class room tests?

4.2 Is there any language skill not included in the exam? Which one? Why?

4.3 How would you explain the influence of EGSECEE on teaching and learning process?

PART V: Teachers' attitude/ feeling/ to their Students' Learning Preference

5.1 What are their feelings toward learning for the purpose of EGSECEE?

Do you think they give equal emphasis for all skills of language to prepare themselves for the EGSECEE? Why?

5.2 Do you think the EGSECEE affects students' learning preference in your school? Why?

Appendix H

Classroom Observation Checklist

Tr.C ode	Date	Language Skills	Focu sed skill	Teachin g Methods	Teacher' s activities	Referenc e Materials Used	Time Used by Tr	Sts. Activit y	Time used by sts	Total time of sessi on	Remar k
		Listening									
		Speaking									
		Reading									
		Writing									
		Grammar									
		Vocabulary									
		Intonation									
		Stress									
		Spelling									
		Comprehension									
		Spoken									

APPENDIX I

ETHIOPIAN GENERAL SECONDARY EDUCATION CERTIFICATE

ENGLISH EXAMINATION

GINBOT 2006 /MAY 2014/

BOOKLET CODE: 016

SUBJECT CODE: 02

Number of Items: 80

Time Allowed: 1:30 hours

Direction: For items 1-34, out of the choices A, B, C, D, only one is correct. Choose the one that best completes each sentence.

1. There was a very severe accident there last week. A car hit a big tree and ----- driver was seriously injured.
A. the B. a C. this D. that
2. Just as I----- to an interesting part of the story, the doorbell rang.
A. Was getting B. got C. am getting D. get
3. Gelila has been working in the bank-----1999. Now she has gained a good experience to work ever before.
A. during B. for C. on D. since
4. Mother: I have gained three kilograms in two months.
Daughter: To be frank with you, I am worried about your weight. I think you-----.
A. Have taken some exercise B. ought to take some exercise
B. would rather take some exercise D. are taking some exercise
5. ----- the heavy and torrential rain, they continued the game throughout the day.
A. With respect to B. Although C. In spite of D. Except for
6. New employees ----- by no one other than the manager.
A. are always welcomed B. are always welco C. have always welcome D. had always welcomed
7. We have been stuck in the traffic jam which is___than it used to be some years back.
A. bad B. worse C. a worse D. the worst
8. In my job, Friday is ----- day of the week.

- A. a busier B. the busier C. a busiest D. the busiest
9. Waiter: I always work late at weekends. How about you?
Waitress: -----
- A. Neither do I B. So do I C. I do so D. I don't neither
10. Hadas: Hirut can't play ground tennis very well.
Mihiret: -----
- A. Seblewongel can either B. Seblewongel can neither
C. Neither can Seblewongel D. Either can Seblewongel
11. Lecturer: Where does your father gradually meal?
Secretary: My father loves going to restaurants which serve exotic foods. -----, last
Week he went to a restaurant which serves deep-fried beef.
- A. In fact B. However C. One thing D. For example
12. Girma: "What is the conclusion of your research?"
Genet: "-----"
- A. A conclusion is more controversial
B. B. In general, women earn less men
C. Because conclusions are essential in research
D. My research has a sound Conclusion
13. It was ----- beautiful day that we all decided to go out for a picnic.
A. so B. so as C. such D. such a
14. Birkty is in good shape physically----- she doesn't get much exercise.
A. although B. because C. and D. however
15. There is still a lot of discuss. -----, we should start the meeting right now.
A. More over B. Therefore C. For example D. Because
16. Is there ----- milk in the fridge?
A. a lot of B. noting C. any D. none

17. They bought a dishwasher to ----- life easier.
A. make B. do C. work D. act
18. If you won a lottery, what ----- you----- with it?
A. will/ do B. are/doing C. would/do D. were/doing
19. If ----- is allowed to teenagers, car accidents will alarmingly increase.
A. To drive B. drive C. to driving D. driving
20. If this road is said to be a short cut to save some miles, I will certainly be the first ----- use of it.
A. making B. to make C. make D. to making
21. I will give you some more time. You ----- think seriously before you make a decision.
A. wouldn't have to B. need to C. should have to D. won't
22. I am very tired because ----- more of the day has been taken up by practical classes.
A. less B. much C. few D. little
23. I went to the airport to see my brother off yesterday evening; sadly, I arrived ----- to get the chance to say good bye to him.
A. More later B. late enough C. hardly late D. too late
24. I have actually tried phoning now and then, but every time I phone, there's ----- in to respond on time.
A. noting B. any one C. no one D. some body
25. The children's mother warned them -----.
A. not to go near the see B. to not go near the see
B. don't go near the see D. "Don't go near the sea"
26. Fana: What did they ask you in the interview yesterday?
Jaleta: -----.
A. They ask me what am I planning to study.
B. They wanted to know what am I planning to study.
C. They asked me what are you planning to study.
D. They wanted to know what I am planning to study.
27. The school directed wanted to know -----.

- A. Are you late, Aster? B. if Aster is late,
C. If Aster was late. D. why was Aster late?

28. We have been studying English for eight years but we don't fluently speak it-----.

- A. yet B. already C. also D. just

29. Doctor: I see. Let me ask you some questions. ----- ?

Patient: I used to smoke but not any longer.

- A. Have you smoked B. Are you smoking
C. Do you smoke D. Were you smoking

30. This is the book that I have found in the box; ----- is it?

- A. when B. where C. whom D. whose

31. We write letters to those with ----- we cannot talk.

- A. whom B. when C. what D. whose

32. I've decided not to stay here any longer. Tomorrow, by any means, I ----- any place
somewhere else to stay.

- A. I've looked for B. I'll be looked for C. I'm going to look for
D. I should be looking for

33. I have recently borrowed a novel to read at the week end. It ----- interesting.

- A. looks B. looks like C. is looking D. looked like

34. My boss is angry with me because I ----- got to the office on time in the last few
months. I always left home at six o'clock, but then, I couldn't get a taxi to make it on
time.

A. frequently B. sometimes C. ever D. never

Directions: For items 35-37, choose the alternative that is correct in punctuation and capitalization.

35. A. My father always said, Be careful of what you wish for,
B. My father always said "Be careful of what you wish for."
C. My father always said, "Be careful of what you wish for,"
D. My father, always said, "Be careful of, what you wish for."
36. A. It was her money, not her charm or personality, that first attracted
B. It was her money not her charm or personality that first attracted him.
C. It was her money, not her charm or personality that first attracted him.
D. It was her money; not her charm or personality that first attracted him.
37. A. My uncle thoroughly read 'the Tale Of Two Cities' last year.
B. My uncle thoroughly read 'The Tale of Two Cities' last year.
C. My uncle thoroughly read 'the Tale of two Cities' last year.
D. My uncle thoroughly read 'The Tale Of two Cities' last year.

Vocabulary

Section One

For items 38-41, choose the best alternative for the meanings of the words written in bold.

38. Early warnings prevented many people from a major **disaster**.
A. surrender B. surprise C. catastrophe D. disturbance
39. I can play the guitar very well, but many people do not know that I play it as **a hobby**.

- A. an activity done for pleasure B. a professional musician
C. a trained guitarist D. a singer with a band
40. Many people utterly feel exhausted to continue working. In fact, the weather these days is getting more and more **horrible**.
- A. excellent B. comfortable C. unpleasant D. unpleasant
41. Harar Coffee is known for its better taste. It is increasingly becoming famous in the **global** market.
- A. local B. stoke C. international D. super

Section Two

For items 42-45, choose the best alternatives to complete each item.

