



JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MA IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

AN INVESTIGATION OF THE EVIDENCE OF WASHBACK EFFECT OF TESTS ON STUDENTS' ENGLISH LANGUAGE SKILLS: THE CASE OF GRADE 12 STUDENTS AT SHENO SECONDARY SCHOOL.

BY: DEREJE SEIFU

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR MASTERS OF ART IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)

OCTOBER, 2021

JIMMA, ETHIOPIA

An Investigation of the Evidence of Washback Effect of Tests on Students' English Language skills: The Case of Grade 12 Students at Sheno Secondary School.

By: Dereje Seifu

A Thesis Submitted to Department of English language and Literature in Partial Fulfillment of the Requirement for Masters of Art in Teaching English as Foreign Language (TEFL)

Department of English Language and Literature

College of Social Sciences and Humanities

Jimma University

Principal Advisor: Endalfer Melese (Asst.Prof)

Co-Advisor: Daniel Taye (PhD)

October, 2021

Jimma, Ethiopia

Declaration, Confirmation, Approval and Evaluation

Research Title: An Investigation of the Evidence of Washback Effect of Tests on Students in English Classroom: The Case of Grade 12 Students at Sheno Secondary School.

Declaration

The undersigned, declare that this thesis is my original work, not presented for my degree in any universities and that all the sources used for it are duly acknowledged

Dereje Seifu _____
Name Signature Date

Confirmation and Approval

This thesis has been submitted for comment with my approval as a thesis advisor.

Principal Advisor:

Endalfer Melese (Asst.prof.) _____
Name Signature Date

Co-Advisor:

Daniel Taye (PhD) _____
Name Signature Date

Thesis Evaluators:

Principal Advisor Signature Date

Co-Advisor Signature Date

External Examiner Signature Date

Internal Examiner Signature Date

Chairperson Signature Date

Abstract

The objective of this study was to investigate evidence of effect of tests on students in English classroom. Specifically, it examined the washback effect of tests. The study was conducted at Sheno Secondary School Grade 12 students. Descriptive survey research design was employed using quantitative and qualitative methods. Probability sampling specifically, simple random technique was employed to administer the students' questionnaire. Generally, participants of the study were 10 English Language teachers and 67 students randomly taken from 201 total student populations. Different data collection instruments were used to gather the required information from the sample respondents These were students and teachers' questionnaire, students and teachers interview and document analysis. The data were collected, analyzed quantitatively and qualitatively. Findings of the study disclosed that English tests emphasized the teaching grammar and reading comprehension skills. On other hand, grade 12 English Entrance Examination had positive effect on teaching communicative activities and grammar respectively as compared to the English syllabus period allotment. As opposed to this, both class room tests and English Entrance exam had negative influences on the practical aspects of listening, speaking and writing skills. Furthermore, the finding indicated that they had a tendency of producing negative washback. Consequently, grade 12 English language teachers are influenced by external influences like students' intention of focusing on the language areas which can help them score better in the National exam. This implies that the students are developing the test taking skills rather than the expected English language skills. These circumstances exposed the students to yield negative washback effect. Based on the conclusion made, the teachers are expected to balance both the internal and external influences and focus on the teaching of all the language skills proportionally as indicated in the syllabus.

Key terns: Hidden curriculum, Negative washback, Positive washback effect, Students' practice, Teachers' practice, Test, Washback effect of tests, Washback effect, Washback

Acknowledgements

I would like to express my heartfelt gratitude to my principal advisor Mr. Endalfer Melese (Asst.prof), for his constructive feedback, professional advice and constant support for the betterment of this work.

I would also like to extend my deepest thanks to my co advisor Dr. Daniel Taye for his comments and professional advice for the improvement of this study.

My sincere thanks also go to Sheno Secondary School English language teachers and Grade 12 students who are kindly collaborated during questionnaire and interview responses of the study.

My special thanks go to my wife Wezero Birhane Ayele for her over all support for this study.

I warmly thank to my sons Eyob Dereje and Yabsira Dereje for their loves and jokes.

Lastly, I would like to thanks my aunt Wezero Ageredech Wondimu who has helped me both finically and morally for this study

Table of Contents

Contents	pages
Abstract.....	i
Acknowledgements.....	ii
List of Tables	vi
List of Abbreviations	vii
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the study	1
1.2. Statement of the problem	2
1.3. Objectives	5
1.3.1. General objective	5
1.3.2. Specific objectives	5
1.4. Research questions	5
1.5. Significance of the study	6
1.6. Delimitation of the study	6
1.7. Limitation of the study.....	7
1.8. Definition of Key Terms.....	8
CHAPTER TWO: REVIEW RELETED LITERATURE	9
2.1. Education and Assessment	9
2.2. Historical perspective of washback	10
2.3. The Concepts of washback.....	11

2.4.	Context of washback in language testing	11
2.5.	Language testing	12
2.6.	Impact of washback on English language classroom	13
2.7.	Direction of washback.....	13
2.7.1.	Positive washback	13
2.7.2.	Negative washback.....	14
2.8.	Washback model and hypotheses.....	15
2.8.1.	Washback model	15
2.8.2.	Hypotheses of Washback	15
2.9.	Aspect of teaching learning that can be influenced by Washback	17
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY		18
3.1.	Design of the study	18
3.2.	Study population and Sampling	18
3.2.1.	Study population	19
3.2.2.	Sample.....	20
3.2.3.	Data Collection Instruments.....	20
3.2.4.	Questionnaire.....	20
3.2.5.	Interview	21
3.2.6.	Document Analyses.....	21
3.3.	Data Collection Procedure	22
3.3.1.	Pilot Study	22
3.4.	Data Analysis.....	23
3.5.	Ethical issues	23

4.1.	Students Questionnaire	24
4.2.	Teachers Questionnaire	34
4.3.	Students' Interview.....	41
4.4.	Teachers' Interview.....	46
4.5.	Document Analyses.....	51
4.5.1.	Document Analysis of Teachers made Tests	51
4.5.2.	Content Analysis of Grade 12 English Entrance Examination (EEE).....	53
4.5.3.	Period Allocated In Syllabus Related To English Language Skills	54
4.5.4.	Comparison of the content analysis and the findings of the documents	55
4.6.	Discussions.....	56
CHAPTER FIVE: SUMMERY, CONCLUSIONS AND RECOMMENDATIONS.....		62
5.1.	Summary.....	62
5.2.	Conclusions.....	65
5.3.	Recommendations	69
REFERENCES		72
Appendix I: Students' Questionnaire.....		75
Appendix II: Teachers' Questionnaire.....		78
Appendix III: Interview Questions for Grade 12 Students		81
Appendix IV: Interview Questions for English language teachers.....		82
Appendix VIII Amharic Version of Students' Questionnaire		86

List of Tables

Table 4.1.1 Students' belief and experiences on English tests in EFL classes	25
Table 4.1.2 Students belief and attitude to words selective studies and using contents	28
Table 4.1.3 Students belief towards their EFL teachers' effort to help them.....	30
Table 4.1.4 Students belief and attitude towards English Entrance Examination.....	31
Table 4.2.1 EFL Teachers beliefs and experiences on setting English tests in EFL classes	34
Table 4.2.2 EFL Teachers experiences in using selective studies (contents).....	37
Table 4.2.3 EFL Teachers effort to accomplish their works and help the students	38
Table 4.5.1.1 Content analysis of Teachers' made Tests (Sample from 2010 EC to 2012 EC).....	51
Table 4.5.2.1 Content analysis of English Entrance Exam Sample from 2010 E C to 2012 E C.....	53
Table 4.5.3.1 Number of periods allocated for the contents of Grade 12 English Language.....	54

List of Abbreviations

EFL: English as a foreign language

EFLT: English as foreign language teachers

ENE: English National Examination

EEE: English Entrance Examination

MOE: Ministry of Education

SSS: Sheno Secondary School

NSZ: North Shewa Zone

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Washback is commonly known in language assessment as a part of principles that could be considered in administering test. Besides, Green (2013) states that washback refers to the effect that a test has on the teaching and learning process in the class room. The influence could be positive or negative so it can be bidirectional. Another scholar Taylor (2005) described that washback is totally considered as either negative (harmful) or positive (beneficial). This scholar also suggested that negative washback can be occurred if the tests content is based on narrow definition of language ability and as such retains teaching learning process.

In the teaching learning processes, tests have significant use in the education system that teachers or institutions mostly depend on the tests throughout the kindergarten, primary, secondary and tertiary levels so as to assess the processes and outcomes of learning. Therefore, tests are one of the assessments part which is essential in the process of education .They are also helpful to check the efficiency of instructional process and the achievement of students in the outcomes of their learning . Cheng and Curtis (2004) declare that the function of tests in educational system is a key, and they also claim that the important function of tests is decisive in the educational sector. As a result, tests are a method of measuring a person's ability, knowledge or performance in a given domains. Of course, tests are prepared and administered at identifiable times in set of courses to measure, and evaluate the outcome performance of the students. Due to this reason, the tests can be useful devices (tools) to assure the objectives of lessons.

Alderson and Wall (1993:245) defined washback as the extent to which a test affects language teachers and students to do things they would not necessarily otherwise do that promote or inhibit language learning .They also added that tests can be powerful determiners both negatively and positively of what takes place in the classroom contexts. Negative washback is considered as the negative influence of tests in the process of language teaching and learning. These scholars also well-defined negative washback as the undesirable effects of a particular test have on teaching and learning. The tests may fail to reflect the learning principles and /or the course objective to which they are supposedly related. In addition, they state that tests exert greater influence in affecting the content as well as by what means of teaching learning process. This

indicated that the tests have a great role in influencing the teaching learning methods in the educational processes.

Davies et al. (1999) explained that the negative washback can occur if the skill of writing is tested only by multiple choice items that there is a big influence to practice such items rather than to practice the skill of writing itself. This can lead to a mismatch between the intended objectives of the lesson and the actual doing in order to develop the target skills in the process of learning. Activities that come related to tests could easily create pressure on both teachers and students so this can also be regarded as a negative washback. On the contrary, positive washback is said to consequence when a testing technique encourages good teaching practice; for instance, an oral proficiency test is introduced in the expectation that it will promote the teaching of speaking skills. Therefore, this shows that in teaching learning processes of English language either negative washback or positive washback can be seen while the teachers are assessing the students' language skills.

On the other hand, English language has been taught for different purposes in the world, it has also been taught in Ethiopian schools for a long time. The English language is used for practical purpose of communication as well as it serves as the language of instruction, science and technology as necessary as linked with the outside world. Nowadays, it has been given from kindergarten up to tertiary level in the Ethiopian context. However, one of the most substantial problem that influence learning and students achievement is a failure to give appropriate classroom tests to assess student performance, ability, skills, knowledge and attitudes. This study mainly addresses grade 12 students at Sheno Secondary School. In this school, English teachers usually focus on English Entrance Examination styles in both in content selection and preparation of test items.

1.2.Statement of the problem

There are numerous factors that could affect the implementation of educational policies, objectives, strategies, programs. Among these factors, inappropriate utilization of classroom tests and washback effect of tests on students in English classroom seem to be the major problems in the teaching learning English language and assessing students.

In the Sheno Secondary School, English tests have been received less attention in EFL classes than they should be based on English language syllabus specifically Grade 12 English test items. This could contribute to observe washback effect of tests on students in EFL classes. Then, the present researcher also observed the problem from his teaching English language experiences as well as from the classroom tests assessment of the students in EFL classes.

In addition, when EFL teachers were setting class room tests; they gave great consideration to Grade 12 English Entrance Examination rather than they should focus on the contents of English language syllabus. So, they gave less emphasis to assess the students according to the intended syllabus. Besides, they mainly focused on objective type of test items. As a result, the students could get less opportunity to practice the English language skills as indicated in the planned syllabus. Such problem might be due to the impact of the Grade 12 English Entrance exam preparation.

Therefore, understanding the effect of the tests on students in EFL classes the current researcher encouraged to conduct research. And so, the researcher initiated to conduct the research on an investigating of the evidence of washback effect of tests on the students in EFL classes. In the current study, the tests in the classroom examined and the magnitude of the problem would be explored.

A study conducted in Indonesia on English National Examination focused on three main issues that negative washback had been seen. These were the technique of teachers; the plan of text book and the students focus was in learning the language. This negative washback was caused by lack of properly using of basic skills that provided by the government rather it became test-oriented. Moreover, this study deal with students and teachers used English language teaching methods for the purpose of success in scoring for promoting the English National Examination (ENE). On the other hand, the study that conducted in Indonesia focused only on the negative washback and it also didn't relate the class room English tests with National exams. Therefore, there is a gap that a present researcher wants to conduct a study on wahshback mainly focus on classroom English tests in the case of Grade 12 Students at Sheno Secondary School.

Furthermore, in Ethiopia, different Ethiopian researchers conducted researches related to washback. For instance, Zewudie (2018) studied on washback effect of the Ethiopian General Secondary Education Certificate English Examination on students' and teachers' practice towards teaching learning English at grade 10. For his study, he used questionnaire, interview, observation and document analyses. On his finding, he concluded that the Grade 10 exams had positive influences on teaching vocabulary and grammar as opposed to this; it had also negatively influenced the four macro skills. As the result of this, the students developed negative attitudes to words these macro skills. Finally, the researcher decided that the examination has the tendency of producing negative washback.

Another researcher Simachew (2012) dealt with the study on washback of the University Entrance English Examination on teachers' and students' practices at Grade 11 and 12, he mainly studied on the influence of the Ethiopian University Entrance Examination. The researcher used for his study observation, questionnaire document analyses, interview, and group discussion. His finding on Grade 11 and 12 Syllabus analyses indicate that top priority was given to speaking and writing skills. Next, attention was given to grammar, followed by reading skills and vocabulary. Listening skills received the least attention in both grades. However, the productive skills (speaking and writing received more attention than receptive skills in the syllabus. The findings from entrance exam content analyses indicate that vocabulary and grammar received top priority as opposed to the attention they received in the syllabus. Then attention was given to technical aspects of speaking and writing skills followed by reading comprehension. On his finding, the Ethiopian University Entrance Examination Content analyses showed that vocabulary and grammar received top priority.

In general, Simachew (2012) concluded that the teachers' and students' practices were influenced by the exams in different domain of teaching. He concluded that the Examination had influences on teachers 'and students 'practices of teaching and learning. Therefore, his research focused on grade 11 and 12 to investigate the teaching and learning practices whereas; the Present study mainly focused on Grade 12 Washback Effects of Tests on Students particularly in the Classroom English Tests.

There are three researchers that conduct research related to washback that mentioned in this study. However, the present research is different from these three researches that it mainly

emphasized washback effect of tests on students in EFL classroom. So, the researcher has perceived that EFL teachers designed tests based on the English Entrance exam. They also use selective contents that anticipated appearing on grade 12 English Entrance exams. General, the researcher planned to investigate the evidence of washback effect of tests on students in English classroom at Sheno Secondary School. This is the main area of the study because the problem has been seen persistently in line with English Entrance Examination.

1.3.Objectives

This study has general objective and specific objectives.

1.3.1. General objective

The objective of the study to investigate the evidence of washback effect of tests on students English Language skills in Sheno Secondary School in grade 12 students.