42. A life-saving qualification is extremely----- to rescue people from drowning.
- A. careful B. useful C. debatable D. arguable
43. The food in the new restaurant was so ----- that I couldn't stop eating.
- A. much B. little C. delicious D. awful
44. The use of drags in ----- is still a subject of public discussion.
- A. support B. export C. sport D. rapport
45. It is every one's concern to hear that terrorists have the intention to ----- a crime against innocent people.
- A. commit B. confer C. construct D. commend

Directions: For items 46-61, read the following passage carefully. Then, choose the best answer for each question according to the information in the passage.

- (1) Talent tower began an experimental school in my hometown in England. But now, it is a demonstration school- it demonstrates that freedom works. When my first wife and I began school, we had one main idea: to make the school fit the child instead of making the child fit the school.
- (2) I had thought in ordinary school for many years. I knew the other way very well. I knew it was all wrong because it was based on an adult conception of what a child should learn. The other way dated from the days when psychology was still an unknown science.
- (3) Well, we set out to make a school in which we should allow children freedom to be themselves. In order to do **this**, we had to renounce all discipline, all direction, all suggestion, all moral training, and all religious instruction. We have been called brave, but it didn't required courage. All it required was what we had- complete belief in the child as a good, not an evil being. For almost fifty years, this belief in the goodness of the child has never wavered; it rather has become a final faith.
- (4) My view is that a child is **innately** wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing. What is Talent Tower like? Well, for one thing, lessons are optional. Children can go to **them** or stay away from them- for years if they want to. There is a timetable- but only for the teachers ... The children have classes usually according to their age, but sometimes according to their interest. We have no new methods of teaching, because we do not consider that teaching in itself matters very much. Whether the school has special method is of no significance.
- (5) Talent Tower is possibly the happiest school in the world. We have no truants and seldom a case of **homesickness**. We very rarely have fights-quarrels, of course, but seldom have I seen a stand-up fight like the ones we used to have as boys. I seldom hear a child cry, because children when free have much less hate to express than children who are **downtrodden**. Hate breeds hate, and love breeds love. Love means approving of children, and that is essential in any school. You can't be on the side of children if you punish them and storm at them. Talent Tower is a school in which the child knows that he is approved of.

46. According to the writer, in order for the child to be himself he needs to have-----.
- A. knowledge of science B. freedom C. courage D. religious values
47. According to the writer, the success of the child comes from
- A. brave teachers in the school.
- B. sound supervision by adults.
- C. a belief in the goodness of the children.
- D. provision of moral training.
48. What do you think is the feeling of the writer to discipline in general?
- A. negative B. positive C. wavering D. neutral
49. What does the word **this** (paragraph 3) means?
- A. allowing children to go to school B. the setting out to make a school
- C. giving up of moral training D. letting of children to self-learn
50. What does downtrodden (last paragraph) means?
- A. badly treated B. fighting C. annoying D. disciplined
51. What do you think is the tone of the author?
- A. flat B. moderate C. emphatic D. offensive
52. In which paragraph did the writer discuss the aim of establishing the experimental school?
- A. 2 B. 1 C. 4 D. 3
53. As implied in paragraph 3, what is the advantage of the demonstration school over the ordinary school?
- A. Teachers with long years service B. knowledge of psychological sciences

- C. It includes adult education D. understanding of how a could should learn

54. The word **innately** (paragraph 4) means-----.

- A. ability got by being human B. quality gained by training
C. quality one is born with D. ability one gains through experience

55. What does the word **them** (paragraph 4) refers to?

- A. the teachers B. the children C. the lessons D. the schools

56. Which paragraph describes the way how Talent Tower function?

- A. 5 B. 4 C. 1 D. 3

57. What does homesickness (last paragraph) mean?

- A. disease that affects someone at his house
B. sadness because of being away from home
C. absentees from school on regular basis
D. disease that is treated at the patients' house

58. What did Talent Tower, as an experimental school, try to demonstrate?

- A. That respect for the individuality of the child works
B. That the child needs adult supervision
C. That letting the child on his own does not work
D. That a private boarding school is good for the child

59. Which school is the writer talking about?

- A. The ordinary school B. The experimental school
C. The school of psychology D. The demonstration school

60. Which one of the following is probably true about the native English couple who founded the school, when the story was written?

61. In paragraph 3, the writers talks about the other way he knows well. What do you think is this other way?

- A. The way to and from the ordinary school
- B. The adult dominated school in the town
- C. The system that made the school fit the child
- D. The system that aimed to make the child fit the school

Directions: Read the following informal letter and answer questions 62 and 63.

P.O.Box 11111

Addis Ababa

23 July, 2013

Dear Kello,

How are you? Sorry for not writing for such a long time. It's a rainy season in Addis Ababa. It rains too much, I can't stand the cold. It's still not boring. I've a lot of things to do. In the morning, I help my sisters with math lessons or watch series. In the afternoon, I play football with friends. I usually draw sketches or chat with friends in the evenings. I'm having a great time with old friends who come from different universities all over the country.

What about you? How is the weather in Arba Minch. I'm sure it is much warmer than it is in Addis. How do you like your vacation? Are you having fun?

Hope to get your letter soon.

Yours,

Zewdineh

62. Who is the recipient of this letter?

A. Friends B. Kello C. Zewdineh D. Sisters

63. Which of the following is the receiver's address?

A. Addis Ababa B. P.O.Box 1111 C. 23 July, 2013 D. Arba Minch

Directions: For items 64-66, read each paragraph and select the central idea of the paragraph.

The fact that electronic computers are now used for data processing has led the general public to believe that it is a mysterious, complicated science and that the computers are giant brains. Both of these ideas are false. A computer basically just a high-speed adding machine that performs the functions it is told to. If the input data are varied even a little, the computer is unable to operate until it is programmed to accept the variations. The business operation it performs are impressive only because of the extremely high speed of manipulation, but most of this operations have been used for decades. Unlike man, the computer performs repetitive calculations without getting tired or bored.

64. Which of the following statements reflects the central idea of the above paragraph?

- A. A computer is a high-speed adding machine.
- B. A computer is a mysterious giant brain.
- C. A computer is impressive because of its high speed.
- D. A computer is superior to man in many ways.

Consumers concerned about the hazards or noise can reduce noise pollution in many ways. They can purchase noisy products such as garbage disposals and lawn mowers with reduced noise levels. They can also use sound absorbing materials in their home. Carpeting can be installed instead of hard flooring, and cork and fabric can be used in rooms that tend to be noisy. Also, people can become less noisy themselves. They can learn to avoid shouting, to close doors without slamming them, and to play radios, TV sets, and stereos at moderate levels.

65. Which of the following is the central idea of the above paragraph?

- A. Carpeting can be installed instead of hard flooring, and cork to reduce noise.
- B. Consumers should purchase noisy products with reduced noisy levels.
- C. Noise reduction is an important issue to a lot of people.
- D. There are different ways of reducing noise.

The attitudes of Americans toward gambling are amazingly contradictory. You may find, for example, that horse racing is legal in your state, but that you cannot legally play poker for money on your front porch; bookies may be prosecuted by state law, but they are supposed to purchase a federal license nonetheless; one church condemns gambling, while another raises money by sponsoring Bingo games. Gambling laws are inconsistent from state to state or even from town to town and are very difficult to enforce.

66. Which of the following is the central idea of the passage?

- A. Gambling laws are difficult to enforce.
- B. Americans have negative attitudes toward gambling.
- C. Americans do not have uniform ideas about gambling.
- D. Gambling laws are inconsistent from community to community.

Directions: For items 67-80, read the following passage carefully. Then, choose the best answer for each question according to the information given in the passage.

- (1) An **upsurge** of new research suggests that animals have a much higher level of brainpower than previously thought. If animals do have intelligence, how do scientists measure it? Before defining animals' intelligence, scientists defined what not intelligence is. Instinct is not intelligence. It is a skill programmed in to animal's brain by its genetic heritage. Rote conditioning is also not intelligence. Tricks can be learned by repetition, but no real thinking is involved. Cuing, in which animals learn to do or not to do certain things by following outside signals, does not demonstrate intelligence.