1.3.2. Specific objectives

Based upon the main objective, this research is intended to achieve the following specific objectives:

1. To evaluate the washback effect of tests on students in English class room.
2. To assess the status of classroom tests and the activities through the English language
3. To find out the evidence of washback effect of tests in English classroom.
4. To examine the effect English Entrance Examination on students English language skills.
5. To identify the EFL teachers and the students English language skills practice in EFL classes

1.4.Research questions

1. How does the washback have effect of tests on students in English classroom?
2. Why the classroom tests and activities have impact on students in English classroom?
3. What are the evidences of washback effect of tests on students in English classroom?
4. What are the effects of English Entrance Examination questions on students English language skills?
5. What are the EFL teachers and students practice in teaching learning and assessing of English language skills in English class room?

1.5. Significance of the study

The existence of washback effect of tests on students has been the great problem that could be seen in the English classroom. Therefore, the researcher hopes that the finding could have the following theoretical and practical importance.

The present study provides different information and remedial solution related to washback effect of English tests on students in EFL classes to the stakeholders of Education. Firstly, the study contributed to EFL teachers by giving valuable knowledge consistent with washback. Secondly, the study can help the students in order to be beneficial in maximizing their English language skills. The reason is that the students could get awareness about washback. So, the actual English classroom could implement properly the teaching learning process in line with the objectives of the language skills.

Thirdly, the research finding could input for curriculum designers, materials developers, EFL teachers, syllabus designers as well as Exam Agency Center in order to improve the teaching materials, methods of teaching and ways of exam setting. Finally, the study possibly will serve as a reference for further investigation for those who have intention to carry on study. Typically, the finding of the study could value for the beneficiaries by providing supportive considerations to EFL teachers at Sheno Secondary School that they can relate the findings of the study with in their actual doing in the EFL classes.

1.6. Delimitation of the study

To reach on reliable generalization, a study should cover wide area and go in depth. However, the researcher limited his scope to the most critical factors of washback effect of classroom tests on students in the EFL classes. So, the study attempts to investigate the evidence of washback effect of tests on students. To do so, the study takes place in the Oromia Regional State, North Shewa Zone, and Kimbibit Woreda at Sheno Town, in the Sheno Secondary School; it is 78 km far away from the capital city of Ethiopia.

Therefore, the study has been delimited to Grade 12 Students and English language teachers in the selected school. Because the EFL teachers are one of the implementers of the curriculum in teaching learning process due to this the researcher considered them as source of adequate information for the present study. So, the washback is concerned both the students and the EFL

teachers in teaching learning English language in EFL classes. Wall (1996) described that among the factors that can mediate the washback effect are the teachers and their perception about examinations, its nature, purposes, and relevance in context. Therefore, the EFL teachers are expected to take part in the questionnaire as well as in the interview so as to get the evidence of washback in the study.

1.7. Limitation of the study

The study has been significant because it could treat more factors related to washback effect of tests on students in English classroom. In order to address, the objective of the study, the has been limited to Oromia Regional State ,North Shewa Zone ,Kimbibit Worda, at Sheno Town, in the Sheno Secondary School Grade 12 Students. Moreover, the sample size of the study was limited to 67 Students were taken from the total population of 201 Grade 12 students as well as 10 EFL teachers were employed in the sample size of the study.

In this study, in order to overcome the challenges, to handle anticipating barriers, the researcher has done open discussion about the objective of the study with the respondents. Furthermore, smooth relationship with the respondents of the study has been employed .This is helped the researcher to acquire knowledge and to get valuable information from the participants of the study .However, the study was conducted at Sheno Secondary School, it requires wider coverage of population and sample size so as to gather data. So, it would be better and more effective if it incorporated many Schools and participants so as to get adequate information. Due to this, the finding of this paper might be not helping the researcher to generalize to all Grade 12 Schools in Ethiopia.

1.8. Definition of Key Terms

Hidden curriculum: Out of prescribed grade 12 English Language syllabus contents that relevant to help students for English Entrance Examination

Negative washback: When English language teachers teach, they have a tendency to promote students only for English Entrance Examination can be considered as negative washback

Positive washback effect: When language teachers tends to teach and to give tests according to available language skills in English text book that completely basic competence rather than what will be tested in English Entrance Examination

Students' practice: it refers to students doings in relation to classroom English tests include exams such as mid, final, model and English text book

Teachers' practice : This refers to activities have been done by English Language Teachers in relation to teaching English includes tests setting and class room English language assessment and teaching the English text book.

Test: It refers to a test that is made by English Language teachers in English classroom whereas examination is made by National Exam Agency that is refers to grade 12 English Entrance Exam

Washback effect of tests: The influence of tests on teaching and learning English language determined the purpose of assessing the students' performance

Washback effect: positive or negative impact or influence of Examination in teaching and learning process in English class room

Washback: Interchangeably used with the term "Backwash" meaning the same. For this study, Washback is defined as the effect of tests on students in English classroom exams. The influence of tests on students in the processes of assessing the students' skills in English Language

CHAPTER TWO: REVIEW RELETED LITERATURE

2.1.Education and Assessment

Education is universally documented as one of the most essential for human life, progress as well as civilization. It is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs. Therefore, it is a significant instrument which contributes for the development of one country. Furthermore, different educational studies documented that development cannot exist by itself; it requires an educated skilled man power, and competent people. In order to meet this desire, assessing an educational process and an outcome result is one of an important practice in teaching learning settings. Allen, M.J (2004)) Educational assessment is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning. Assessment data can be obtained from directly examining student work to assess the achievement of learning outcomes.

Greany (2001) defines assessment as any procedure or activity that is designed to collect information about knowledge, attitude, or skills of the students or group of students. It is therefore, a process through which the quality of an individual's work or performance is judged. This implies that the assessment is a method (a means) that teachers use to evaluate the students' performance so as to help to identify weakness and strengths of the learners to check either they achieved the educational objectives or not.

Arends (1997) suggests that an assessment usually refers to the full range of information gathered and synthesized by the teachers about their students and their classroom in order to make decisions about students and instructions. Another scholar Muluken (2006) also clarified that assessment is one of the elements of instructional process that plays an important role to improve learning in educational instruction aspect and process. Therefore, it is basically a tool of education to check the awareness of learning on the part of the learners. In fact, the teaching learning process and its end result are dependable practices that can be tested by the assessment. So, this shows that the assessment becomes a bridge between the teaching procedure and its effect.

Simachew (2012: 1) also described in his studies in the evaluation of the educational processes and outcomes, curriculum suitability, instructional materials usability, and effectiveness of the teaching methodology to implement the designed syllabus together with students and teachers performances are assessed. The results that are obtained from the assessment tools provide dependable and quantifiable data.

Hence, assessment and teaching learning are inseparable processes that administrative procedure in education settings. An assessment can be either internal or external. An internal assessment refers to school based which includes class assignments, teacher made tests, recap exercises, projects, field studies, class work and homework activities. Whereas an external assessment is produced by examine bodies away from schools. According to the new curriculum, in the Ethiopian context at the present time, for instance, Grade 8 Regional exams, and Grade 12 Entrance exams are external assessments. These are the standardized tests that can be administered yearly in primary and secondary schools. Therefore, in the teaching learning process, one of the assessments part is a test. In other word, the test is a subset of the assessment that can be an integral part of teaching learning. So it belongs to the domains of assessments.

2.2. Historical perspective of washback

Different scholars called the current washback word with various names such as test impact, systematic validity, measurement driven instruction, curriculum alignment. For example, Biggs (1996) described as “backwash”; however, scholars used the word washback and backwash one instead of other. In order to approve these two words, Hughes (1993) asked from where does washback come from, then the scholar remarked that backwash can be available in the dictionary but washback does not. Furthermore, the scholar also suggests that the two words are synonymous. Therefore, the difference between these two words is nothing but the washback is preferred because it found in British Applied Linguistics. For this study, the current researcher frequently used the word washback throughout the study.

Washback is often introduced in language testing course for teachers as” a powerful” concepts that all tests designers need to be strongly considered, and of which most class room teachers are all too aware. Davies (1985) asked whether test should necessarily follow curriculum and suggests that may be tests ought to lead and influence curriculum. Another scholar Marrow (1986:6) further used the word washback validity to clarify the quality of relationship among

testing, teaching and learning. The scholar also claimed that “. . . in essence an examination of washback validity would take testing researchers into the classroom in order to observe the effect of their tests in action.” To sum up, the researchers have claimed that high stakes testing lead to unprofessional test setting practices, and moreover lead to teach the test.

2.3. The Concepts of washback

In language testing different researchers defined the word washback in different ways .For example, Wall (1997) explained as “test effect on teacher and learner behavior in the classroom whereas impact refers to wider test effects such as their influence on teaching materials and educational system” (p.109). In addition Messick (1996) defined washback to the degree that the introduction and use of a test influences language teachers and learners to things. Likewise, Bachman and Palmer (1996) define the washback in similar way that they considered it as one of a test impact.

They also suggest that the effect of test should be assessed with a contextual ways by taking into account such as purposes, test implemented methods and feedback of the result. These definitions indicate that the effect of test on the students and teachers behaviors in the class room situations. Therefore, the washback or backwash effect of testing is one of the academic educational systems in teaching learning process. In such process, the impact of test on the classroom can be referred to washback by language testers. A study conducted to Japanese secondary school students that Buck (1988 :18) described that there are may be many reasons why most Japanese high school complete students unable to use English language for even most basic purposes although they attending for many hours in classroom instruction .

2.4. Context of washback in language testing

Alderson and Wall (1993) define washback is one of the familiar assessments that can be taken in to account in administrating tests. This is due to the fact that the washback or backwash related to the impact of testing on both teaching and learning language. Popham (1987) also described that the concepts of this indicates the test or examination ought to shift the teaching learning to more focused on measurement driven instruction .

Once again, Bachman and palmer (1996, pp.29—35) have taken washback as a feature of a wider phenomenon known as test impact. They also described the test influence has been seen on

both macro and micro effect in classroom. In this discussion, the assessment refers to methods (tools) in which teachers use to judge learners abilities. However, a test is a sub set of an assessment which used to measure one's individual knowledge, skills, and ability in the process of learning. Thus, in this situation washback can be easily reflected in both teaching learning and test preparation. The Scholars also explained test washback is testing, but the word test needs more justification.

Hughes (2003) identify test and assessment in such a way the former is talk about formal test whereas the latter considered as a general terms. According to this scholar explanation a test refer to large standardize, international or government run exams. In the present study, the test indicates that teachers made classroom tests that can used for in internal assessment in EFL classes while the English Entrance examination considerd at this point as external assessment focused on the Grade 12 English Entrance Examination.

2.5. Language testing

There are different reasons and contexts in which identifying someone's language ability is vital. For instance, an EFL speaking country or university may need to decide when international learner possess the abilities to succeed academically in the institution .Certainly, employees in a variety of context need to be add together on a language interpreter (Hughes,2003). For such reasons, all manner of schools, language institutions and governments use language tests. Thus testing becomes as a tool to judge the teaching learning process and to evaluate the learners' ability in language testing.

Shomay (2001) views the concepts of testing and use-oriented testing, according to this scholar; in traditional testing, the main focus is on designing quality of test so as to measure the test takers knowledge. On another hand, the use-oriented shows that the testing involves educational, social and political contexts. For example, a study conducted to in Indonesia on English National Examination (ENE) is one of the use- oriented testing, and it is also taken as standardize tests that used to generalized students' performance in one area. Because of this, their society understood studying of school yearly considered as only for National Examination.

Language learning is more interested and arguable in the professional field of language (Bachman, &Palmer, 1996). In fact, taking of the possible of language exams based on the activities in language classroom has been a topic within the field of applied linguistics. In fact

the washback effect of testing is mainly the influence of tests teaching activities in actual classroom. So, Gates (1995) also described washback effect as the influence of testing on teaching learning process.

2.6. Impact of washback on English language classroom

In the language testing, different studies were conducted on the effect of washback on various aspects of classroom. For instance, materials, curriculum, teaching learning methods, feelings, and attitudes related to washback. The study which is conducted in Srilanka can be concluded by Alderson and Wall (1993) is that examination has had a demonstrable effect on the content of language lessons (pp.126-127).

2.7. Direction of washback

The word washback has been used by different scholars in the field of applied linguistics to describe the teaching learning and testing relations. Wiseman (1961:159—161) declares that tests have debits as well as credits (cited in Wall, 2005:34). Beginning from then there is a common understanding among the scholars in language testing and education that is washback becomes bidirectional (Alderson, & Wall, 1993; Cheng, & Curtis, 2004) among other scholars.

Besides, Hung (2012) states that washback from examination can refer to either as a positive or negative effect on teaching learning. Normally, the washback can be considered as positive or negative or harmful. In this study, the researcher wants to emphasis on an investigating of the evidence of washback effect of tests on students in EFL classes.

2.7.1. Positive washback

In language testing, the teaching learning process in classroom situation in which washback of test can be beneficial when it advances effective teaching, and result in clear learning outcomes of students. For this matter, an appropriate use of tests can encourage students to learn and teachers to apply efforts in classroom. Using effective techniques and methods of teaching focused to weak students as strong ones (Wall, 2005). Another scholar, Bailey (1996) also suggested that a test will yield positive washback to the program to the extent that it utilizes authentic tasks and texts. In addition, the students can prepare themselves in order to take such tests will practice doing what they need to be able to do with the language in real life.

Furthermore, a test will generate positive washback to the students if the test taker buys into assessment process that is self-assessment system and confidence rating.

The positive washback occurs when assessment procedure corresponding to the course goals and objectives. Brown and Hudson (2002) give example about the positive washback when the syllabus has set a number of communicative presentation objectives in EFL classes and then tests the students using performance assessment such as role plays, interviews and personal response assessments. Finally a strong positive washback effect can be created in favor of communicative performance objectives. This indicated that the positive washback occurs when the test measures the same type of materials and the skills which are described in the objectives and taught in the course.

Simachew (2012) states about positive washback for instance, when the test enhances the teaching and learning practices of the intended Syllabus, the value of washback of tests will be positive or beneficial. Pearson (1988:107) more precisely puts the positive washback value of a test in that it “encourages the whole range of the desired changes.” This means that the value of washback of tests becomes positive if the tests promote the desired learning outcome (Alderson, & Wall, 1993, P .47).

Bailey (1996) described that a several factors that are thought to promote beneficial washback. These are language learning goals, authenticity, learner autonomy and self-assessment, and specific score reporting. The relationship between tests and educational goals are summarized in the following statement. Buck (1988: 17) most educators would probably agree that the content of classroom instruction should be decided on the basis of clearly understood educational goals, and examinations should try to ascertain whether these goals have been achieved. When the examination does that, it forces students and teachers to concentrate on these goals, and the washback effect on the classroom is very useful.

2.7.2. Negative washback

The negative washback is defined by different scholars. For example, Alderson and Wall (1993) put their definition as” the undesirable effects on teaching learning a specific test, the test may fail to reflect the learning principles and /or the course objectives to which they supposedly related” (p.5). The other scholar also explained that educators choose to leave the contents which are not occurred related to passing the examination. This leads to testing changes the curriculum,

so tests may fail to show relationship between the learning and course objectives .Furthermore, it can reduce the intended time for the curriculum for teaching the lesson as (Cheng, 2005).

On other hand, one of the strong effects of negative washback is arrange classes so as to ready the students for tests, but what the students will acquire are test taking skills than language competencies. Wiseman (1961), Bailey (1996) & Taylor (2005) argued that teachers will be influenced by the knowledge that their students are planning to take some tests and will adapt their teaching methodology and lesson content to reflect the tests demands .As a result, the tests can easily change the aim of the students learning based on the material in their classroom because of their intention to focus on.

To sum up, if a test is not in line with the objective of the content, harmful washback can be achieved. So, the negative washback is said to be happened if the test content is based on narrow definition of language ability. For example, the skill of writing is tested only by multiple choice items instead of practice the writing skill itself.

2.8. Washback model and hypotheses

2.8.1. Washback model

Normally, washback takes place in teaching learning process. Bailey (1996) cited Hughes' (1993) described the existing of procedure to show the washback performs in different actual situation of teaching learning process. Therefore, it's mainly focused on to improve washback model. Hughes (19 93) also suggests that in order to get deep-rooted knowledge on washback, it is significant to take into account the three component of the procedure. The first is participants such as students, teachers, administrators, material developers and publishers. The second is process in which the participants can do that can be input for learning process. The last one is product that related to what is gained as skills, facts and other aspects .Finally, Hughes (1993) emphasizes more on these three elements that forms the model.

2.8.2. Hypotheses of Washback

Alderson and Wall (1993) give attention to “micro aspects” of the teaching learning process. The scholars remarked that there is little evidence supplied by empirical research to support the idea in which the test influences on teaching .These scholars also announced the concept is not well defined and finally, they suggested 15 hypotheses that can help innovators to show realms in

teaching and learning. Once again, the scholar said that investigators had taken into account research literature in the language testing field.

These hypotheses have revealed that there exist a strong relationship between the substantial of tests and the amount of washback. These scholars also suggested that further studies are required and that show the enhancing specification of washback hypothesis. Finally, they reported that investigators had to take into account to research literature in the language testing field in at least two areas: performance, motivation, and also the new innovation in the educational settings. Alderson and Wall (1993:120-121) have stated the hypotheses as follows:

1. A test will influence teaching.
 2. A test will influence learning.
 3. A test will influence what teachers teach; [,] and
 4. A test will influence how teachers teach.
 5. A test will influence what learners learn
 6. A test will influence how learners learn.
 7. A test will influence the rate and sequence of teaching; and
 8. A test will influence the rate and sequence of learning.
 9. A test will influence the degree and depth of teaching.
 10. A test will influence the degree and depth of learning.
 11. A test will influence attitudes to the content, method, etc. of teaching and learning.
 12. Tests that have important consequences will have washback, conversely.
 13. Tests that do not have important consequences will have no washback.
 14. Tests will have washback on all learners and teachers.
 15. Tests will have washback effects for some learners and some teachers, but not for others.
- The above hypotheses indicate that relationship among participants, process and products in teaching learning in relation to tests. The participants such as students, teachers, researchers, material writers and curriculum designers are agent in performing in teaching learning process. Then, there will be products after the process; the products like teaching, learning, research results, new

materials and new curriculum. Therefore, a test is a core for both participants and products in order to reflect the actual process between them because the test has influence in the teaching learning process. Based on these hypotheses, the current study examines the washback effect of tests on students in EFL classes that mainly concerned on the students and English teachers. Generally, Alderson and Wall (1993) suggested that the necessity of additional research on washback which incorporating of the specification of washback hypotheses.

2.9. Aspect of teaching learning that can be influenced by Washback

A different studies indicated that washback affects the actual classroom implementations of teachers .For instance, Simachew (2012) mentioned in his study the known parts of the teaching process which is influenced by washback are lesson preparation ,time allocated ,teaching methods, material selection and classroom assessment .The researcher also explained that among the above, the time which was given to selected lesson in language had been affected by the washback of the tests; alternatively, the part of the lesson that excluded to be tested will be given no time.

In general, the review of related literature mainly indicated that there were different studies that conducted on washback by local and foreign researchers. On their studies, negative and positive washback were reflected in teaching and learning process. On other hand, the contents of classroom instruction need to decide the educational goals. So, tests necessarily follow curriculum. Otherwise, the tests ought to shift the teaching learning to more focus on measurement. On one hand, the educators choose to leave the contents that didn't occur related to passing the exam. So, this leads the tests could change the curriculum. Consequently, the tests may fail to show the relationships between the teaching and course objectives. In other word, one of the strong effects of negative washback is organized classes so as to ready the students sit for the tests, but they usually acquire tests taking skills than language competencies.

There is also washback model that mainly focused on to improve the washback model. For this purpose, there are three main components namely, participants, process and product .However, there is little evidence that supplied by empirical research to support the idea that test influence teaching learning. Furthermore, there are 15 hypotheses that could indicate the domain of teaching learning. Therefore; investigators should considered literature in the language testing fields for further studies.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Design of the study

The intention of this study is to investigate evidence of washback effect of tests on students in English classroom. When the researcher investigated, the washback effect of tests, practices of the EFL teachers and the students' classroom English tests are addressed.

In this study, a descriptive survey design has been found appropriate to carry out the study as it enables to show detail picture of the existing problem. Moreover, the design could help to describe the opinion of the respondents. Besides, descriptive survey allows using a mixed method of research so as to obtain the data for the study that is describing both quantitatively and qualitatively. Different tables are also used to organize, summarize and analysis the numerical data using likert scale followed by frequency, percentage and rank. Likewise, probability sampling technique has been used to select the sampling because each population has equal chance of being nominated in the sample. So, the sample can be drawn from the target population of the study by means of simple random technique sampling.

Collecting data can be done through qualitative and quantitative then the data could help the researcher to get a deeper insight in the matter and to reach a thorough understanding of the research problem. Therefore, the researcher thought that the mixed method has been appropriate in order to get relevant information from the respondents. Therefore, due to its usefulness in understanding the contradiction between quantitative and qualitative data, it also reflects the participants' point of view. In order to achieve the objective of the study, the participants have been taken from Grade 12 students as well as EFL teachers in Sheno Secondary School. So, the researcher has considered these two groups of participants as relevant sources of information.

3.2. Study population and Sampling

The sources of data were English language teachers and students at Sheno Secondary School. According to the information from the school principals, there were 201 students in Grade 12 and 10 English teachers as population of the study. So, the sampling has been taken from both the teachers as well as the students.

3.2.1. Study population

The researcher has chosen Oromia Region, North Shewa Zone, and Kimbibit Woreda as a study area. Kimbibit is one of the Woreda in the Oromia Region of Ethiopia. It is named in part after one of the capital of the former principality of Shewa. It also located at north edge of the Ethiopia high lands in semen Shewa zone. Kimbibit is bordered on the south by Alelitu town, on the west by the Oromia region, on the north by Debre Birhan town and on the south east by Amhara region .The administrative center of this woreda is Sheno town.

There are three Secondary Schools in this area; the researcher has selected Sheno Secondary School because of the presence of Grade 12 Students. The rest of the two Schools have only Grade 9 and 10 students because they were newly opened. Moreover, the designated school was established in 1970, so it is much more experienced than the latter two schools.

In Sheno Secondary School there were 2,333 students in the academic year of 2012 E C. Among these 1,131 male and 1,202 female students, they were also assigned to 38 sections for the purpose of teaching learning process. In the School from the total number of the students 201 students have been found in Grade 12 from this target population 112 are male and the rest 89 are female students ,they were grouped in to four sections .Among the four sections two of them are natural science students whereas the other two sections are social science students. In addition, 120 teachers were found in the selected school among them 67 are male and the rest 53 are female teachers. From the total number of the teachers 10 EFL teachers were found in the School but as a matter of chance all of them are male. Three teachers have taught Grade 12 but seven teachers have taught Grade 9 to 11 Students.

Therefore, in this study, the target population of the study has been Grade 12 Students and EFL teachers. The researcher has considered these two types of respondents because the subject of the study directly concerned them. So, they become the participants of the study and the researcher can easily get valuable information for purpose of the present study. Generally, 201 students as well as 10 EFL teachers could be the total population of the study because the researcher considered these two groups of population as relevant, deep and adequate source of information for the existing study.

3.2.2. Sample

The center of the study was Sheno Secondary School. The sample size has been drawn from students who were attending classes in Grade 12 at selected School in the academic year of 2012 E C. There were 201 students that have been assigned to four sections (A, B, C and D). For the purpose of this study, the researcher has planned to take 30% of the students from the total population of 201 students in Grade 12 which means 67 students by using simple random technique lottery system. Furthermore, 10 English language teachers who were teaching English in this School have been chosen due to their small numbers as well as their teaching experiences. This has been occurred in order to maximize the sampling size. Therefore, the 10 EFL teachers 100% purposively considered as sample size so as to get valuable information for the current study.

3.2.3. Data Collection Instruments

The researcher has prearranged to use three tools for the data gathering. So, the data has been collected through questionnaire; semi structured interview and document analyses. For this study, both the questionnaire and interview of the students and teachers were adapted from (Umar et al., 2016 pp.316--- 318).

3.2.4. Questionnaire

Both the students' and the teachers' questionnaires were developed through adapting from (Umar k. et al, .2016, pp.316----317). The students' questionnaire was consisted of 14 items; moreover, it was reviewed by the research experts. However, the present researcher modified the 14 items to 15 items. Among these, 12 items were closed ended questions; these items also were checked by Cronbach alpha methods then the internal consistency reliability coefficient for the first 12 items were 0.918, but the rest 3 items were open-ended questions. Similarly, the teachers' questionnaire was consisted of the 14 items. Like the students' questionnaire, it was also reviewed by the research expert but, the current researcher amended the 14 items to 15 items. Among these 9 questions were closed ended whereas the rest 6 questions were open-ended. This questionnaire was also reviewed by MA in TEFL teachers, colleagues and advisors of the study.

Therefore, the questionnaire has been constructed in combination of close ended and open ended questions that aiming to deal with the two type of respondents .These are the students as well as the EFL teachers. The researcher also intended to include many questions, items and respondents. Consequently, the researcher has planned to gather information so as to distribute, collect, analyze, administer and judge the data. Consequently, the two type questionnaires have been employed so as to find out, compare, and contrast. Finally, generalizing would be made from a sample to population. Fraenkel and Wallen (2005) suggest that data elicited by questionnaire, it enables to standardize objective, comparisons to be made systematically.

3.2.5. Interview

The students and teachers interviews were also developed through adapting items from (Umar K. et al., 2016, p. 318). Then, the items for the interviews were formulated. However, the current researcher modified 6 items to 8 items for the students' interview. Likewise 6 items adapted to 8 items for the EFL teachers' interview. In addition, the interview questions were checked by MA in TEFL teachers, collogues and advisors of the study. Therefore, the interviews have been prepared for five English language teachers as well as designed for 10 Grade 12 Students. The interview questions were also constructed in the form of semi structured interview, following standardized and predetermined questions in advance. Brown (2001:78) suggests that an interview is principally employed because their flexibility allows to interview and to explore new avenues of opinions in ways that a questionnaire does not; their personal nature may encourage interviewees to be more open to express opinions, ideas even that may not come out on questionnaire.

3.2.6. Document Analyses

The document analysis has been employed according to the available classroom tests, Grade 12 English Entrance exam and content analysis of English syllabus. According to Creswell (2005), documents are used for gathering data in mixed methods research. The documents can be treated as a source of data in their own right. So, in this study; the documents have been utilized as instruments with the purpose of addressing the research questions. These include the students' assessment of English Language tests (classroom tests, mid and final exams), English Entrance Examination and Grade 12 English language syllabus content analysis respectively.

Generally, the instruments have been chosen to investigate the washback effect of tests on students in EFL classes. The document analyses have been supportive to compare the relationship between the theory of washback and the actual implementation in its selected area.

3.3. Data Collection Procedure

At the beginning contacts has been made face to face with the selected Secondary School principals to get their permission. To be more legal the researcher has shown the handed letter from Jimma University, then open discussion has been made based on the importance of the study. This could help to get the over view of the selected School in order to adjust the forthcoming works of the study.

Before collecting data, first the three instruments (Questionnaire, Interview and Document Analyses format) were discussed and revised by colleagues, English language experts as well as by the advisors of the study. Then the instruments have been improved and reshaped with the purpose of making clearer for the participants. Besides, in the process of data collecting before the actual data has been collected, the students 'questionnaire was checked by pilot testing. Therefore, the pilot study has been conducted on the questionnaire in the selected non sampling students. The complete versions of the 15 questions were administered to 20 students of non-sampling of the study. This was significant to identify ambiguities and misunderstandings. It has also strengthened the validity and the reliability of the study. So, formerly, all the participants have been informed about the purpose of the study including the necessary ethical issues later on, administering the instruments has been done.

3.3.1. Pilot Study

In order to keep reliability and validity of the students' questionnaire, a pilot testing has been done on 20 students at Sheno Secondary School. The reliability of the questionnaire has been measured by Cronbach's alpha method. Therefore; the data collected from the 20 sample students' displayed 0.918 that could be the internal constancy of the students' questionnaire. As a result; the consistency measure of reliability indicates that the questionnaire could reliable. Consequently, the researcher was persuaded to give the students 'questionnaire to the actual study.

Lastly, based on the appropriate time scheduled by the researcher as well as arranged by the respondents, the questionnaires of the students and the teachers have been distributed, collected, administered and analyzed. After the completion of the questionnaires, interview with 10 students and five English language teachers have been carried out. Then, the document analyses sample papers were also collected one after the other. Finally, the data have been examined.

3.4. Data Analysis

The data were collected using both qualitative and quantitative tools then analyzed and interpreted with numerical and non-numerical data. After the instruments have been distributed to the respondents, the result has been scored, tabulated and examined. Finally, the data has been organized, analyzed, interpreted and generalized. As a final point, the result has been designated by frequencies, percentages and statements.

3.5. Ethical issues

An ethical approval was sought to ensure that the research conducts, the researcher in a manner that have been respectful to the participants. The researcher also has handling the collected data and being the ownership of the data .The privacy of the information given by the respondents was protected and subjects were assured no risky or harm would be happen because of their participation. This is not only to the respondents of the study but also to other human beings that may be influenced by the research process. So, to achieve the goal of the study, the researcher has tried to be honest for the work of the study. Besides, every material source, opinion of the scholars which had been used throughout the research study had been acknowledged.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

In this chapter, the findings of data analysis and discussions of the study are described. The tools used to collect data are questionnaire, interview and document analyses. Based on the findings and discussions made with respondents of the study, the data analyses are treated under this section one after another.

4.1. Students Questionnaire

Firstly, the data were collected from 67 students of Grade12 at Sheno Secondary School. Secondly, the data were analyzed using Likert scale followed by frequency, percentage and statement. Lastly, the following tables show that the analysis of data obtained through the students questionnaire.

Table 4.1.1 Students' belief and experiences on English tests in EFL classes

Items	SD		D		NS		A		SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
1.English language tests (classroom tests, mid and final exams) have no effect on my performance of English language skills at grade 12 level	38	56.7	17	25.4	5	7.5	4	6	3	4.5	67	100
2.Tests (classroom tests ,mid and final exams) I have taken at this grade level help me to get adequate preparation for English language Exam because the tests have similarity to English Entrance Examination	2	3	3	4.5	1	1.5	24	35.8	37	55.2	67	100
3. My English teacher gives us tests (classroom tests, mid and final exams) to be prepared only for English Entrance examination.	2	3	10	14.9	4	6	29	43.3	22	32.8	67	100
4.My English teacher usually sets tests (classroom tests, mid and final exams) based on prescribed grade 12 English language syllabus in line with objective of the classroom lesson	29	43.3	21	31.3	3	4.5	5	7.5	9	13.4	67	100

KEYS: 1= Strongly Disagree (SD) 2= Disagree (D) 3= Not Sure (NS)

4= Agree (A) 5= Strongly Agree (SA)

As presented in the Table 4.1.1 Items were designed to ask the Students belief and experiences of English tests in EFL classes. According to the table above item Q1 the students asked if “English language tests (classroom tests, mid and final exams) have no effect on my performance of English language skills at grade 12 levels.” The respondents replied 38 (56.7%), strongly disagree, 17 (25.4%) disagree, 5 (7.5) not sure respectively whereas 4 (6%) agree and 3 (4.5%) strongly agree. This displayed that 38 (56.7%) of the students were in general coincided on the idea that tests had great influences on their performance. As a result, the students could easily develop negative washback towards English language skills.