Scientists believe that insight, the ability to use tools, and communication using human language are all effective measures of the mental ability of animals.

- (2) When judging animal intelligence, scientists look for insight, which they define as a flash of sudden understanding. When a young gorilla could not reach fruit from a tree, she noticed crates scattered about the lawn near the tree. She piled the crates in to a pyramid; then, climbed on them to reach her reward. The gorilla's insight allowed her to solve a new problem without trial and error.
- (3) The ability to use tools is also an important sign of intelligence. Crows use sticks to pry peanuts out of cracks. The crow exhibits intelligence by showing it has learned what a stick can do. Likewise, otters use rocks to crack open crab shells in order to get at the meat. In a series of complex moves, chimpanzees have been known to use sticks and stalks in order to get at a favorite snack-termites. To make and use a termite tool, a chimp first selects just the right stalks or twig. He trims and shapes the stick, then finds the entrance to termite mound. While inserting the stick carefully in to the entrance, the chimpanzee turns it skillfully to fit the inner tunnels. The chimp attracts the insects by shaking the twig. Then it pulls the tool out without scraping off any termites. Finally, he uses his lips to skim the termites into his mouth.
- (4) Many animals have learned to communicate using human language. Some primates have learned hundreds of words in sign language. One chimp was able to recognize and correctly use more than 250 abstract symbols on a keyboard. These symbols represents human words. An amazing parrot could distinguish five objects of two different types. He can understand the difference between the number, color, and kind of objects. The ability to clarify is a basic thinking skill. He seems to use language to express his needs and emotions. When ill and taken to the animal hospital for his first overnight stay, this parrot turned to go. "Come here/" he cried to a scientists who works with him. "I love you. I am sorry. Wanna go back?"
- (5) The research on animal intelligence raises important questions. If animals are smarter than once thought, would that change the way humans interact with **them**? Would humans stop hunting them for sport or survival? Would animals still be used for food, clothing, or medical experimentation? Finding the answer to these tough questions makes a difficult puzzle even for a large-brain, problem-solving species like our own.

67. Which of the following reflects the central idea of paragraph 4?
- A. Some primates can use hundreds of words in a sign language.
 - B. Chimps can recognize and correctly use hundreds of words.
 - C. There are animals that have learned to communicate using human language.
 - D. Parrots can understand the difference between the number color, and kind of objects.
68. Which of the following sentence is true about paragraph 4?
- A. Both paragraphs are examples of how animals use intelligence.
 - B. Both paragraphs are about why animals use intelligence.
 - C. Both paragraphs develop the idea of how animals are more intelligent than human.
 - D. Both paragraphs are definitions of words related with animal intelligence.
69. What does the sentence, “If animals do have intelligence, how do scientists measure it?” imply in paragraph 1?
- A. It answers the question how scientists measure animals’ intelligence.
 - B. It describes how scientists measure intelligence.
 - C. It asks the question how scientists should measure animal’s intelligence.
 - D. It suggests how to measure animals’ intelligence.
70. Which one of the following sentences infers the concluding paragraph of this passage?
- A. Animals are being given opportunities to display their intelligence.
 - B. There is no definitive line between those animals with intelligence and those without.
 - C. Animals are capable of untrained thought well beyond mere instinct.

- D. Research shows higher animal intelligence may fuel debate on ethics and cruelty.
71. According to paragraph 2, what enables the young gorilla to reach fruit from a tree?
- A. Insight B. Cuing C. Instinct D. Tricks
72. In paragraph 3, what conclusion can be reach about the chimpanzee's ability to use a tool?
- A. It illustrates instinct because he faced a difficult task and accomplished it.
- B. It illustrates high intelligence because he is able to get his food and eat it.
- C. It illustrates high intelligence because termites are protein packed.
- D. It illustrates high intelligence because he stored knowledge away and called it up at the right time.
73. Crows use sticks to pry peanuts out of cracks. Which of the following is the kind of intelligence or conditioning the situation describes?
- A. tools B. rote learning C. instinct D. communication
74. How are humans described as in the last paragraph?
- A. More intelligent than animals B. As intelligent as animals
- C. Cruel to animal D. Communication
75. According to the passage, which of the following is true about animals communicating through the use of human language?
- A. Dolphins click and whistle.
- B. Parrot can imitate or repeat a sound.
- C. Chimpanzees and gorilla have been trained to use sign language.
- D. Crows screech warnings to other crows. .
76. Which of the following best summarizes the third paragraph?

- A. Only animals that can use tools are intelligent.
 - B. One of the important signs of intelligence is the ability to use tools.
 - C. No intelligent animal has been able to use tools except human beings.
 - D. The use of tools is the most important sign of intelligence.
77. The pronoun **them**, in the last paragraph refers to -----.
- A. humans B. questions C. researches D. animals
78. According to paragraph 1, which of the following DOES NOT show animal intelligence?
- A. insight to solve a problem
 - B. cuing using outside signals
 - C. the ability to use tools to reach reward.
 - D. communication with the human language.
79. The bold word **upsurge**, as it is used in the first paragraph of the passage, most nearly means ----- .
- A. A decreasing amount B. an immeasurable amount
 - C. an increasingly large amount D. a well-known amount
80. What does the word it in paragraph one refers to?
- A. animal's brain B. skill C. instinct D. rote conditioning

THE END

Appendix J

NATIONAL EDUCATIONAL ASSESSMENT AND EXAMINATIONS

AGENCY (NEAEA)

ETHIOPIAN GENERAL SECONDARY EDUCATION CERTIFICATE

ENGLISH EXAMINATION

GINBOT 2007/ JUNE 2015

BOOKLET CODE: O16

SUBJECT CODE: 02

NUMBER OF ITEMS: 80

TIME ALLOWED: 1:30 HOURS

I. Language Focus

Directions: For items 1-35, of the four choices A,B,C,D, only one is correct. Choose the one that best completes each sentence.

1. The candidate was campaigning for a presidential election; he hasn't been able to win a majority vote -----.
A. all ready B. yet C. just D. already
2. I have -----offended my customers even under the fits of bad temper.
A. Periodically B. frequently C. never D. ever
3. Patient: I have lost three kilos within a month. What do you advise me, doctor?
Doctor: To tell you frankly, it is not a healthy trend. I think, you-----.
A. must see a traditional doctor any time.
B. should not worry about it any time.
C. Would rather balance your every day meal.
D. ought to undergo a medical examination.
4. If you haven't understood the concepts, ----- you ask the lecturer for further explanation?