On item Q2 of Table 4. 1. 1 the students were asked if the tests (classroom tests, mid and final exams) they have taken at their grade 12 level help of them to get adequate preparation for English language exam because the tests have similarity to English Entrance Examination. The respondents answered that 2 (3%) strongly disagree, 3 (4.5%) disagree, and 1 (1.5) not sure. In contrast, the rest of the participants 24 (35.8%) replied that agree, and 37 (55.2%) strongly agree correspondingly. This showed that the highest percentage of students 37 (55.2%) revealed their opinion that they considered English tests can help them in EFL classes.

Therefore, the students could get opportunities in order to get adequate preparation for English Entrance Examination. This illustrated that the students can succeed in promoting the planned examination. On the other hand, the students possibly will develop negative washback towards others English language skills because of their selective readings and practices of exam oriented.

Based on item Q 3 of the Table 4.1.1 the students were asked that “My English teacher gives us tests (classroom tests, mid and final exams) to be prepared only for English Entrance Examination.” The students responded that strongly disagree 2 (3%), disagree 10 (14.9%) and not sure 4 (6%); however, 29 (43.3%) agree and 22 (32.8%) strongly agree. This indicated that the students highly responded 29 (43.3%) their teachers provided them tests for promoting the English Entrance exam. Accordingly, the students could easily expose for developing negative attitudes towards other practical skills. This leads the students to negative washback effect of English Entrance Examination.

According to item Q 4 of the same table, the students were asked if their English teachers usually set tests (classroom tests, mid and final exams) based on prescribed Grade 12 English language syllabus in line with the objectives of the classroom lessons. The respondents reacted that strongly disagree 29 (43.3%), disagree 21 (31.3%), and not sure 3 (4.5%) correspondingly, but agree 5 (7.5%) and strongly agree 9 (13.4%). This showed that the students answered from their class room English tests practice that EFL teachers assessed the students according to Grade 12 English Entrance exam. Therefore, the classroom tests had been influenced by the intended exam .As a result, the English teachers required to use further exam oriented, commercial books and other reference materials in order to support the students for the English Entrance Examination.

Table 4.1.2 Students belief and attitude to words selective studies and using contents

Items	SD		D		NS		A		SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
5. My English language teacher uses hidden curriculum (out of prescribed grade 12 syllabus) in order to prepare tests (class tests, mid and final exam)	3	4.5	7	10.4	4	6	22	32.8	31	46.3	67	100
6. My English teacher doesn't give us tests (classroom tests, mid and final exams) according to prescribed grade 12 English syllabus because he usually uses selectively in line with English Entrance Examination	6	9	2	3	5	7.5	33	49.2	21	31.3	67	100
7. My English teacher always sets classroom tests, mid and final exams based on English Entrance Examination styles	1	1.5	2	3	3	4.5	22	32.8	39	58.2	67	100
8. English language tests such as classroom tests, mid and final exams influenced me for selected studies because the influence of English Entrance Examination.	2	3	10	14.9	4	6	29	43.3	22	32.8	67	100
9. I want to get high marks in English Entrance Examination; Therefore, I usually study selectively just for English Entrance Examination							15	22.4	52	77.6	67	100

As presented in the Table 4.1.2 the Students were asked their belief and attitude to words selective studies and using contents. On item Q 5 of the table, the students were asked if their English teacher uses hidden curriculum (out of prescribed Grade 12 syllabus) in order to prepare tests (classroom tests ,mid and final exam).The respondents replied 3 (4.5%) strongly disagree, 7 (10.4%) disagree, 4 (6%) not sure respectively, but 22 (32.8%) agree , and 31 (46.3%) strongly agree. This showed that the EFL teachers used hidden curriculum (out of Grade 12 English syllabus) due to the intention of preparing the students for English Entrance exam in EFL classes. Therefore, most of the students explained their opinion with strongly agree 31 (46.3%), so their teachers use different reference materials or additional contents for both teaching and assessing the students. So, the students could have developed negative washback because of exam oriented contents (skills) rather than incorporated all the English language skills.

According to item Q 6 of Table 4.1.2 the respondents were asked if their English teachers do not give them tests (classroom tests, mid and final exams) according to prescribed grade 12 English syllabus because they usually use selectively in line with English Entrance Examination. The students responded strongly disagree 6 (9%), disagree 2 (3%), and not sure 5 (7.5%) correspondingly. However, the respondents replied agree 33 (49.3%) and strongly agree 21 (31.3%) respectively. Thus, this revealed that English teachers did not give tests as stated in the Grade 12 English syllabus objectives because the students described their agreement from agree to strongly agree. This existed due to the influence of English Entrance Examination. Therefore, the students can be too subjective to negative washback.

Based on item Q7 of Table 4.1.2 the students were asked “My English teacher always sets classroom tests, mid and final exam based on English Entrance Examination styles.” The respondents answered that 4 (6%) strongly disagree, 6 (9%) disagree and 5 (7.5%) not sure, but 21 (31.3%) agree and 31 (46.2%) strongly agree respectively. This indicated that the highest numbers of students explained their opinion by means of strongly agreed that their teachers set classroom tests with regard to English Entrance Examination. Consequently, the students could expose to the negative washback since some practical aspects of English language skills have disregarded. This was occurred owing to use selective contents in relation to the intended exam.

On item Q 8 of Table 4.1.2 the students were asked if English language tests such as classroom tests, mid and final exams) influenced them for selected studies because the influence of English Entrance exam. The students responded their judgment to strongly disagree 1 (1.5%), disagree 2 (3%) and not sure 3 (4.5%) conversely, 22 (32.8%) agree and 39 (58.2%) strongly agree correspondingly. The majority of the students 39 (58.2%) described their opinion that classroom tests were influenced them due to their selective reading as a result the effect of English Entrance exam questions. As a result, the students have developed negative washback to practical aspects of English language proficiencies.

On item Q 9 of the same Table students were asked, “I want to get high marks in English Entrance exam. Therefore, I usually study selectively just for English Entrance Examination.” The respondents replied that 15 (22.4%) agree and 52 (77.6%) strongly agree .This indicated that the highest percentage or 52 (77.6%) of the students clarified their opinion that they wanted to get high marks in Grade 12 English Entrance exam. Consequently, the students focused on exam oriented activities rather than using the English language as stated in the syllabus objectives.

Table 4.1.3 Students belief towards their EFL teachers’ effort to help them

Items	SD		D		NS		A		SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
10. My English language teacher finishes both the course and the tests in time	5	7.5	4	6	8	11.9	35	52.2	15	22.4	67	100
11. My English teacher always in hurries or rushes to finish his works and makes the students ready for the English Entrance Examination by preparing model exams (tests ,mid and final exam)	2	3	4	6	4	6	21	31.3	36	53.7	67	100

According to table 4.1.3 specified that the Students were asked whether they believed towards to their EFL teachers’ effort to help the students or not. Based on item Q 10 of the table the students

were asked that if their English language teachers finish both the course and the tests in time. The respondents replied 5 (7.5%) strongly disagree, 4 (6%) disagree, 8 (11.9%) not sure; however, 35 (52.2%) agree and 15 (22.4%) strongly agree respectively. This specified that their English teachers completed both the course and the class room tests in time. Because the majority of the respondents 35 (52.2%) clarified their agreements under the category of agree. Therefore, the EFL teachers provided great attention to their works with the purpose of helping the students for Grade 12 English Entrance Examination. So, the students could develop exam taking skills rather than improving the English language skills as a whole.

On item Q 11 of Table 4.1.3 the students were asked if their English teacher always in hurries or rushes to finish his works and makes the students ready for English Entrance Examination by preparing model exams (classroom tests, mid and final exams). The students answered that 2 (3%) strongly disagree, 4 (6%) disagree, not sure 4 (6%) respectively, nevertheless the rest respondents answered 21 (31.3%) agree, and 36 (53.7%) strongly agree. This showed that the highest number of students described their degree of covenant under the category of strongly agree. Thus, the English teachers had responsibility to accomplish their works on time and to make ready the students for English Entrance Examination.

Table 4.1.4 Students belief and attitude towards English Entrance Examination

Items	SD		D		NS		A		SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
12. English Entrance Examination affect our classroom tests, mid and final exam	4	6	6	9	2	3	40	59.7	15	22.4	67	100

On item Q 12 of table 4.1.4 the students were asked if English Entrance Examination affect their classroom tests, mid and final exam. The students responded 4 (6%) strongly disagree, 6 (9%) disagree, 2 (3%) not sure. On the other hand, the other respondents replied 40 (59.7%) agree and 15 (22.4%) strongly agree. This indicated that most respondents 40 (59.7%) of students replied with strongly agree that English Entrance Examination had influences on their

classroom English tests. As a result, the students could develop negative washback because of their selectiveness study and assessment in relation to exam oriented.

Q13. What do you suggest about English test (class room test, mid and final exam) for the future? Is that it should be based on Grade 12 English syllabus objectives? Or is that it should be according to English Entrance Examination questions styles? Why? Please write your reasons. Among the respondents 58 (86.4%) of the students explained their opinion that classroom English tests will be better if to be harmonized with Grade 12 English Entrance Examination .According to the respondents reasons, they considered that the main objective at grade 12 could be to attain the goal scoring result in the planned examination. Due to this reason, the students suggested that practicing the classroom English tests is significant in order to get adequate preparation. This indicated that the tests should be corresponding to English Entrance Examination both in items and contents.

The students also supposed that practicing and administering the classroom tests is helpful for further selective reading as well as to be familiar with English Entrance exam questions. This revealed that the students could develop negative washback effect on English language skills for those did not seem on the English Entrance examinations. On the one hand, the students could develop positive effect on exam oriented English language skills because they developed the exam taking skills. Consequently, the students could have developed a gap between their language proficiencies and their technical aspects of exam taking skills in the English Entrance examination.

On the contrary, 9 (13.4%) of the respondents clarified their views that the classroom tests should be based on English syllabus objectives. For instance, the students considered the syllabus are important for the purpose of developing the English language skills as stated in the objectives. Among the respondents' reasons, "even if the practical aspects of English language skills do not appear on English Entrance Examination, we should cover the portion then we have to pass through the assessments." This indicated that both the practical and the technical aspects of the language skills should get particular attention so as to balance the gap between them in teaching learning English language skills.

Q. 14. Do you think that classroom English tests, mid and final exams have impact on students' English language skills? If "Yes" how? And if "No" why? Please write your answer below.

Among the respondents 53 (79.1%) replied on “yes ” meaning that the students believed that classroom tests had impact on the students English language skills. They also described that EFL teachers could help the students so as to develop exam taking skills rather than the language skills. So, the English language teachers have tried to comprehend what they have already seen in the previous English Entrance exam. As a result of this, they prepared English tests in line with the intended exam. Consequently, the teachers focused on grammar, reading comprehension and vocabulary skills directly. On the other hand, they used the technical aspects of communicative activities and writing skills on both teaching and assessing the students’ competences. As well, the students considered this practice of the tests as positive impact for preparation of the English Entrance Examination.

Therefore, for those who said “yes” English tests have positive impact for students in EFL classes because the students could prepare themselves for the intended exam. In contrast, the tests had negative influences on students because they missed the practical English language skills assessment in EFL classes. For instance, the students explained that the listening skill is totally overlooked. They expressed that it neither was given attention in EFL classes nor relate to English Entrance Examination. Similarly, the speaking skill is tested only by multiple choice items instead of practicing the speaking skill itself.

On the one hand, 14 (20.9%) of the respondents answered on “No”, meaning that the students reflected that English tests do not have any impact on them. However, when the students were taking the English classroom tests, they became exam oriented because the classroom tests covered certain skills. For example, the writing skill is tested only by multiple choice items instead of practicing the writing itself. This indicated that the classroom English tests had impact on students English language skills. Therefore, the students could develop negative washback.

Q15. What your general suggestion in preparation of English language tests such as classroom tests, mid and final exam what it was before? What it should be for the future? Please write here your points.

Amongst the respondents 39 (58.2%) of them replied that English tests in EFL classes were with regard to Grade 12 English Entrance Examination question styles and types of items. The respondents also believed that tests are inspired the students in reading supplementary materials .Hence, the highest percentage of the students recommended that the English tests in EFL classes

should be in line with the Grade 12 exam. Besides, they expressed that this type of situation can be significant in order to be successful in scoring results in the proposed exam.

On the other hand, 28 (41.8) of the respondents suggested that the classroom tests should be along with the English syllabus objectives because the students should be measured by the Grade 12 profile. This showed that there are gaps among syllabus objectives, the classroom tests and the English Entrance exam in using the language objectives for the purpose of teaching learning process. As a result, the students could have developed the gap in using the English language skills effectively. So, the students concluded that English tests should include both the technical and practical aspects of the skills. Therefore, in order to narrow the gap between the students' English language skills as well as practicing the classroom English tests, it is better to use both the technical and practical aspects of the English language skills in EFL classes.

4.2. Teachers Questionnaire

The data was collected from 10 English Language teachers at Sheno Secondary School. There were only 10 EFL teachers at this School. Due to their small number, all of the EFL teachers were taken with the purpose of getting adequate information for the current study. As a matter of chance, all of them are male, and they have also more than ten years' experience in teaching English language. Finally, the data was analyzed using Likert Scale, frequency and percentage. Therefore, the following tables are presented the EFL teachers' responses through the questionnaire.

Table 4.2.1 EFL Teachers beliefs and experiences on setting English tests in EFL classes

ITEMS	SD		D		NS		A		SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
1.EnglishEntrance Examination has no influence on my assessment of students' language skills in giving classroom tests, mid and final exams	9	90	1	10							10	100
2.English Language tests (classroom tests, mid and final exam) that I usually give for students at grade 12 level help them to get preparation for Entrance English Examination							2	20	8	80	10	100
3 .I usually set classroom English Language tests, mid and final exam based on English Entrance exam									10	100	10	100
4.I don't use English conversation tests in English classroom to assess the students' speaking skill practically by giving marks or value							4	40	6	60	10	100
5.I don't use listening activities tests to assess the students' listening skills practically by giving marks or value									10	100	10	100

Table 4.2.1 showed that information was gathered from 10 English Language Teachers at Sheno Secondary School. According to item Q1 of the table, the teachers were asked if English Entrance Examination has no influence on their assessment of students' language skills in giving classroom tests, mid and final exams. The English language teachers replied that 9 (90%) put their agreement under strongly disagree and 1(10%) disagree respectively. This indicated that

English Entrance Examination had influences on the assessment of the students English language skills in giving classroom tests. Consequently, the EFL teachers had experiences in setting technical aspect of English tests by giving less emphasis to the practical aspect of English language skills. So, the students can easily expose to negative washback.

Based on item Q2 of Table 4.2.1 the English Language teachers were asked if “English language tests (class room tests, mid and final exam) that I usually give for students at Grade 12 levels help them to get preparation for Entrance English Examination.” The respondents replied that 2 (20%) agree whereas 8 (80%) strongly agree .This specified that the English teachers believed that their tests supported their students in order to get preparation for Grade 12 English Entrance Examination. This indicated that classroom tests are significant for students so as to prepare to the intended exam.

On item Q 3 of Table 4.2.1 the teachers were asked if “I usually set classroom English Language tests, mid and final exam based on English Entrance Examination.” All the respondents reacted that 10 (100%) of the EFL teachers set classroom tests in line with English Entrance Examination .Therefore, the students could practice exam contents rather than English language skills that expected from Grade 12 English syllabus objectives. Thus, the students could expose for negative washback because of the effect of English language tests on students English language performance.

On item Q 4 of Table 4.2.1 the English Language teachers were asked if “I don’t use English conversation tests in English classroom to assess the students’ speaking skill practically by giving marks or values.” The English teachers described that 4 (40%) agree and 6 (60%) strongly agree. This indicated that practical aspects of speaking skill were received less attention to measure the students speaking skill. Therefore, the students could liable to negative washback .

On the last item Q 5 of the same table the students were asked if “I don’t use listening activities tests to assess the students’ listening skills practically by giving marks or values.” All the respondents replied that 10 (100%) of the EFL teachers decided their response with strongly agree. Accordingly, the EFL teachers reported that the listening skill received the least attention in order to assess the students listening skill .Therefore, the students could have negative attitudes towards to the listening skill. To conclude, this circumstance leads the students to develop negative washback.

Table 4.2.2 EFL Teachers experiences in using selective studies (contents)

ITEMS	SD		D		NS		A		SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
6.I use hidden curriculum (out of grade 12 English Language Syllabus) because of the importance to English Entrance exam							1	10	9	90	10	100
7.I don't give English language tests such as classroom tests, mid and final exam to students according to prescribed by grade 12 English Language syllabus because I use selectively in line with English Entrance Examination questions							1	10	9	90	10	100
8.English Entrance Examination compels or forces me to give tests such as classroom tests, mid and final exam on selectively English language skills that frequently appear on English Entrance Examination							3	30	7	70	10	100

On item Q 6 of Table 4.2.2 the English language teachers were asked if “I use hidden curriculum (out of grade 12 English Language Syllabus) because of the importance to English Entrance Exam.” The respondents replied that 1 (10%) agree and 9 (90%) strongly agree respectively. This showed that EFL teachers use out of Grade 12 English syllabus objectives so as to help the students to teach and to assess them in relation to English Entrance Examination .As a result, the students could practice exam oriented contents by disregarding the practical English language skills. Therefore, the students could easily expose to negative washback because of the influence of the intended exam.

On item Q 7 of Table 4.2.2 the English language teachers were asked if “I don’t give English language tests such as classroom tests, mid and final exam to students according to prescribed the Grade 12 English Language syllabus because I use selectively in line with English Entrance Examination question.” The English teachers replied 1 (10%) agree and 9 (90%) strongly agree. This indicated that all the EFL teachers clarified their opinion to assess the students; they are followed the Grade 12 English Entrance Examination styles rather than English syllabus objectives. Thus, the students could be influenced to shift their attention to exam oriented rather than they are considered the whole the English language skills. This specified that the students likely exposed to negative washback.

On item 8 of Table 4.2.2 the teachers were asked if “English Entrance Examination compels or forces me to give tests such as classroom tests, mid and final exam on selectively English language skills that frequently appear on English Entrance Examination.” The respondents answered 3 (30%) agree and 7 (70%) strongly agree. This displayed that English teachers emphasized on using selectively the English language skills that frequently appear on English Entrance Examination. Hence, the students could develop negative washback towards to the practical English language skills.

Table 4.2.3 EFL Teachers effort to accomplish their works and help the students

ITEMS	SD		D		NS		A		SA		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
9.I am always in hurry or rush to finish my works and to complete English language classroom tests, mid and final exam because of the effect of English Entrance Examination									10	100	10	100

According to item Q 9 of table 4.2.3 the English teachers were asked if “I always in hurry or rush to finish my works and to complete English language classroom tests, mid and final exam because the effects English Entrance Examination.” The respondents replied that 1(10%) agree

and 9 (90%) strongly agree. This showed that English teachers rushed to cover the portion that have consistent with Grade 12 English Entrance Examination.

Q.10. Do you think that English Entrance Examination has impact on students in English language classroom tests, mid and final exam? How? Please write your points. The respondents replied 9 (90%) on 'yes' meaning that English Entrance Examination had impact on students in English classroom tests. The respondents articulated that when the students studied English language skills, they were focusing on the contents more related to English Entrance Examination. The EFL teachers also clarified that the students' intention is giving prioritize for scoring better results in the intended exam. Consequently, the EFL teachers concluded that the English Entrance Examination had negative impact on students English language tests as well as on their language skills in EFL classes.

On the other hand, only 1(10%) of the respondents replied on "NO " that means English Entrance Examination has no impact on students classroom English tests. The respondent describes that there is no relationship between the classroom tests and English Entrance exam.

Q 11 Do you think that you realize washback when you prepare English tests, mid and final exam for your students? If so, what does come to your mind when you set class room tests, mid and final exam in your English classroom?

All the respondents replied on "yes" meaning that the EFL teachers were comprehending washback when they prepared English tests. They also considered in to account their students English language ability and contents that relating to English Entrance Examination. Furthermore, the EFL teachers give details they realized the method that students could score respectable grade in the exam. Besides, they focused on main important points to help students so as to practice exam orientated activities. Likewise, the EFL teachers concluded that when they were setting tests, they thought the method that the students can be successful in Grade 12 English Entrance Examination.

Q12. What is your practice in preparation of English language tests, mid and final exam according to the course objectives or using selective contents that corresponding to Entrance Examination? Why?

All the respondents 10 (100%) replied that they prepared English tests by using selective contents that parallel to Grade 12 English Entrance Examination. The EFL teachers also supposed that the students could get opportunities for practicing the English Entrance Exam questions .Above and beyond, they said that the main target to of assessing and administering the classroom tests to help the students in order to promote to the next level. As a result, the EFL teachers usually set the tests by subsequent of the grade 12 English Entrance exam.

Q13. Which type of test items that predominately you prepare for your students in English classroom? Is that Subjective type of tests or objective type of tests? What is your reason? The EFL teachers replied that they set objective types of tests because the English Entrance Examination has been objective types of tests. Furthermore, the EFL teachers explained that classroom tests could be with regard to Grade 12 English Entrance exam questions. Thus, the EFL teachers described managing this type of tests is supportive in order to be successful in the exam. This revealed that the classroom tests were influenced by the teachers' practice of setting tests and items of English Entrance exam too.

Q14. Which language skills you frequently included when you prepare English language tests for your students in English class room and which ones are excluded? Please write your response from the most to the least (orderly). The EFL teachers answered that when they set classroom tests they encompassed grammar, reading comprehension, communicative activities, and vocabulary, related to different types of writings respectively. As the teachers clarified that grammar was received the highest position that followed by reading comprehension as opposed to the content analysis of period allotted in the syllabus . However, the listening skill was totally excluded in the tests as contrasting to time to be found in the syllabus.

Q15. What overall was an English language class room tests, mid and final exam; what language skills has been included in English classroom before what it should be in the future? Please, write your suggestion. As EFL teachers explained that some years ago, the English tests were mainly consisted of grammar and vocabulary skills. However, now days the tests are included the three major skills and the two micro skills except the listening skill. The English teachers suggested that for the future, it would better if it is in line with the objectives of the syllabus. They also recommended that tests should be included the practical aspects of listening, speaking, and writing English language skills otherwise the tests are going to be exam oriented

4.3. Students' Interview

Under this sub heading part, the analyses and findings of the data collected from 10 students through interview are presented. The data were gathered from Grade 12 students at Sheno Secondary School .The participants were coded from S1to S10. According to discussion made with the students, the following interview questions were answered respectively.

Q1. Do you think that English language class room tests, mid and final exam have influences on your English language skills performance? All the interviewees 10 (100%) responded on ‘‘yes’’ that means the classroom tests had influence on their English language performance. Among interviewees some of them reflected their ideas as follows:

For example, S1and S3 pronounced that we thought only to be promoted the Grade 12 English Entrance Examination with successful result. So, we usually give attention to exam contents rather than developing the language skills as a whole. According to the nature of the classroom tests, the students also practiced the exam oriented .And so, the class room tests mainly are objective types in order to help full for practicing the intended exam.

This indicated that the classroom English tests had negative effect to measure the students' English language skills. For instance, there were no practical aspects of listening, speaking and writing skills in the English class room. As a result, the students could develop negative attitudes towards these practical aspects of the English language skills.

Source S1 to 10

Q2. Do you think that your English language classroom tests, mid and final exam include all the four macro skills and the two micro skills? If no, which skills predominately included in your English tests? Please put them orderly.

All the interviewees 10 (100%) replied on ‘NO’. among the respondents for instance, S1and S2 were reported that the class room tests mainly consists of grammar , reading comprehension and vocabulary directly whereas speaking and writing skills were included indirectly. However, the listening skill is totally ignored in both teaching and assessing. Therefore, the classroom tests were designed based on the English Entrance Examination style because the main objective is to make ready the students and to give attention for selectively studies that help the students to

score high grades in the examination. The rest interviewees also supported this idea. This implied that the classroom tests rarely administered according to the syllabus objectives

Source S1 to S10 interview

Q3. Does your English teacher use out of prescribed grade 12 English syllabus in order to give you tests in English classroom?

All the interviewees 10 (100%) answered on “yes” that means the EFL teachers use hidden curriculum that very important contents that related to English Entrance exam. They described that their teachers usually teach very selectively and thoughtfully. Besides, the students get advice from their teachers to read reference materials for planned exam. Finally, all the respondents concluded that their teachers related the classroom tests with the English Entrance Examination so as to be successful in the exam. As a result, our English teachers usually give great emphasized to the contents (skills) that probable appear on the examination yearly. This implied the classroom tests covered from different reference materials that maybe not available in Grade 12 text book.

Source S1 to S10 interview

Q4. Does your English teacher give you English language tests according to prescribed Grade 12 English syllabus objectives? If not, what the reasons behind? All the respondents 10 (100%) replied on ‘No’ from the respondents S1 and S2 were reported their reasons in the following way

Our English Language teachers help us to prepare ourselves in order to get good result in the English Entrance exam. We also remarked that the focus is not to be assessed as stated in the Grade 12 English syllabus objectives like practical listening, speaking and writing skills. As an alternative, our teachers use other contents that are not present in the text book; in other word, they use additional reference materials. For that reason, our English teachers mainly help us to be promoted the planned exam by doing exam oriented.

This implied that EFL teachers had consciousness to external influence of Grade 12 English Entrance exam. So they applied the external influences to class room English

teaching learning and assessing the students so as to help the students in scoring good grade in the intended exam.

Source S1 to S10 interview

Q 5. What about selected English language tests that related to English Entrance Examination? The interviewees 10 (100%) answered that they have taken English tests in relation to Grade 12 English Entrance Examination. Among the interviewees S3 and S6 reported as follows:

We thought that Grade 12 English text book is not only sufficient in order to have adequate preparation. Since the English Entrance exam has covered from different area. So, we need to use selective studies that anticipated seeming in the exam. Accordingly, the contents that mainly appeared on English Entrance exam have received great attention. And so the main objective would be to prepare ourselves by using choosy contents and tests that could assume to be helpful for the exam. The other participants also supported the ideas of S3 and S6.

This implied that the students had practices in using contents that related to English Entrance exam and they also develop their exam taking skills. Therefore, the students could practice to be become exam oriented.

Source S1 to S10 interview

Q6. Do you think that your English teacher gives you English tests for only to be prepared for English Entrance Examination? If not, what other language aspects do you have been assessed?

Among the participants 7(70%) replied ‘yes’ meaning that EFL teachers gives great attention to the classroom tests in order to prepare the students for Grade 12 English Entrance exam. The interviewees such as S7 and S9 remarked that they initiated to be familiar with contents and questions that are predictable to be seem in the exam. Due to this reason, the English teachers give emphasis to help the students so as to score results in exam with respectable results. This implied that the students have been measured by the theoretical aspects of English language skills rather than including the practical aspects of listening, speaking and writing skills. This happened due to influences of the English Entrance exam so that the students usually take the class room tests in line with the planned exam.

Source S1, S2, S4, S6, S7 and S9

However, 3(30%) of the students replied on “No” meaning the EFL teachers didn’t give classroom tests for students not only to promote the English entrance exam but also for their language skills progressiveness. For instance, S3 and S8 expressed that they could get chances so as to practice the whole language skills. Furthermore, they also used as input for practical implementation of English language competences such as listening, speaking and writing whenever they are learning and taking tests in the class room. So, they can be assessed by speaking and writing indirectly even if they were not taking tests of listening skill, they could evaluate themselves during classrooms instruction with teachers and friends’ interaction in EFL classroom.

This implied that on one hand, the EFL teachers influenced the students to be ready for Grade 12 English Entrance exam. On the other hand, some students considered the classroom tests for both to promote to next level as well as to develop the English language skills. Therefore, both the EFL teachers and students should keep the equilibrium between the internal influence in giving classroom tests and the external influence to be successful in the Grade 12 English Entrance exam.

Source S3, S8 and S10

Q7. Does your English language teacher use conversation to evaluate and give marks for the result in your English classroom?

All the interviewees 10(100%) answered on “No” meaning the EFL teachers didn’t use conversation to assess students. For example, S1 remarked that their teacher assessed conversation students indirectly with written formats of tests. So, there are no practical aspects of speaking skill. This indicated that that the students’ fluency of speaking skill in English class room was not checked by EFL teachers and also no value was given for the students’ practical performance in EFL classes.

Source S1 to S10

Q8. Do you think that English Entrance Examination has effects on students’ English language skills every year? If “Yes” how?

Among the interviewees 8(80%) replied on” yes” meaning that the Grade 12 English Entrance exam has effect on the students English language skills . For example, S1and S2 reported as:

We usually think by what means to succeed in the planned exam with respectable results .Due to this reason, as students we usually read exam oriented contents to be ready and to score grades in the exam rather than reading to improve the whole English language skills. Therefore, we need to prepare ourselves to be success full in the exam.

This indicated that the students could expose to negative washback towards other practical aspects of English language proficiency. Conversely, two participants 2(20%) answered on ‘No’ meaning they considered the Grade 12 Entrance exam does not have any effects on their English language skills. For example, S8 and S10 reported as follows:

When we were taking the class room tests, we also followed English language skills procedure. As a result, we could practice the English language skills indirectly.

This implied that English Entrance exam had positive impact for very few students that could improve their English language skills in EFL classes.

Source S1 to S10

4.4. Teachers' Interview

Interview was directed to five English language teachers. They have more than 15 years' experiences in teaching English language. Based on the discussions made with the interviewees the following questions are answered correspondingly. Then the teachers' response put with *T1*, *T2*, *T3*, *T4* and *T5* according to their individual opinion.

Q1. Do you teach and give tests (class room tests, mid and final exam) for your students according to prescribed grade 12 English Language syllabus? And if your response is "No" why?

T1: I don't give tests according to grade 12 prescribed English syllabus objectives for both teaching and assessing the students' English language skills. However, due to the contents of the English Entrance exam, I usually focus on tests such as grammar, reading comprehension and vocabulary directly but speaking and writing skills of the students are assessed indirectly i.e. technical aspects. This means I don't directly give tests and marks for these two types skills.