- A. Why don't B. why can C. what about D. how about not
5. We have decided to relocate our office in the near future. By next week, our dealer ----
----- a new office elsewhere.
- A. should to look for B. should be looking for
- C. is going to looking for D. has looked for
6. ----- under the influence of alcohol is dangerous and illegal.
- A. Driven B. Drive C. Driving D. To drive
7. Neil Armstrong was the first Astronaut ----- on the moon.
- A. stepped B. step C. to step D. stepping
8. The commander warned his soldiers-----.
- A. not to swim in a still water B. to not swim in a still water
- C. don't swim in a still water D. to swim not in a still water
9. Lemlem : What did the reporters ask you after the interview?
- Hana: -----.
- A. They asked me what I had planned to do.
- B. They asked me what am I panning to do?
- C. They asked me what I was planned to do.
- D. They asked me what was I planning to do?
10. All the citizens have the same stand to development-----their differences in ideology.
- A. As though B. except for C. however D. even though
11. I think -----is standing by the door. The dog is barking continuously.
- A. some one B. nothing C. no one D. even though
12. Meaza had written ----- interesting essay that it was published in the school Magazine.
- A. Very B. such that C. such an D. so

13. There are many differences between a small college and a large university; -----, students should consider many factors before they join any institution of higher learning.
- A. therefore B. however C. in contrast D. because
14. Has she sent ----- message after departure?
- A. Nothing B. none C. any D. some
15. Last week a city bus crashed in to an electric pole. Luckily, all----- passengers survived this accident
- A. Those B. the C. a D. an
16. We can't avoid soil erosion----- we plant trees around the hills.
- A. even if B. whenever C. If not D. unless
17. Iceland has been recently struck by a heavy earthquake which is said to be ----- than the previous one .
- A. worse B. better C. the worst D. lower
18. Mt. Kilimanjaro is ----- peak in Africa.
- A. a highest B. the higher C. the highest D. a higher
19. I had to see off my colleague at Bole International Airport. Unfortunately, however, I arrived-----.
- A. enough late B. late enough C. much late D. too late
20. Bekure doesn't have ----- time to study. He is going to take the exam after half an hour.
- A. Many B. a lot C. much D. little
21. Zeberga ----- a new novel since last week.
- A. had read B. was reading C. will read D. has been reading
22. In fact, the soup prepared by the maid today----- delicious.
- A. is tasting B. tastes C. is tasted D. taste
23. Some people migrate to foreign countries ----- their living.
- A. work B. do C. make D. transfer
24. Even though he is a well known play Wright, he----- wishes to have a luxurious life.
- A. hasn't ever rarely B. ever hardly

C. hardly ever

D. doesn't ever

25. If you made more efforts, you----- be able to succeed.

A. may

B. will

C. must

D. would

26. He got off the bus first, ----- he turned to the left and walked straight home.

A. last

B. after

C. before

D. then

27. Somebody slammed the door with a bang----- I was marking examination paper.

A. While

B. which

C. what

D. where

28. Mankind has ventured to control nature ----- time immemorial.

A. since

B. for

C. by

D. in

29. The new manager----- by the staff rather than his deputies.

A. has always been appreciated

B. has always appreciated

C. was always been appreciated

D. always appreciated

30. The company produces more quality goods ----- satisfy its clients.

A. such that

B. in order that

C. so as to

D. so that

31. Biftu: ----- are you driving so fast like this today?

Shemsu: I am doing this because I want to reach my office in time.

A. When

B. Where

C. Why

D. What

32.. Meron: I have knocked the door several times. Is there any one in?

Tihitina: Of course, Atinafu is in but he ----- a bath at the moment.

A. will be having

B. has been having

C. was having

D. is having

33. The new literacy program ----- reinforced in order to cope with the growing demand for adult education.

- A. Would have to be B. needs to be
C. Shall have to be D. should have to be

34. The Magazine ----- managing Editor was charged with defamation has been banned from publication.

- A. Whose B. whom C. where D. when

35. Ernest Hemingway and Charles Dicken were both veteran novel writers. The former was an American and the ----- was an English man.

- A. Last B. later C. latter D. next

II. Communicative Activities / Speaking

Directions: For items 36-40, choose the most appropriate alternatives to complete the dialogue below.

36. Waiter: What shall I serve you, Sir?

Foreigner: Doro Wot with wine.

Waiter: Ah, it means -----

Foreigner: Oh, yes; long go/

- A. You are not used to Doro Wot.
B. You used to drink wine with Doro Wot.
C. You are used to our traditional dish.
D. You used to eat Doro Wot and wine.

37. Examiner: What is the objective of your proposal?

Candidate: -----.

- A. A type of action research needs recommendations
- B. To determine the image of women in our society
- C. Used to be as resource material for further study
- D. General and specific objectives are possible

38. Passenger: I always wake up from my sleep before day break.

Driver: -----.

- A. Neither do I B. So do I C. Either do I D. Nor do I

39. Guest: Where do tourists usually dine?

Guide: They prefer traditional restaurants to modern hotels. -----, they usually go to Addis Ababa Restaurant which is more popular than any three-star hotel in the capital.

- A. Of course B. In sum C. For example D. However

40. Eyerusalem: Habtamu can't ride a bicycle.

Theodros: -----.

- A. Neither can I B. Neither do I C. Either can I D. I can neither

III. Writing

Part One: Punctuation and Capitalization

Directions: For items 41-43, select the sentence with the correct punctuation and capitalization.

41. A. Einstein said that "Politics is much more difficult than Physics."

B. Einstein said, Politics is much more difficult than Physics.

- C. Einstein said, “Politics is much more difficult than Physics.”
- D. Einstein said that, “Politics is much more difficult than Physics”.
42. A. January is the first month of the European New year.
- B. January is the first month of the European New Year.
- C. January is the first month of the European new Year.
- D. January is the First month of the European New Year.
43. A. The Editors’-in-chief criticism was rather sharp.
- B. The Editor’s-in-chief criticism was rather sharp.
- C. The Editors-in-chief criticism was rather sharp.
- D. The Editor-in-chief’s criticism was rather sharp.

Part Two: Jumbled Words

Directions: For items 44 and 45, choose the correctly written alternatives using the jumbled words provided below.

44. sister/ hasn’t/ Abel’s/ married/ yet/ got.
- A. Abel’s sister yet hasn’t got married
- B. Abel’s sister hasn’t got married yet.
- C. Abel’s sister hasn’t got yet married.
- D. Abel’s sister hasn’t got married.
45. Umbrella/ I /where /put /my /have /wonder /I /
- A. I wonder where I have put my umbrella.
- B. Where I have put my umbrella I wonder.

C. I wonder where have I put my umbrella.

D. Where have I put my umbrella I wonder?

Part Three: Paragraph Writing

Directions: For items 46-48, three paragraphs are written below. Choose the most important idea reflected in each paragraph.

One reason that is usually given is: “We need the land for people.” But is it a valid reason? Well many people already inhabit the tropical forest belt. There, native tribes have their own low impact life style, hunting, trapping, practicing a little cultivation. Perhaps not exotic, it is nevertheless a life style that does not endanger the forest ecosystem.

46. What is the main idea conveyed in the foregoing paragraph?

A. Native tribes in tropical belt have harmless life style.

B. Many people already inhabit the tropical forest belt.

C. We need the land for the people of tropical forest.

D. The people’s life style does not harm the forest ecosystem.

Effective speaking is extremely important in adult life. Good citizenship in a democracy and effective speaking are directly related. One of the most important functions of citizenship is taking part in discussions of public issues. The good citizen feels compelled to speak out when ignorance, distortion of fact, and appeals to prejudice threaten his community. His honorable intentions are frustrated, however, unless he masters the skill of the good speaking.

47. What is the most important idea reflected in the above paragraph?

A. Effective speaking is absolutely critical in adult life.

B. A good citizen is frustrated if he is without speaking skill.

C. A good citizenship is taking part in public discussions.

D. Democracy and effective speaking are directly related.

Another argument that is forwarded is: “ We need the timber; we also need the animals for food, pelts and of course for sport. “ Thus a large number of trees are felled every day. Many animals are killed for their skills and fur. Others are destroyed for the sake of man’s hunting desires. Should this senseless practice continue? Well, the forests have always been generous with their riches so far as they are able.

48. What is the fundamental idea stated in the above paragraph?

- A. Animals are destroyed for man’s hunting desires.
- B. Many animals are often killed for their skins and fur.
- C. A large number of trees are cut every day for timber.
- D. We destroyed forests and animals to fulfill our desires.

IV. Comprehension

Part One: Reading Passage I

Directions: For items 49-60, read the passage below carefully. Then, choose the best answer for each question according to the information given in the passage.

- (1) Migration long predates the drawing of today’s national boundaries. Consequently, the world is steadily becoming more urban, as people move to cities and towns in search of employment, educational opportunities and higher standards of living. Some are driven away from land that, for whatever reasons, can no longer support them. Already 74 % of Latin America and Caribbean populations live in urban areas, as do 73% of in Europe, and more than 75% of people in Australia, Canada, New Zealand and United States.
- (2) In addition, there is a continuing trend towards ever-large urban agglomeration. By the turn of the century, 261 cities in developing countries will have been populated with over 1 million, compared with 213 in the mid- 1990s. In 1994, there were 14 so-called “mega-cities,” defined as cities with at least 10 million inhabitants. **Their** number is

expected to double by 2016. Urbanization usually accompanies social and economic development.

- (3) Although dwarfed by the movement of people within borders, international migration is also interesting. Roughly half of the over 125 million people living outside their countries of origin reside in developing countries. **This** figure includes the 1997 figure of 12 million refugees. International migrations include permanent migration and the so-called **labor** migration as well as the movement of refugees and undocumented **migrants**.
- (4) As with migration to the cities, people move to foreign countries in search of a better life for themselves and their families. Income **disparities** among and within regions is one motivating factor, as are the labor and migration policies of sending and receiving countries. Political conflict drives migration across border as well as within countries. Environmental degradation, including the loss of farm land, forests and pasture, also **pushes people** to leave their homes. Most “environmental refugees”, however, go to cities rather than abroad.
- (5) Migration of more educated young people from developing countries to **fill gaps** in the work forces of industrialized countries has been a feature of development in recent past. In many receiving countries, industries and infrastructures are built and maintained, in part, by migrant labor. Remittances contribute to higher living standards for remittance dependent households. Among the strategies proposed to curb migration are to enhance economic opportunity, to resolve political conflict and ensure violation and good governance.

(Adapted from Population Issues, 1999, UNEPA Report)

49. Paragraph 5 deals with

- A. The economic strain of migration on local governments.
- B. The population of mega cities.
- C. The cross border migration of educated people.
- D. The historical background of migration.

50. All the driving forces for the migration of people, according to the writer are

- A. uncontrollable
- B. politically motivated
- C. god-ordained
- D. man-made

51. **Their** in paragraph 2 refers to:

- A. immigrants
- B. the Diaspora
- C. mega-cities
- D. refugees

52. The word **This** in the third paragraph refers to:

- A. 12 million
- B. Over 62.5 million
- C. 22 millions
- D. Diaspora

53. International migration could mainly be driven by

- A. brain drain
- B. good governance
- C. economic inequality
- D. political conflict

54. According to the writer, a substantial share of national income is drawn from-----.

- A. foreign exchange
- B. local revenue
- C. the remittance of migrants
- D. brain drain

55. One of the following factors is not the major motivation for rural migration.

- A. environmental degradation
- B. good governance
- C. unemployment
- D. income disparity

56. Disparity (N) in paragraph 4 means

- A. demand
- B. supply
- C. economic status
- D. inequality

57. By the year 2016, mega-cities will have been populated with ----- inhabitants.

A. 4 million

B. 20 million

C. 10 million

D. 2 million

58. Urban areas in Australia, Canada, US and the Netherlands are----- Latin American and Caribbean cities.

A. propotional to

B. more crowded than

C. less crowded than

D. as crowded as

59. Internal migration is usually driven by

A. the political affiliation and integration

B. the expansion of tourism industry.

C. the availability of labor market

D. the search for better opportunities.

60. Which one of the paragraphs reflect the steady urbanization of the world?

A. Paragraph 4

B. Paragraph 1

C. Paragraph 3

D. Paragraph 5

Part Two: Vocabulary

Section One

Directions: For items 61-65, choose the most suitable meaning of the words in bold type.

61. Nowadays it is common in our country to see some people making a living **by trafficking** girls especially to gulf countries.

A. harassing abruptly

B. arresting brutally

C. looting badly

D. sending illegally

62. After visiting the country, the delegation expressed its strong **appreciation** for the commitment made to promote the bilateral relation.
- A. practicing antipathy B. expressing enjoyment
C. showing reservation D. making a promise
63. FIFA condemned some illegal foot ball fans in some European countries for the **discrimination** against black footballers and passed a resolution to take a strong action to stop it.
- A. segregation B. adoption
C.annihilation D. destruction
64. Nearly all my friends feel bright and **cheerful** to join the new club because they believe that it would create them a good opportunity.
- A. tired B. worry C. energetic D. happy
65. Deforestation is increasingly becoming a menace for environmental **degradation** and the adverse change of climate.
- A. special region B. farming plot
C.natural world D. rural areas

Section Two

Directions: For items 66-70, choose the most appropriate word that can complete each sentence meaningfully.

66. The uncontrolled emission of carbon-dioxide in to the atmosphere from chemical industries causes air----- .
- A. pressure B. drainage C. drought D. pollution

67. His wife was deceived by a ----- shopkeeper at Markato in buying some kilos of butter.
- A. spoiling B. annoying C. cunning D. hard working
68. The couple are ready to -----happily the New Year together hoping that their marriage would be successful soon.
- A. Agree to B. approve C. show off D. celebrate
69. Mahlet got----- when she realized that her parents returned home safely.
- A. suspicious B. relief C. appointment D. pleasure
70. There is a sharp increase in student ----- rate following the concerted efforts made so far towards establishing many new schools across the country.
- A. Performance B. enrolment C. objective D. competency

Part Three: Sentence Comprehension

Directions: For the items 71 and 72, four alternatives are given for each of the following sentences. Choose the one which has roughly the same meaning as the given sentence.

71. Knowing everything, he said nothing.
- A. Since he said everything, he knew nothing.
- B. Having known everything, he said nothing.
- C. Knowing anything, he said nothing about it at all.
- D. As he said nothing, he knew everything about it.
72. It isn't uncommon in Addis Ababa to see a few boys with long hair these days.
- A. In Addis Ababa these days one can rarely see boys having long hair.

B. These days it is uncommon in Addis Ababa to see a number of boys who have long hair.

C. It isn't common at the moment to see a few boys with long hair in Addis Ababa.

D. It is possible currently to see some boys having long hair in Addis Ababa.

Part Four: Reading Passage II

Directions: For items 73-80, read the passage below carefully. Then, choose the best answer for each question according to the information given in the passage.

- (1) The educational system in many developing countries is perverse. It tends to preserve the unequal social stratification as well as the contempt for manual work. In both cases, its effect is to hinder social progress.
- (2) Since the developing countries have all laid stress on bringing literacy to the masses, they should have given priority to primary education. What has actually happened, however, is that secondary and tertiary education have been permitted to expand at the expense of primary education. They have also remained to be 'general' 'academic' and non-vocational as in colonial times.
- (3) The metropolitan countries were generally against developing manufacturing industries in their colonies, and failed to offer educational opportunities for the broad masses. They rather needed clerks and favored the training of a few professionals, mostly to cater for the needs of the upper social strata. It is scarcely surprising that the national governments felt solidarity of interests with the foreign rulers. Moreover, since independence, they have on the whole, preserved the colonial system of education instead of reforming it.
- (4) Adult education, too, has been scandalously disregarded in the developing countries with a few exceptions. Yet this form of education is even more important in those regions than in the rich countries. It is absurd for the children to be taught while their elders are doomed to ignorance, if only because it is so much more difficult to keep children in school when they live in homes where there is no literacy, no paper to write on and nothing to read. If the literacy level of any country is to be raised rapidly, great

efforts must be made to expand mass literacy and adult education. This approach does not spring from any particular philosophy but a simple common sense.