T2: No, because grade 12 students take English Entrance exam because of this reason, I have just prepared the students in order to attain in the intended examination. Since most of the exam questions were seemed out of grade 12 English syllabus objectives, Therefore, I used selectively to make ready the students for exam. I mean this, I don't ignore the text book but I used important points then I also add significant contents from reference materials

*T3: No, my intention is to help the students in order to score results in the English Entrance exam. As a result of this, I usually give English tests based on the intended exam that yearly appeared on the exam. So, I usually assess my students by using supplementary materials that could help them to practice for the exam. Therefore, I totally, not to overlook the grade 12 English text book but I always try to balance the class room tests with the intended exam . Similarly, *T4* and *T5* responded as *T3*.*

Source S1to S10

Generally, all the EFL teachers 5(100%) stated that they do not teach and give tests according to the syllabus objectives. So, they use reference materials that important to the students for English Entrance exam. This implied that the EFL teachers do not teach and assess by following the English syllabus as specified in language objectives. Therefore, the teachers have given more line up to the intended exam rather than using the language skills in balanced ways for both to teach and asses the students proficiency.

Source T1 to T5

Q2 what about selected tests that are out of prescribed grade 12 English language syllabus?

All the interviewees 5(100%) replied on “yes” that they used selected tests out of grade 12 English text book. For example, T1 and T2 give reasons that the main objective is to help the students in order to prepare themselves for English Entrance exam. Owing to this, the English teachers usually focus on the contents that appeared annually. As a result, they used different reference materials for both teaching and testing the students’ performances. The English teachers reported that they used grade 12 English text book selectively and supplementary materials too. For instance, punctuation mark, paragraph writing . . . etc. are added .This implied that the EFL teachers imposed the grade 12 English Entrance exam on students as a result they prepare their students in the manner of that to the students able to answer and score good grades in the intended exam.

Source T1 to T5 interview

Q3.Do you use hidden curriculum (out of prescribed grade 12 English language syllabus to give tests for students? Why?

All EFL teachers 5(100%) answered on “yes” meaning they used out of prescribed grade 12 English language syllabus to give tests for students. For instance, T1 and T2 described that EFL teachers use extra reference materials that they considered important for students to score results in the intended exam. The teachers also explained that a great number of English Entrance exam questions are frequently appeared out of a grade 12 English syllabus objectives. Seeing that these items could affect the students result; therefore, the English teachers usually teach including in the tests they prepared for their students. So, administering such types of tests can help the students to be success full in the exam.

Even though they used different reference materials, all the respondents agreed on they are not totally ignored the grade 12 English syllabus. Instead they use more selectively contents that anticipated seeming in the intended exam. As the teachers said that when they teach and give tests they always consider the way the students achieve good grade in English Entrance exam. As a result, they related contents with the planned exam because the objective is to promote the students to a University or college. This implied that EFL teachers focused on Grade 12 English Entrance exam. So, the classroom tests were shifted by the external influences of the students result expectation in grade 12 English Entrance exam.

Source T1 to T5

Q4. Do you think that your tests prepare your students for English Entrance Examination? If no, what other language aspects you use to test the students' language skills?

All the interviewees 5 (100%) answered on "yes" for example, T1 and T3 give reasons that the purpose at Grade 12 will be to help the students in order to score results in the planned exam. The interviewees also explained from their experiences of teaching English language skills, they believed that when tests are set properly, the students will be useful. As a result, the students can practice the class room tests and they also develop their exam taking skills. This implied that the EFL teachers believed that their class room tests could help the students for preparation of the intended exam. Consequently, the students could develop negative attitudes for excluding English language skills then they easily exposed to negative washback.

Source T1 to T5 interview

Q5 .Do you use English conversation to test students speaking skills in your English classroom practically? If not, why? What about listening activities tests?

All the participants 5 (100%) replied on "No" meaning that the EFL teachers give less attention to use practical tests for both speaking and listening skills. For example, T1 and T2 expressed their ideas that class room tests could help the students to get adequate preparation for technical aspects of the speaking skill. On the contrary, the English teachers give reasons for the listening skill that is not to be practical in EFL classes. Firstly, the listening skill is not available in English Entrance exam. Next, owing to large class size and wideness of English text book portion coverage .Lastly, the listening text is available at the back of the students' text book.

Due to of these reasons, ‘‘we didn’t practically give tests for each student listening skill and also no mark’’ T1&T2. Therefore, the EFL teachers have given less emphasis for practical aspects of listening and speaking skills tests. As a result the students could expose to negative washback to these practical skills.

Source T1 to T5 interview

Q6. Does English Entrance Examination have effect on students in your giving tests (class room tests, mid and final exam) in your English classroom every year?

Totally the respondents 5(100%) answered on ‘‘yes’’ meaning Grade 12 English Entrance exam has effect on students. For example, T1 and T5 reacted that the exam has effect on students’ classroom tests as well as on their language skills. They also clarified their opinion that the students expected tests items that similar to the English Entrance exam questions. Due to the fact that, the students considered such kind of model tests to prepare them for the intended exam.

As the teachers illustrated, the students also expected to score result in the exam .So, they wanted to be ready according to the intended exam styles. Moreover, they use selective study because they exam will be prepared more selectively that cover different area. For example, the practical aspect of listening, speaking and writing skills are not included in classroom tests as well as in English Entrance exam too. However, the technical aspects of speaking and writing skills can be available both in the classroom tests and intended exam. Nevertheless, the listening skill is totally ignored.

According to the teachers supposed that when they teach they always considered the way students will succeed in the exam. The teachers said that if we only assess the students with English text book, the students will not score good grade in English Entrance Examination because of wideness coverage of the exam portion. Therefore, the students should read and practice exam oriented activities. This implied that the students could easily develop negative washback because of the influence of the Grade 12 Entrance exam. So, the exam had negative washback impact on the students English language skills.

Source T1 to T5 interview

Q7 .Do you believe that English Entrance Examination have influences on students' English language skills in English classroom?

The interviewees 5 (100%) answered “yes” meaning that they believed that Grade 12 Entrance English exam has influences students English language skills. For instance, T3 and T4 reported that the main purpose at this point is helping the students to score good result in the English Entrance exam .So; the English teachers should work in the manner that the students will be able to get better result in the planned exam. This implied that the EFL teachers mainly focused on the technique that students could be successful in promoting a grade 12 English Entrance exam. Therefore, the students could expose for developing negative washback of the excluded English language skills.

Source T1 to T5 interview

Q8. Do you prepare tests (class room tests, mid and final exam) based on the English Entrance Examination styles? If so, which language skills mainly you use in your English tests?

The respondents 5 (100%) replied on ‘yes’ meaning that the EFL teachers usually prepare the English tests in EFL classes based on Grade 12 English Entrance exam. For example, T1 and T2 explained their view that they set classroom tests by including grammar, reading passage and vocabulary directly, whereas speaking and writing indirectly (technical aspects). However, the listening skill is totally overlooked. This showed that the students could develop negative washback to the practical aspects of the English language skills.

Source T1 to T5 interview

4.5. Document Analyses

In this part, the analyses and findings of data gained from documents are designated. In the first part, the analysis and findings of contents of the three years classroom English tests was planned to perceive the areas of the language that get emphasis. In the second part, the analysis and findings of contents of the three years of Grade 12 English Entrance exam was grasped. Besides, the English language areas that get more attention were also identified. In the last part, the contents of the Grade 12 English syllabus that was planned to teach each language skill and number of period allotted for each skill was identified. Therefore, each document is categorized in the following tables by using frequency, percentage and rank respectively.

4.5.1. Document Analysis of Teachers made Tests

A document has been examined at Sheno Secondary School in English language classes. In the document, the content analysis of tests (class room tests, mid and final exam) was included. The data analysis was also obtained from content analysis of the three years teachers' made test papers .They have been collected from 2010 E C to 2012 E C academic years. These tests papers were also collected from first semester and second semester results. However, the 2012 E C test papers were only taken from the first semester outcomes. At this point, the analysis of contents of the tests were planned to perceive areas of English language skills. Accordingly, the skills that found in the tests are clarified in the table by using frequency, percentage and rank correspondingly.

Table 4.5.1.1 Content analysis of Teachers' made Tests (Sample from 2010 EC to 2012 EC)

	Skills items	2010EC		2011EC		2012 EC		Total		Rank
			%	F	%	F	%	F	F	
1	Word Order	8	4.4	8	3.6	2	2	18	3.6	6
2	Paragraph Coherence	9	5	4	1.8	0	0	13	2.6	7
3	Reading Comprehension	32	17.9	33	15	22	22	87	17.4	2
4	Vocabulary	29	16.1	29	13.2	11	11	69	13.8	4
5	Grammar	44	24.4	98	44.6	51	51	193	38.6	1
6	Communicative Activities	34	18.9	37	16.8	14	14	85	17	3
7	Relating to different types of Writing	24	13.3	11	5	0	0	35	7	5
8	Practical Listening Skill	0	0	0	0	0	0	0	0	
9	Practical Speaking Skill	0	0	0	0	0	0	0	0	
10	Practical Writing Skill	0	0	0	0	0	0	0	0	
Total		180		220	100	100	100	500	100	

As the table 4.5.1.1 indicated the content analysis of teachers made tests were analyzed. The types of items that included in the tests were word order, paragraph coherence, reading comprehension, vocabulary, grammar, communicative activities and related to different types of writing .The test papers were also collected from 2010 E C to 2012 E C and organized according to type of items. Based on to the table indicated above, the tests items are ranked from the highest top coverage to the least. These are grammar, reading comprehension, communicative activities, vocabulary, relating to different writing activities, word order, and paragraph coherence respectively.

According to the data in the table grammar received the top priority followed by reading comprehension. However, the communicative activities obtained the third position that proceeded by vocabulary. Next to this, relating to different types of writing was followed by word order and paragraph coherence respectively. However, the practical aspects of listening, speaking, and writing skills received the least attention in English tests. Almost there were no English tests for these practical aspects of the skills that the students have got marks.

4.5.2. Content Analysis of Grade 12 English Entrance Examination (EEE)

The data obtained from three years of English Entrance Examination. In this circumstance, the analysis and findings of the contents of the exam papers were planned to perceive areas of the English language skills. Moreover, the type of the items that received more attention were described in the table by means of frequency, percentage and rank correspondingly.

Table 4.5.2.1 Content analysis of English Entrance Exam Sample 2010 E C to 2012 E C

No	Types of items	Number of items in year						Total	%
		2010EC		2011EC		2012EC			
		F	%	F	%	F	%		
1	Word Order	5	4.2	5	4.2	3	2.5	13	6
2	Paragraph Coherence	4	3.3	4	3.3	4	3.3	12	7
3	Reading Comprehension	14	11.6	14	11.6	22	18.3	50	4
4	Vocabulary	17	14.2	16	13.3	16	13.3	49	5
5	Grammar	26	21.7	26	21.7	38	31.7	90	2
6	Communicative Activity	32	26.7	34	28.4	26	21.7	92	1
7	Relating to different types of writing	22	18.3	21	17.5	11	9.2	54	3
Total		120	100	120	100	120	100	360	100

Based on the table 4.5.2.1 Showed that the content analysis of English Entrance Examination was analyzed. The types of items in the English Entrance examination are included word order, paragraph coherence, reading comprehension, vocabulary, grammar, communicative activities and relating to different types of writing. Among the items, communicative activity was received the highest position followed by grammar similarly; relating to different types of writing received the third position tailed by reading comprehension and vocabulary respectively.

4.5.3. Period Allocated In Syllabus Related To English Language Skills

In this part, MOE (2011) the Grade 12 English language contents were analyzed in line with the period allotted to each skill in the intended syllabus. In the syllabus for each unit, number of period allotted was identified. In the syllabus, the English language skills to be taught with allocated period cross ponding to the English language skills has been weighed in percentage as well as in rank. Therefore, the data analysis was made from Grade 12 English Teacher’s Guide relating to the English language skills. As a result, the analysis and findings of the contents were examined in the comparisons with period allotted for each skill.

Table 4.5.3.1 Number of periods allocated for the contents of Grade 12 English Language

No	Types of Skills	Number of period Allocated		
		F	%	Rank
1	Listening	23.5	12.2	6
2	Speaking	44.5	23.2	1
3	Reading	34	17.7	3
4	Writing	27.5	14.3	4
5	Language Focus /Grammar	35.5	18.5	2
6	Increase your word power /Vocabulary	27	14.1	5
Total		192	100	

As table 4.5.3.1 revealed that the Number of periods allocated for the contents of Grade 12 English Language skills. The above table indicated fact, the English language skills that received from the highest attention to the least are speaking, grammar, reading, writing, vocabulary and listening skills respectively. According to the table, the most consideration was given to the speaking skill followed by grammar i.e. 23.2% and 18.5% respectively. Next to these two skills, reading was received 17.7% shadowed by writing and vocabulary. At this point, the writing and vocabulary skills have nearly similar attention i.e. 14.3% and 14.1% correspondingly. As opposed to Speaking, listening was accepted the least consideration. It was received 12.2% among the skills that assigned in number of periods allotted in the syllabus.

In general, the analysis and the findings revealed that the primary attention was given to speaking skill that followed by grammar and reading skills. Almost similar numbers of periods were allocated to writing and vocabulary skills. However, the least time was indicated to the listening skill. This shows that the highest number of periods was assigned to speaking skill so as to promote communicative ability of the students.

4.5.4. Comparison of the content analysis and the findings of the documents

In this Study, the documents content analyses were included teachers made tests, Grade 12 English Entrance Examination and English syllabus with allotted periods for each skill. In order to analyze the contents and the findings of the documents, comparisons were made among and within the documents. To examine how English Entrance exam was influenced by the teachers 'experience of teaching English language , tests preparation, and to see to what extent the classroom test contents matched with the English language syllabus objectives. Furthermore, the comparison of content analysis was made on the basis of time allotted to teach skill in the syllabus and on the basis of the number of periods integrated to type of items in English Entrance exam as well as in the classroom English tests.

In the classroom tests, grammar received the top priority followed by reading comprehension. However, both in the English Entrance exam and content analysis of the syllabus clearly indicated that the communicative activities were received the first position followed by grammar. At this point, the exam items weight and the number of time allotted in the syllabus were in line with these two skills in the given tables. In the contrast, in the class room English tests, the communicative activities received the third position and followed by vocabulary.

On the opposite, writing activities received the third position followed by reading comprehension in English Entrance exam. On the other hand, grammar and vocabulary types of items completely harmonized within the given ranks in both English Entrance exams as well as in the content analysis of the number of period allocated in English syllabus. Similarly, the word order and paragraph coherence had similar rank in both in the classroom English tests and in the English Entrance exam type of items.

This indicated that almost the contents of the examination consist of comparable organization within classroom tests and English Entrance exam. On the contrary, the time allotted for practical aspects of listening, speaking and writing skills mismatched with in the classroom English tests and English Entrance exam. This showed that the time budget for practical skills can be used for technical aspects of the language skills for both classroom tests and English Entrance exams preparation.

4.6. Discussions

The main objective of this study was to investigate evidence of washback effect of tests on students in English classroom. Furthermore, it was intended to examine the effect of tests on students, it also planned to identify practice of teachers and students at classroom English tests. In this study, data were collected using three tools i.e. from students, EFL teachers and documents. These data were analyzed quantitatively and qualitatively. Then, the findings of the analyses were integrated and discussed based on the data. The discussions of the findings were made in relation to research questions. This showed that the organizations of the discussions could be prepared in a way to address the research questions and the specific objectives of the study.