(Source: The UN Report, Geneva, 1997)

73. Secondary and tertiary education in developing countries has been
- A. reformed B. expanded C. transformed D. neglected
74. What does the writer mean by solidarity of interest with colonial rulers in paragraph 3?
- A. The campaign for mass literacy B. The revision of school curriculum
- C. The reform of the educational system D. The preservation of colonial education
75. Paragraph ----- stresses the need for adult literacy.
- A. 2 B. 4 C. 3 D. 1
76. The writer appears to be in favor of -----.
- A. preserving the colonial education system
- B. prioritizing primary and adult education
- C. expanding secondary education
- D. expanding higher education
77. According to the writer of the article,
- A. Priority has been given to primary education at the expense of secondary and tertiary education.
- B. Adult education is undeliverable in most African countries on the whole.
- C. There is obviously a strong need for a paradigm shift in the education system.
- D. The educational system of former colonies remains the same as the colonial education system.

78. In accordance with the information in the passage, the writer is critical or against -----.

- A. The philosophy of education and African education in general.
- B. The spread of adult literacy in most African countries on the whole.
- C. The legacy of the colonial education system in developing countries
- D. The metropolitan education system of Europe at the present time

79. What is the most appropriate title for the passage?

- A. The gap between the colonial and the post colonial education systems.
- B. Educational Problems of Developing Countries.
- C. The colonial education system
- D. Technological advancement

80. Unequal distribution of wealth and education among the people leads to -----.

- | | |
|-------------------------|--------------------------------|
| A. hindrance of process | B. neocolonialism |
| C. contempt for labor | D. social class stratification |

THE END

Appendix K

ETHIOPIAN GENERAL SECONDARY EDUCATION CERTIFICATE

ENGLISH EXAMINATION

GINBOT 2008/ MAY 2016

BOOKLET CODE: O16

SUBJECT CODE: 02

Number of Items: 80

Time Allowed: 1:30 hours

I. Language Focus

Directions: For items 1-30, of the choices A, B, C, D, only one is correct. Choose the one that best completes each sentence.

1. It is 11 o'clock now, but I have ----- eaten my lunch.
A. Already B. all ready C. so far D. still
2. Teacher: ----- you play ground tennis?
Student: Only twice a week.
A. How much B. When do C. How often do D. Where do
3. Your shoes are not clean enough; I think you ----- clean them before you put on your new clothes.
A. Might B. ought to C. may D. can
4. Ahmed: What a lovely day / What shall we do today, Daniel?
Daniel: ----- going for a picnic?
A. What are we B. Why about C. When are we D. How about
5. It is a cloudy morning; it looks like it ----- rain in the afternoon.
A. should B. must C. may D. will
6. The secretary has made better use of the time and finished writing the letters, but she doesn't know to ----- they should be addressed?
A. what B. whom C. who D. which
7. I always walk to school; after all, it only ----- me 10 minutes from home.
A. takes B. is taking C. has taken D. took

8. Our basic needs are things which we ----- get to lead a normal life.
A. May B. can C. must D. will
9. The president has visited the Great Renaissance Dam several times, the most recent of ----- began this weekend.
A. Whose B. whom C. that D. which
10. "Help! There is ----- frog in my school bag!" Shouted my youngest sister yesterday morning.
A. the B. a C. this D. that
11. Selamawit obtained a good job long before she ----- her second degree from the university.
A. gets B. got C. has got D. had got
12. I suppose this story ----- like an interesting one; you should finish it before bed time.
A. looks B. tastes C. reads D. smells
13. Hamid: Will you ----- me a favor and give me a lift to my home tonight?
Abdu: Definitely, I will. Don't worry.
A. make B. do C. have D. show
14. Many parents spend most of their weekends away from home. They ----- have enough time to relax with their children.
A. often B. sometimes C. rarely D. usually
15. What ----- you do if you saw your close friend copying answers from other students?
A. Could B. did C. will D. can
16. Megersa is preparing himself for the National examination. He can join any of the universities that he wants ----- that he gets more than 550 points.
A. unless B. provided C. for condition D. until
17. Which one of the sentence is **grammatically** correct?
A. Orange is definitely much sweeter than water melon.
B. Orange is definitely more much sweeter than water melon.
C. Orange is definitely much more sweet than water melon.
D. Orange is definitely much more sweeter than water melon.

18. On no account can Meseret be ----- of all the girls in the school.
 A. a tallest B. the taller C. a taller D. the tallest
19. All the roads were muddy throughout the days last week. It continuously rained -----.
 A. Heavy B. heavier C. heavily D. much heavy
20. Join the following pairs of sentences in any sensible way:
The room is large. It can accommodate all the guests.
 A. The room is large enough to accommodate all the guests.
 B. The room is enough large to accommodate all the guests.
 C. The room is large to accommodate enough all the guests.
 D. The room is too large to accommodate all the guests.
21. ----- Very well, the boy started to behave properly.
 A. To being advised B. Having been advised
 C. Having D. To be advising
22. The instructor advised every one ----- and read the new novel.
 A. To have bought B. buying C. to buying D. to buy
23. The teacher said, “ Bring your exercise books every time you come to English classes!” **How do you report the above sentence?**
 A. The teacher told the students bring their exercise books.
 B. The teacher said the students to bring their exercise books.
 C. The teacher ordered the students to bring their exercise books.
 D. The teacher reminded the students bring their exercise books.
24. Before he joined this profession, his wife ----- at the Commercial Bank for five years.
 A. had been working B. has worked C. would have worked D. has been working
25. Which of the following sentence is correct?
 A. In spite that he was honest, the man couldn’t prove his innocence before the jury.
 B. In spite of that he was honest, the man couldn’t prove his innocence before the jury.
 C. In spite of his honest, the man couldn’t prove his innocence before the jury.

- D. In spite of his honesty, the man couldn't prove his innocence before the jury.
26. Serkalem has nearly used up the butter, she has ----- amount of it now.
A. a more B. the less C. the much D. a much
27. Munit: Where have you put all the letters?
Woinshet: You can easily find them ----- between the two tables.
A. nowhere B. somewhere C. anyhow D. somehow
28. Join the following pairs of sentences.
She was very busy with the preparations. She couldn't attend to her guests.
A. She was very busy with the preparations to attend to her guests.
B. She was such busy with the preparations that she couldn't attend to her guests.
C. She was so busy with the preparations that she couldn't attend to her guests.
D. She was very busy with the preparations because she couldn't attend to her guests.
29. ----- the weather was very bad, the match b/n the two teams continued up the end.
A. However B. In spite of C. Although D. Because
30. Ethiopia has now won world attention ----- it has shown a marked progress economically.
A. as a result B. because C. because of D. though

II. Comprehension

Part One: Reading Passage I

Direction: For items 31-44, **read the following passage carefully** and answer the questions that follow.

- (1) "My best friend smokes a lot. I tell her she should quit. But she says she can't. what can I do to help her? "This is the question Pamela asked Dr. Kleinman. Below is Dr. Kleinman's reply.
- (2) Quitting is hard, but not impossible-as long as your friend wants **to kick the habit**. 'She has good chance of stopping successfully if she thinks about quitting it as three-part process: she has to deal with her social habit, her psychological dependence, and

then her physical addiction, ‘says Lowell, Kleinman, MD, a doctor who has helped hundreds of people to stop smoking **for good**.

- (3) Let’s start with the habit: when does your friend smoke- on her way to college, after a meal, when she is with her friends? Help her break the pattern. ‘Let her try going a different way to college. Also, let her try eating at a different place. And tell her to avoid social situations that will make her want to smoke,’ says Dr. Kleinman.
- (4) As for psychological dependence: does your friend smoke when she is bored or stressed? Nicotine can have a calming effect, which is why many people continue smoking even though they know it’s bad for their heart, lungs, skin and teeth. Encourage her to avoid stressful situations and to find healthier ways of coping with stress-doing yoga, keeping a journal or just talking to you.
- (5) Finally, physical addiction: when your friend doesn’t have a cigarette at a regular intervals, does she experience withdrawal symptoms-restlessness, anxiety, irritability and strong cigarette cravings? If so, her body is addicted. And traditional techniques, like going cold turkey or cutting back gradually, often aren’t successful in beating an addiction. Instead, Dr. Kleinman recommends Nicotine Replacement Therapy (NRT)- the patch, gum or an inhaler- which helps **wean your body of nicotine** by supplying decreasing doses. The inhaler is available only by prescription, but the patch and gum can be purchased over the counter.
- (6) You can also point out that there are real advantages to becoming a non-smoker. She will not only have better health, but she will also have fresher breath, cleaner skin whiter teeth.

Source: Slightly adapted from Oxford Practice Grammar (OUP, 2006)

31. What is the best cigarette quitting technique recommended in the passage?
 - A. Permanently going cold turkey
 - B. Avoiding social situations in a strong way
 - C. Trying Nicotine Replacement Therapy
 - D. Keeping a journal for some time.
32. Which of the following is closest in meaning to **for good**, as used in a doctor who has helped hundreds of people to stop smoking **for good**,” in paragraph 2?

- A. Temporarily B. Tentatively C. Permanently D. Occasionally
33. According to the passage, which one of the following is a healthier way of coping with stress/
- A. Looking at a close friend B. Talking to a close friend
- C. Eating at a different place D. Purchasing chewing gum
34. What is the habit referred to in... **kicking the habit**..., in paragraph 2?
- A. Smoking B. Avoiding friends C. Talking to friends D. Stopping habit
35. Which of the following is a symptom of physical addiction to nicotine?
- A. Having a cigarette regularly
- B. Experiencing restlessness
- C. Avoiding social situation
- D. Taking a low dose of nicotine
36. Which of the following could be the general purpose of the passage?
- A. Entertaining B. Apologizing C. Warning D. Advising
37. Which of the paragraph talks about smoking time?
- A. 2 B. 4 C. 5 D. 3
38. Which paragraph explains smokers' psychology of dependence on smoking?
- A. 4 B. 1 C. 3 D. 2
39. Which of the following is an example of body's addiction to nicotine?
- A. Avoiding stressful situation
- B. Showing strong cigarette craving
- C. Going a different way to college
- D. Cutting back cigarettes
40. As used in paragraph 4, which word has the same meaning as 'a written permission from a doctor'?
- A. Prescription B. Dose C. Inhaler D. Counter
41. As used in paragraph 3, which word refers to a system of exercise for the body?
- A. Beating an addiction C. Keeping a journal
- B. Talking to a friend D. Doing a yoga

42. What does the phrase ... weaning your body of nicotine..., as used in paragraph 5, mean?
- A. Making your gradually depend on some nicotine.
- B. Making you gradually stop dependence on nicotine.
- C. Making you gradually get used to low dose nicotine.
- D. Making you gradually inhale a lot of nicotine.
43. Which paragraph reflects the Nicotine Replacement Therapy?
- A. 4 B. 3 C. 5 D. 6
44. Paragraph 6 mainly explains the..... of becoming non-smoker.
- A. Interest C. advantage
- B. Responsibility D.response

Part Two: Vocabulary

Section One

Directions: For items 45-49, choose the most appropriate word that can complete each sentence meaningfully.

45. As a matter of fact, there is no point in going out this evening; the weather is still ---- .
A. Plausible B. feasible C. avoidable D. horrible
46. Our school director's report urged us to ----- our academic goal with determination.
A. Plausible B. feasible C. predict D. pursue
47. "You've always been ----- for class. What's the matter today?" the teacher shouted.
A. Present B. permanent C. late D. punctual
48. Unlike in the past, university ----- rates are immensely falling these days. In other words, few students leave university before graduation.
A. Dropout B. graduation C. admission D. enrolment
49. There is tremendous increase in number of banking institutions in Addis Ababa. This, indeed, has made it easier for customers to make a ----- at any branch of their convenience.
A. loan B. lending C. client D. deposit

Section Two

Directions: For items 50-54, choose the most suitable meaning for the words written in bold.

50. The natural **disaster** that has claimed thousands of lives in Nepal recently does not seem to have received sufficient response from relief agencies all over the world.
- A. an expected event that causes damage
 - B. earthquake that destroy many lives
 - C. an expected event that kills people
 - D. an event that recently happened in Nepal
51. A steady flow of refugees from the war zones received a **widespread** attention from international community.
- A. undeserved
 - B. global
 - C. sufficient
 - D. limited
52. Guest: I can't afford such a **sumptuous** room. Can you get me a more affordable one, please?
- Manager: No, I am sorry. This is the only unoccupied room we have at the moment.
- A. large
 - B. cozy
 - C. expensive
 - D. noisy
53. Studies indicate that the **divorce** rate in the developed world is more than twice as much as it is in the developing world. Consequently, single parents seem to be the norm rather than the exception in those countries nowadays.
- A. engagement
 - B. disturbance
 - C. disruption
 - D. separation
54. "I am not that **stubborn**. I know it's my entire fault and I am going to apologize for that!" said my little daughter, looking at the papers that were messed up in my office.
- A. stupid
 - B. obstinate
 - C. foolish
 - D. disobedient

Part Four: Sentence Comprehension

Directions: For Items 55 and 56, four alternatives are given for each of the following sentence. Choose the one that has the same meaning as the given sentences.

55. The recommendations of the research were highly invaluable.
- A. The recommendations of the research were an un useful.
 - B. The recommendations made in the research were very irrelevant.
 - C. No vital were the recommendations given in the research.
 - D. The recommendations made in the research were very useful.
56. Yewubdar would rather visit the zoo than the museum.
- A. Yewubdar strongly prefers to visit the museum instead of the zoo.
 - B. Yewubdar doesn't desire to visit the zoo but the museum.
 - C. Yewubdar highly prefers to visit the zoo, not the museum.
 - D. Yewubdar desires to visit the zoo and the museum.

Part Three: Reading Passage II

Directions: For items 57-67, read the passage below very carefully. Then, choose the best answer for each question according to the information given in the passage.

- (1) Air is life. One of many forms of pollution, air pollution occurs inside. Pollution is addition of harmful substances to the atmosphere resulting in damage to the environment, human health, quality of homes, schools, and offices; in cities; across continents; and even globally. Air pollution makes people sick-it causes breathing problems and promotes cancer-and **it** harms plants, animals and ecosystems in which they live. Some air pollutants return to earth in the form of acid rain and snow, which corrode statues and buildings, damage crops and forests, and make lakes and streams unsuitable for fish and other plant and animal life.
- (2) Pollution is changing earth's atmosphere so that it lets in more harmful radiation from the sun. At the same time, our polluted atmosphere is becoming a better insulator, preventing heat from escaping back into space and leading to a rise in global average temperatures. Scientists predict that the temperature increase, referred to as global warming, will affect world food supply, alter sea level, make weather more extreme, and increase the spread of tropical diseases.
- (3) Most air pollution comes from one human activity: burning fossil fuels-natural gas, coal and oil-to power industrial processes and motor vehicles. Among the harmful

chemical compounds this burning puts into the atmosphere are carbon dioxide, carbon monoxide, nitrogen oxides, sulfur dioxide, and tiny solid particles- including lead from gasoline additives- called particulates. Between 1900 and 1970, motor vehicle use rapidly expanded, and emission of nitrogen oxides, some of the most damaging pollutants in vehicle exhaust, increased 690 percent. When fuels are incompletely burned, various chemicals called volatile organic chemicals (VOCs) also enter the air. Pollutants also come from other sources. For instance, decomposing garbage in landfills and solid waste disposal.