The first research question was intended to evaluate how washback has effect of tests on the students in EFL classes. The question was specifically designed to determine both teaching learning processed English language skills as well as the English tests in EFL classes. The finding of students and EFL teachers' questionnaire indicated that the English teachers used selective contents that they expected to appear on English Entrance exam in order to help the students. Similarly, the teachers prepared the classroom tests in line with the English Entrance exam. Due to the influence of English Entrance exam, Students also used a selective study so as to succeed in the Entrance exam. The finding also showed that classroom English tests have been

influenced by the English Entrance exam. This indicated that the students likely vulnerable to negative attitude towards the practical aspects of English language skills.

The interview of students, EFL teachers and teachers made tests analysis indicated that English tests mainly consist of test items from the highest percentage to the least. These are grammar, reading comprehension, communicative activities, and vocabulary, relating to different types of writing, word order, and paragraph coherence respectively. The finding also revealed that the technical aspects tests of speaking and writing skills were given to the students. However, the listening skill was totally ignored in both teaching and testing the students' listening skill.

The EFL teachers also explained their thought in the interview that from their teaching experiences; they believed that if they set English tests properly, the students will be beneficial from the exam. The finding of the students' and the EFL teachers' questionnaire showed that English tests were influenced by EFL teachers' teaching practices. As a result, the English Entrance exam had influences on the students as well as on the classroom tests.

Therefore, the EFL teachers worked in the manner of the students will be able to get the highest result in the exam. Finally, the students could develop exam oriented as well as exam taking skills rather than developing the expected English language skills. As a consequence of this reason, negative washback had been seen on the students English language skills.

Therefore, the finding designated that English Entrance Exam had negative influences on students English language skills as well as on their classroom tests. So, washback effect has negative washback in measuring the students English language abilities. As a result, classroom tests had a tendency of producing negative washback because the teaching learning as well as the assessment of the students in EFL classes confined to Grade 12 planned exam.

The second research question was intended to assess the classrooms and activities that have impact on students in EFL classes. Analysis of teachers made tests indicated that the EFL teachers assessed the students by written exams. The analysis also showed that there were no practical aspects of English tests for listening, speaking and writing skills. This indicated by the findings of both EFL teachers' interview and questionnaire. As the test analysis showed that the students had taken English tests 20%, 20% and final 60%. According, the finding, all the English tests were multiple choice items.

As said by the EFL teachers on the interview, the main objective at grade 12 level is helping the students to prepare themselves for English Entrance exam. As a result of this, all the activities were done relating to achieve the intended exam result. So, the students could develop to become exam oriented instead of learning as indicated in the syllabus objectives. The result on EFL teachers and students questionnaire indicated that the teachers completed both the English course and the English tests on time. The finding also showed that the teachers rushed so as to cover the portion with regard to English Entrance exam.

Furthermore, the finding of students and EFL teachers' questionnaire revealed that the teachers had less attention for giving English tests along with prescribed Grade 12 English syllabus. It also pointed out that the students wanted to get high score in the exam; therefore, they usually use selective study in order to score better results in the intended exam.

The interview of students and EFL teachers indicated that the teachers related to the classroom tests to the English Entrance exam. The EFL teachers agreed on that the text book is not sufficient so as to get adequate preparation for the intended exam. As a result of this, the teachers give great consideration to the contents that expected to appear on English Entrance exam. Consequently, the English tests have been influenced by what the EFL teachers teach and how to assess the students English language skills in EFL classes. The content analysis of Grade 12 English syllabus and analysis of teachers made tests indicated that classroom tests had influences on students English language skills.

On other hand, due to the influences of the English Entrance exam, the classroom tests as well as the class room activities had negative impact on students English language skills. Accordingly, the tests failed to reflect the teaching and learning process to which they were supposedly intended to Grade 12 English syllabus objectives. Besides, the study also indicated that the classroom tests have been influenced by planned exam as well as by EFL teachers' assessment method. Thus, the students could expose to negative washback in using the English language skills effectively. Due to the influences of the Grade 12 exam and the expectation of the student results, the classroom tests and the activities had been done in line with the planned exam.

The third research question was to find out what was the evidence of washback effect of English tests in EFL classes. The students and the EFL teachers' questionnaire indicated that English tests had a great impact on the students English language abilities. It also indicated that the EFL

teachers used exam oriented tests consistent with expected English Entrance exam questions. Moreover, the interview of the teachers showed that EFL teachers used supplementary reference materials that related to the planned exam.

As the EFL teachers stated that a great number of the English Entrance exam questions appeared yearly, seeing that these items can affect the students result. The teachers also clarified their opinion that the students expected to score results in this exam. Therefore, the students should practice such type of English tests items because it could help the students for further preparation to the intended exam. To sum up, the EFL teachers teaching learning in EFL classes, the students' course objective at grade 12 syllabus objectives, and English tests in EFL classes hadn't beneficial washback to the students English language performances. The finding indicated that negative washback effects were bound to the students' English language. So, this indicates that less relationship has been seen between teaching English language and English tests in EFL classes. This indicated that there are two expectations the exam result and the language skills syllabus objectives. So, the English Entrance exam had influences on the syllabus as well as on the students' English language skills.

Consequently, the teaching learning of English language in EFL classes was diverted to the English Entrance exam styles. Due to this, the classroom tests also prepared in line with the planned exam. The questionnaire of the students and the EFL teachers showed that the intended exam had the influences on students English language skills as well as on the classroom tests English tests. Hence, the EFL teachers' tests design and the selective contents for the preparation of the exam had influences on the students English language skills. So, the students improve their exam taking skills because they need to be focus on learning and taking tests about the skills that they are going to take in English Entrance exam .

Therefore, washback effect has negative result on students associated with English language skills .This because of practicing of the students are exam oriented activities rather than employed the language and taking tests as supposed to be in the syllabus . On the contrary, the finding displayed that English tests in EFL classes were important to help the students in order to score grade in the English Entrance exam. The teachers clarified their opinion on the interview that one of the strong negative washback that the English teachers as well as the students successes when the students achieve their goal in the intended exam. So, in this case, English

tests are considered as positive effect on the students in order to promote towards a university or college.

The fourth research question was to examine degree of the English Entrance exam questions that have effect on students' tests in EFL classes, specifically, to investigate the effect of the grade 12 exam on the students' English tests. The findings on the students and the teachers' questionnaire indicated that EFL teachers set tests in line with English Entrance exam in EFL classes. In addition to this, the analysis of teachers made tests and English Entrance exam questions analysis showed this relationship.

The finding also indicated that the exam had influences on students' English learning processes and on their classroom tests. Besides, the analysis of teachers made tests showed that the tests mainly consists type of test items from the highest percentage to the least. These are grammar, reading comprehension, communicative activities, and vocabulary, relating to different types of writing, word order and paragraph coherence respectively. The interview of both students and teachers indicated that the EFL teachers designed tests related to English Entrance exam rather than depend on the intended syllabus objectives. As a result, the EFL teachers always give consideration to the contents or skills that expected to appear on the planned exam. As EFL teachers clarified their opinion that students also expected such type tests that have similar items with English Entrance Exam questions in order to get adequate preparation for intended exam.

On the EFL teachers' interview, the teachers concluded that English Entrance exam had strong negative effects on students English language skills due to the expectation of the students in Grade 12 exam result. The interviewees also indicated that the EFL teachers set English tests according to the English Entrance exam in English classroom. Furthermore, the analysis of teachers made tests disclosed that English exam papers are emphasized on the skills that frequently appear on intended exam. Because of this, the English Entrance exams were changed the aim of the students' English language learning objectives as well as the syllabus objectives. This is due to the expectation of results from the students in the planned exam so it had negative washback effect on the students expected skills.

The finding also indicated that EFL teachers considered the objectives items and the skills that can appear on the English Entrance exam. Furthermore, the EFL teachers interview point out that the teachers teach and assess students so as to help them for English Entrance exam rather than

evaluate the students English language competences as indicated in the grade 12 English syllabus objectives.

The fifth research question was to identify the English teachers and students English language practices in English classroom. The data from students' and EFL teachers' questionnaires indicated that EFL teachers had experiences in setting exam oriented tests according to English Entrance exam. The finding also showed that the EFL teachers ignored the practical aspects of English language skills such as listening, speaking and writing skills. The students and the EFL teachers' questionnaire, the analysis of teachers made tests and the English entrance exam questions indicated that English teachers followed the English entrance exam rather than the objective of grade 12 English syllabus. The analysis of teachers made tests and English entrance exam papers indicated that practical aspects of listening, speaking and writing skills received less consideration. The finding indicated that the listening skill received the least attention in EFL classes. Moreover, the findings from the analysis of the students' and the teachers' questionnaire, and interview of both teachers and students showed that the listening skill is totally overlooked.

Therefore, the students' English language skills have been influenced by the English Entrance exam because the EFL teachers have done classroom practices that related to planned exam .As a result, the students may face problems while they are going to use English language for their daily life as well as for their professional duties . This indicated that negative washback was reflected on the students' English language skills.

CHAPTER FIVE: SUMMERY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This study mainly focused on an investigation on evidence of washback effect of tests on students in EFL classes. It was also intended to examine the impact of washback on teaching learning process in English classroom. The study was conducted at Sheno Secondary School in Kimbibit woreda, North Shewa Zone, Oromia National, and Regional State. In this school, inappropriate utilization of classroom English tests, and washback effect of tests on students in EFL classes seem to be the major problem in the situation of teaching learning English language and assessing students. In order to address the problem of this study five research questions were presented. Each question was related to the specific objectives of the study. Furthermore, different literature reviews were discussed and used for the purpose of the current study.

In the research methodology, descriptive survey design was found appropriate to carry out the study because it enables to show detailed picture of the existing problem. It also allowed using a mixed research design in order to obtain the data for the study that is describing quantitative and qualitative factors. Similarly, probability sampling design i.e. Simple random lottery system was used. For this study, 67 Grade 12 students and 10 EFL teachers participated.

The tools that used to collect data were students and EFL teachers' questionnaire, students and EFL teachers' interview and document analysis (analysis of teachers made tests, Grade 12 English Entrance Examination and content analysis of English language syllabus). At the beginning the students and the teachers' questionnaire, the students and the teachers' interview were adapted from (Umar et al., 2016). However, before using the instruments for the current study, the questionnaire and the interview questions were checked by MA in TEFL teachers. Besides, the students' questionnaire was checked by pilot testing on 20 students by using Cronbach alpha methods. In the study, after the data had been collected, the data were analyzed using frequencies, percentages and statements. Next to this, discussions have been made based on the data gained from the respondents and documents. Finally, findings were drawn from the given data.

On the whole, in teaching learning process as well as in classroom English tests, the EFL teachers' mainly very selective contents that expected to appear on the English Entrance exam.

This employed due the influence of the intended exam. As a result, the classroom tests were also prepared in line with the intended exam. So, the EFL teachers reshaped English tests according to the prearranged exam. Thus, the English tests consist of grammar, reading comprehension, communicative activities, and vocabulary, relating to different types of writing, word order and paragraph coherence respectively.

Therefore, the EFL teachers worked in the manner the students could score the highest result in the English Entrance Exam. This indicated that the students could develop exam oriented practices. This leads the students to negative attitude for practical aspects of English language skills. Consequently, the English tests were influenced by EFL teachers teaching English experiences as well as by English Entrance exam. As a result, the washback effect had negative washback in measuring the students English language skills.

The EFL teachers considered that the main objective at grade 12 is to prepare the students for English Entrance exam. So, they give little attention for teaching and assessing the students according to the prescriptive of the objectives in grade 12 English syllabus. To meet the objective of intended exam, all the activities were done with regard to English Entrance exam in EFL classes.

As a result, the EFL teachers correlated the classroom tests with English Entrance Exam as a result, the students could practice exam oriented activities in order to successful in the exam. Consequently, the EFL teachers assessed their students by using written examination i.e. the students had taken the English tests 20%, mid 20% and final 60% which are all the tests were multiple choice items. On the other hand, less emphasis were given to the practical aspects of English language tests such as listening, speaking and writing skills.

However, the EFL teachers usually in hurry so as to cover related contents that frequently accessible on the planned exam. Due to this, they completed both the course and the classroom tests on time. Similarly, the students wanted to score high results in the exam because of this they give great attention to the selective contents. This indicated that the English tests failed to reflect the teaching learning English language skills that the students expected to achieves in the syllabus. As a result, the students exposed to negative washback due to the absence of the practical skills. Therefore, the students had been influenced by EFL teachers what to teach and what to assess and the way to plan the classroom tests.

In general, the teaching learning English language objectives diverted to prepare the students for English Entrance exam. As a result, the EFL teachers reshaped the classroom tests based on contents that they expected to appear on the intended exam. Therefore, the purpose of English course objectives in the grade 12 English syllabus and English tests in EFL classes had not beneficial washback. This is due to less relationship between the expected objectives in the syllabus as well as the objectives of setting English tests in EFL classes. As a result, the negative washback effect was bounded to students English language skills.

On the contrary, the tests in EFL classes were important for the students so as to prepare them for the intended exam .This is one of the strong negative washback that the students could get chances to score grades to join a university or college .So, this of the measures success for both the students as well as EFL teachers. Therefore, the English tests had positive effect on students for their achievement. On other hand the English Entrance exam had negative impact on students' English tests, and as the same time on the students English language skills because of the expectation of the grade 12 students' results. Due to this, the EFL teachers had practices of exam oriented in line with English Entrance exam..

5.2. Conclusions

According to the discussion of the findings of the study in chapter four the following conclusions were made.

The classroom tests mainly consist of grammar, reading comprehension, communicative activity, and vocabulary, relating to different types of writing, word order, and paragraph coherence respectively. The EFL teachers designed English tests in relation to grade 12 English Entrance Examination style. English Entrance Examination had influences on students with the intention of using selective contents. Consequently, the students improve their exam taking skills rather than developing the expected the English language skills in the syllabus.

Besides, the EFL teachers had external influenced due to the expectation of the Grade 12 English Language exams. To overcome the challenges, the teachers impose the external influences to the internal teaching learning process in EFL classes. Accordingly, the internal process was shifted to the external influences because the students expected to score grades in English Entrance exam. Due to this, the EFL teachers have done the internal teaching learning process in line with the purpose of the achieving planned exam in the result of the of the students .

Thus, the students had been influenced by the English Entrance exam as result they couldn't get achieve the objectives that expected to get in the syllabus. So, the students could develop negative washback towards the expected English language skills in the intended syllabus. As a result, the English Entrance exam had negative washback impact on students English language skills as well as on their classroom tests in EFL classes. On the one hand, the planned exam had positive effect on communicative activities and grammar respectively. In the content analysis of the English Entrance exam indicated that communicative activities were received the top priority followed by grammar.

However, in the analysis of teachers made tests showed that grammar received the highest position followed by reading comprehension in classroom tests. As opposed to this; both the English Entrance exam and teachers made tests had negative effect on students' practical aspects of English language skills such as listening, speaking and writing skills. This showed that both the Grade12 exam and the classroom tests had influences on the students' practical aspects of English language teaching learning as well as assessing their performance. In other word, the

teachers exposed the students to practice exam oriented contents that probably expected in the intended exam so, the students could develop the exam oriented skills.