- (4) Some of the pollutants also come from natural sources. For example, forest fires emit particulates and VOCs into the atmosphere. Ultrafine dust particle, dislodged by soil erosion, increase airborne particulate level. Volcanoes discharge sulfur dioxide and large amount of lava rock known as volcanic ash. A big volcanic eruption can darken the sky over a wide region and affect the earth's entire atmosphere. The 1991 eruption of Mount Pinatubo in the Philippines, for example, dumped enough volcanic ash in to the upper atmosphere to lower global temperatures for the next two years. Unlike pollutants from human activity, however, naturally occurring pollutants tend to remain in the atmosphere for a short time and do not lead to **permanent** atmospheric change.
- (5) Once in the atmosphere, pollutants often undergo chemical reactions that produce additional harmful compounds. Air pollution is subject weather patterns that can trap it in valleys or blow it across the globe to damage pristine environments far from the original sources.

Source: Adapted from (Encarta, 2006)

57. Which one of the following is NOT a natural source of pollutant?

- | | |
|---------------------|----------------------|
| A. Forest fires | C. soil erosion |
| B. Vehicle exhausts | D. volcanic eruption |

58. According to the passage, which one of the following is NOT true?

- A. There are two major sources of air pollution.
- B. The Philippines is found in Mount Pinatubo.
- C. Permanent atmospheric change is caused more by human activities than by natural phenomena/ occurrences.
- D. Pollutants can be changed by chemical reactions that go in them.

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III. Communicative Activities/ Speaking/

Directions: For Items 68-72, choose the most appropriate alternatives to complete the dialogue below.

68. Asmelash: How do you see the architecture of the block?
Hagos: -----, the building with the dome is the best of all.
A. In my thought C. In my thinking
B. According to mine D. In my opinion
69. Ujulu: Most of the time, I don't appreciate buildings that have rectangular shape.
Obango: -----
A. I don't neither C. So do I
B. Neither do I D. Either I do
70. Daughter: Isn't rural life simpler than city life?
Mother: You're right, _____ city life is more comfortable.
A. so I think C. but I think
B. and I am D. for all I know
71. Beletshachew: What is the meaning of the word 'reveal'?
Biruktawit _____
A. I am sorry I don't know. What about looking it up in the dictionary?
B. I don't know. You just look it up in the dictionary.
C. Excuse me, I don't know. You can look it up in the dictionary.
D. I'm very sorry. Can you look it up in the dictionary please?
72. Teacher: Who can tell me about the kind of food we eat?
Student: The kind of food we eat depends on which part of the world we live in.
_____, in Ethiopia, we eat 'teff', but in Asia they eat rice.
A. To be more C. In contrast
B. In addition D. For instance

IV. Writing

Section One: Punctuation and Capitalization

Directions: For items 73-75, select the sentence with the correct Punctuation and Capitalization.

73. A. The receptionist said, "The manager is unavailable right now."
B. The receptionist said, "The manager is unavailable right now."
C. "The receptionist said, "The manager is unavailable right now. "Please wait."
D. The receptionist said, "The manager is un available right now." Please wait."
74. A. Addis Alemayehu, the famous Amharic novelist, authored the 'Love up to The grave' and 'the Criminal Judge'.
B. Addis Alemayehu, the famous Amharic novelist, authored the 'LOVe up to The Grave' and 'The Criminal Judge'.
C. Addis Alemayehu, the famous Amharic novelist, author 'love up to the Grave' and 'the Criminal Judge'.
D. Addis Alemayehu, the famous Amharic novelist, authored the 'love up to the grave' and 'the criminal judge'.
75. A. To some people, the most important things in life are, good health, good education, and a satisfying job.
B. To some people, the most important things in life are good health; good education, and satisfying job.
C. To some people, the most important things in life are good health, good education and a satisfying job.
D. To some people: the most important things in life are good health, good education, and a satisfying job.

Section Two: Paragraph Writing

Directions: For items 76-78, three paragraphs are written below. Choose the most important idea reflected in each paragraph.

First of all, gold has a shining beauty that is resistant to corrosion. Therefore, it is suitable for jewelry, coins and ornament purposes. Gold never needs to be polished and will remain beautiful forever. For example, a Macedonian coin remains as untarnished today as the day it was minted twenty-three hundred years ago. Another important characteristics of gold of gold is its usefulness to industry and science. For many years, it has been used in hundreds of industrial applications. The most recent use of gold is in astronaut's suit. Astronauts wear gold-plated heat shield for protection. Gold is treasured not only for its beauty, but also for its utility.

76. The central idea of the paragraph is:

- A. Gold is a precious metallic substance
- B. Gold is a precious metal for its beauty and use.
- C. Gold is a very expensive metal.
- D. Gold is used to make coins.

Smoking can be extremely harmful to one's health. It has long been proved beyond all doubt that the nicotine contained in tobacco smoke is poisonous. One drop of pure nicotine injected in to the blood of a rat is more than enough to kill it. A tablespoonful of pure nicotine would probably kill as many as 200 human beings! We know also from our observations that the nicotine contained in tobacco smoke increases the pulse rate and raises the blood pressure. There is strong evidence, too, that the nicotine content in cigarettes is a primary cause of loss of weight and loss of appetite in a number of heavy smokers. A few heavy smokers may even begin to loss control of their finer muscles and may be unable to move objects as easy as before. This loss of muscle activity may also extend to the muscles of the eyes, and reduce vision. Smoking definitely slows down growth in adolescents and it reduces athletic ability.

All these effects of smoking are almost minor when compared to the serious diseases which smoking can cause.

77. Which of the sentences below best reflects the main idea of the above text?

- A. Nicotine kills rats as well as human beings.
- B. Smoking has serious harmful effects on health.
- C. Tobacco contains nicotine, which is poisonous.
- D. Heavy smokers have high blood pressure.

Most people tend to resist change and keep their existing attitude in spite of other people's efforts to change them. Several years ago, two American psychologists carried out an interesting experiment with two groups of students. One group of students was in favor of communism while the other was against communism. The same reading texts were given to both groups. Some of these texts were favorable to communism but unequal numbers were unfavorable. The attitudes of most of the students in favor of communism were strengthened after they had read the texts. They remembered only the information which agreed with their original views. The attitudes of those students opposed to communism were also strengthened by the very same selection of texts. Again, only the information which agreed with the students' own views had been selected and remembered.

78. Which sentence best summarizes the above paragraph?

- A. Changing existing attitude is not an easy thing for most people interestingly.
- B. Two groups of students read the same text in America.
- C. Reading does not lead to any change in one's existing attitude.
- D. The studies carried out by American psychologists were.

Section Three: Letter Writing

Directions: For items 79 and 80, read the following letter and answer the questions that follow.

20 October 2015

Ato Mulat Degneh

Manager, Asgora International Hotel

Addis Ababa,

P.O.Box: 010101

Dear Ato Mulat,

I am writing this in reply to the vacancy you announced for the post of receptionist. I have a bachelor's degree in Tourism and Hotel Management. In addition, I have a diploma in Computer Science. I have two years' of work experience in hotel management. At the moment I am the guide in A & B Tour Operators.

I am 27 years old and I live in Addis Ababa. I like working with people very much. I can speak three local languages. In addition, I speak English and French very well. I also speak a little Italian. I can use a computer very well. I am looking forward to hearing from you.

Yours sincerely,

Hiwot Tefera

P.O.Box: 002200

79. To whom is this letter of application addressed?

A. Hiwot Tefera

C. Asgora International Hotel

B. P.O.Box: 010101

D. Ato Mulat Degneh

80. Which of the following expressions indicates Hiwot's expectation of a reply?

- A. I like working with people very much.
- B. Yours sincerely
- C. I am looking forward to hearing from you.
- D. I have two years' of work experience in hotel management.

THE END