Therefore, the EFL teachers believed if classroom tests set properly, the students can be beneficial in the intended exam results. So, in order to be success full in the English Entrance exam, the students need to practice exam oriented activities. Due to this reason, the teachers work in the manner that the students can score high result in English Entrance exam. This mainly leads the students to develop their exam taking skills. On other hand, the English tests were influenced by the EFL teachers teaching English practices in EFL classes. One of the practices of the teachers is setting tests in line with the English Entrance exams style rather than following the intended syllabus objectives. This practice implemented due to the effect of the planned exam. And so, the Grade 12 exam English Entrance had negative impact on the students' English language skills as well as on the EFL teachers' tests designed in EFL classes. So, washback effect had negative washback in measuring the students English language skills.

Besides, the EFL teachers assessed the students by written examination. So, the students had taken the English tests 20%, mid 20% and final 60% and all the tests were multiple choice items. Likewise, completely the activities have been done relating to exam oriented in order to help the students so that they can promote to the next level. However, the EFL teachers give less attention in order to give tests for practical aspects of English language skills such as listening, speaking and writing skills. Hence, the EFL teachers completed both the English course and the classroom tests on time in EFL classes. So, they rushed in order to cover related portion.

Conversely, they refused to teach and to assess the students corresponding to the prescribed Grade 12 English language syllabus objectives. Because, they agreed on that the Grade 12 English text book is insufficient so as to get ready the students for the intended exams. So, they give emphasis to use selective contents, as well as they guide the students to focus on contents with regard to the intended exam. The students also want to score high results in the intended exams therefore, they exercise the activities that related to the exam rather than practicing the expected the English language skills.

Consequently, the English tests had been influenced by EFL teachers what to teach, what to assess and how to assess students in EFL classes. As a result, the tests had negative effect on the students English language skills for their daily life as well as on their future professions.

Therefore, the tests failed to reflect the teaching learning process as indicated in the syllabus objectives. Therefore, the English tests and the classroom activities had been influenced by English Entrance Examination as well as by EFL teachers' practices in the EFL classes.

In addition, the EFL teachers have had exam oriented experiences so; they used supplementary materials that they considered significant to students for the preparation of the intended exam. Similarly, the students used to practice the exam oriented activities to be successful in the exam. As a result, the English tests had negative impact on students' future English language abilities.

In relation to the purpose of Grade 12 English language syllabus objectives, the actual classroom tests implementation had insignificance washback on students English language skills in the EFL classes. This indicated that there is a gap between the intended English language syllabus objectives and the actual classroom implementation of English language teaching learning process as well as the assessment methods of the EFL teachers that used to assess the students language skills. So, due to the influences of English Entrance exam the classroom the teaching learning English language was shifted to exam oriented preparation rather than focusing on the expected language skills in the syllabus. Because of this, the EFL teachers give attention issues related to the planned exam.

As a result, the students English language skills had been influenced by EFL teachers' implementation teaching English language skills as well as the classroom tests administration. So, one of the strong effects of negative washback is organized the EFL classes in order to get ready the students for English Entrance Examination. As a result, the students could develop the test taking skills rather than English language competencies. This indicated that negative washback was bounded to the students' English language skills.

Therefore, this study indicated that the EFL teachers used the English language course for the purpose that the students could able to be successful in scoring in the English Entrance exam. So, classroom tests are important for students so as to achieve the goal of the intended exam results, when the students be successful in the English Entrance exam, the teachers external influences can be considered as positive impact due to the results the students were received in the exam. Therefore this can be one of the major successes of the teachers as well as the students' effort. In this case, the tests had positive influences for students so as to promote to the next level.

Over-all, the Findings of the study reveal that classroom tests had positive influence on teaching grammar and reading skills. However, the grade 12 English Entrance exam had positive effect on teaching communicative activities and grammar correspondingly. In contrasting to this, the classroom tests as well as the English Entrance exam had negative influences on the practical aspects of English language such as listening, speaking and writing skills. The finding also indicated that both the classroom tests and English Entrance exam had a tendency of producing a negative washback in EFL classes.

In fact, the EFL teachers had awareness about the Grade 12 exam; this awareness created external influences on the teachers teaching learning process as well as on their assessment of their students English language skills. So, the teachers brought the external influences to the classroom situation in EFL classes. As a result, the internal teaching learning process was changed its objectives to the students' success in the target English Entrance exam instead of following the planned syllabus.

Therefore, the internal process of teaching English language skills as well as the classroom tests are forced to follow the external influences. As a result the teachers and the students had exam oriented practices in EFL classes. So, the students could develop the tests taking skills rather than developing the expected English language skills in syllabus. These conditions could expose the students to produce negative washback effect in EFL classes

5.3. Recommendations

The findings of the study indicated that negative washback effect of tests have been seen on the students English language skills. The EFL teachers had awareness about the expectation of the students' results in Grade 12 English Entrance exam. This awareness created external influences on the EFL teachers so as to make ready the students for the intended exam. Therefore, the English Entrance exam had influences on the EFL teachers in teaching learning English language skills as well as on their assessment of the students' language skills. Due to the expectation of the students' result in the planned exam, the teachers imposed the external influences on the students so that the internal processes are required to follow the external influences.

Therefore, the EFL teachers should balance the external and the internal influences by employing the English syllabus objectives in EFL classes. So, they need to focus on using the English language skills appropriately for both teaching as well as giving tests in English classroom. Subsequently, the students should equip themselves in improving their language competencies. On the other hand, the practices of EFL teachers led the students so as to develop exam oriented skills rather than they are achieving the expected English language skills in the syllabus. As a result, the teachers usually use selective contents as well as commercial reference books in order to make ready the students for English Entrance exam. And so, The EFL teachers should give priority to use the planned English language syllabus objectives for both teaching learning process as well as for assessing the students.

In contrast, the EFL teachers gave less emphasis to the prescribed grade 12 English syllabuses to teach the English language skills as well as to assess the students' language performance. Therefore, the EFL teachers primarily, they should focus on the syllabus objectives so as to accomplish the teaching learning English language skills in EFL classes. They should also incorporate all the expected English language skills in line with the period allotted in the syllabus. Thus; the class room tests should serve as core for engagement of the intended syllabus.

The EFL teachers confined the class room tests to objective type of test items. So, they should properly implement the continuous assessments that incorporate all language skills. Therefore, the school directors and the English department head teachers should give attention for practical aspects of listening, speaking and writing skills in classroom tests. Moreover, the EFL teachers should include the objective type of test items as well as the subjective type of test items in EFL

classes. The National Assessment and Examination Agency Center should also revise the English Entrance exam contents and redesign the exam based on the syllabus. They should also make clear the area of the English Entrance Exam instead of the EFL teachers wondering here and there to search exam oriented contents.

Nevertheless, due to the impact of English Entrance exam, the practical aspects of English language skills were received the least attention in EFL classes. Therefore, the EFL teachers should use both the technical aspects as well as the practical aspects appropriately as indicated to the intended syllabus.

In order to narrow the gap between the technical aspects as well as the practical aspects of the students English language skills, the Grade 12 English Entrance should include these both aspects. Therefore, Ministry of education (MOE) should recommend that the EFL teachers should teach and assess the students in relation to Grade 12 English language syllabus objectives. Moreover, MOE should also supervise that the National Exam Agency should be restructuring the English Entrance Exam in line with the syllabus objectives.

The EFL teachers should work in the manner that the students can develop the macro and the micro skills as allotted periods in Grade 12 English Teacher's Guide Book. Thus, the EFL teachers should focus on the contents (skills) that present in the syllabus rather than rush to cover related portion to the intended exam. For that reason, the teaching learning processes should be based on prescribed English syllabus that showed in the objectives so as to develop students' language skills proficiency.

The EFL teachers assessed the students by using written exams and all the exams were objective type of items. As a result, the class room English tests failed to reflect the teaching learning process that the students should achieve in the objectives of learning English language skills. Therefore, the EFL teachers should teach and assess the students according to the planned syllabus. In order to meet this objective, the school directors and head department of English language teachers should supervise the EFL teachers the English language implementation in EFL classes. They should also get feedback from EFL teachers as well as from the students for further improvement. They should also supervise the teaching and assessing of the teachers whether they implemented based on the planned English syllabus or not rather than they became busy to get ready the students for English Entrance Examination.

Therefore, the EFL teachers should teach as well as assess the students not only to promote the students the planned exam but also they should redesign English tests to assess the students English language skills as a whole. Moreover, the students should improve themselves to use the English language skills effectively. Besides, the EFL teachers should use their professional duties for applying the intended English syllabus by overcoming the challenges from the students to teach and to assess. So, there should be strong relationship between the teaching English language objectives and assessing the students English language skills performances.

Alternatively, the National Educational Assessment and Exams Agency should make clear the contents of Grade 12 English Entrance Exam that EFL teachers should focus on. The EFL teachers make the students ready so as to practice exam oriented activities and to develop exam taking skills. This leads the students to negative washback effect of English language competencies. So, EFL teachers should teach and assess the students based on the objectives of the language. Similarly, the Students should be responsible to use the six English language skills in an appropriate ways for their future life and profession.

On the one hand, the EFL teachers and the students considered Grade 12 English language course just to promote the English Entrance Examination with successful results. Due to this, less relationship has been seen between teaching English and giving English language tests in English classroom. These circumstances exposed the students to yield negative washback effect. Based on the conclusion made, the teachers are expected to balance both the internal and external influences and focus on the teaching of all the language skills proportionally as indicated in the syllabus.

REFERENCES

- Alderson, J., & Wall, D. (1993). 'Does wash back exist?' *Applied Linguistics*. 14/2, 115-129.
- Arends, R., (1997). *Classroom Instruction and Management*. New York: McGraw-Hill, Inc.
- Allen, M.J. (2004). *Assessing Academic Programs in Higher Education*: San Francisco: Jossey-Bass. [www.com. Wikipedia https://en.wikipedia.org/wiki/Educational_assessment](http://www.com.Wikipedia.org/wiki/Educational_assessment)
- Bachman, L. F., & Palmer, A, (1996). *Language Testing in Practice: Designing and Developing useful Language Tests*. Oxford: OUP.
- Bailey, K. M., (1996). *Working for washback: A review of the washback concept in language testing*. *Language Testing*, 13 (3), 257-279.
- Biggs, J. B. (Ed.). (1996). *Testing: To educate or to select? Education in Hong Kong at the Cross-roads*. Hong Kong: Hong Kong Educational Publishing
- Brown, J.D., (2001). *Using surveys in language programs*. Cambridge: Cambridge University Press
- Brown, J. D., & Hudson, T. (2002). *Criterion-referenced Language Testing*. Cambridge: Cambridge University Press
- Buck, G., (1988). *Testing Listening Comprehension in Japanese University Entrance Exams*. *JALT Journal*, 10, 15-42
- Cheng, L. & Curtis., A. (2004) 'Washback or washout: A review of the impact of testing on teaching and learning.' in Cheng, L. Watanabe, Y., and Curtis, (ed.) *Washback in Language*
- Creswell, J.W. (2005) *Educational research: planning, conducting, and evaluating quantitative and qualitative research*, 2 International ed. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.
- Cheng, L. (2005). *Changing Language Teaching through Language Testing: A Washback Study*. Cambridge: CUP.

- Davies, A. (1985). *Follow my leader: Is that what language tests do?* In Y. P. Lee, C. Y. Y. FOKR. Lord, & G. Low (Eds.), *new directions in language testing* (pp. 1-12). Oxford: Pergamon Press
- Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T., & McNamara, T. (1999). *Dictionary of Language Testing*. Cambridge: CUP/UCLES.
- Fulcher, G. & Davidson, F. (2007). *Language testing and assessment*: Routledge.
- Fraenkel, J.R. & Wallen, N.E. (2005). *How to design and evaluate research in education*, (6th Ed). Boston; London: McGraw-Hill.
- Gates, S. (1995). *Exploiting washback from standardized tests*. In J. D. Brown & S. O.
- Green, A. (2013). *Washback in language assessment*. *International Journal of English Studies*, 13(2), 13.
- Greaney, V. (2001). *Using Assessment to improve the quality of Education*. Paris: Sage
- Hughes, A. (1993). *Backwash and TOEFL 2000*. Unpublished Manuscript, University of Reading, England.
- Hung, T. A. (2012). 'A washback study on e-portfolio assessment in English as a foreign language teacher preparation program.' 25(1), 21-36.
- Umar, K., et al. (2016). *To investigate the evidence of positive and negative washback at Secondary level*: English Department: Awkuma Pakistan
- Mesick, S. (1996). 'Validity and washback in language testing'. *Language Testing*. 13/3, 241-25
- Morrow, K. (1986). *The Evaluation of Tests of Communicative Performance*. In M. Portal (Ed.), *Innovations in Language Testing: Proceedings of the IUS/NFER Conference* (pp. 1-13). London: NFER/Nelson
- MOE (2011). *English for Ethiopia Teacher Guide Grade 12*: Addis Ababa; Ethiopia
- Muluken Ayalew, (2006). *Teachers Perception and practice of Continuous assessment in*

Selected Government first cycle primary school. MAThesis. Addis Ababa
(unpublished).

Pearson, I. (1988). *Tests as Levers for Change*. In D. Chamberlain & R. J. Baumgardner (Eds.),
ESP in the Classroom: Practice and Evaluation. ELT Documents Volume 128 (pp. 98-
107). London: Modern English Publications

Popham, W. (1987). *'The merits of measurement-driven instruction'*. *Phi Delta Kappa*,
68/679–682.

Shohamy, E. (2001). *The Power of Tests: A Critical Perspective on the Uses of Language Tests*.
London: Longman.

Simachew Gashaye (2012) *Washback of the University Entrance English Exam (UEEE) on*
Teachers' and Students' Practices: The Case of Preparatory Schools in Amhara
National Regional State .Addis Ababa: Addis Ababa University.

Taylor, L. (2005). *Washback and impact*. *ELT Journal*, 59, 2. doi:10.1093/eltj/cci030

Wall, D. (1997). *Impact and Washback in Language Testing*. In C. Clapham & D. Corson (Eds.),
Encyclopaedia of Language and Education. Vol. 7. Language Testing and Assessment
(pp. 291-302). Dordrecht: Kluwer Academic

Wall, D. (2005) *.The impact of high-stakes examinations on classroom teaching: a case study*
using insights from testing and innovation theory .Cambridge: Cambridge
University Press

Wiseman, S. (1961). *Examinations and English education*, University Press.

Zewudie Abberu (2018). *The Washback effect of the Ethiopian General Secondary Education*
Certificate English Examination on students and teachers towards teaching learning
English. Aksum: Aksum University (Unpublished).

Appendix I: Students' Questionnaire

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear students:

The aim of this questionnaire is to gather information about washback in English Language classroom from those who are attending grade 12 students. To achieve the goal of this study collecting data and analyzing is necessary. Thus, you are kindly requested to check the questions forwarded below. Please, fill in the entire questions correctly. The researcher assures you that your information is only for research purpose and not for other intention.

General Background information: Please put a tick (✓) mark for the following information

Sex ; Male Female Grade 12

Instruction: Please read each of the statement and respond to items, number that shows your degree of agreement. Then put a tick (✓) mark under the column of your agreements.

Keys: 1=Strongly Disagree (SD) 2=Disagree (D) 3= Not Sure (NS)

4= Agree (A) 5= Strongly Agree (SA)

No	Items	1	2	3	4	5
1.	English language tests (classroom tests, mid and final exams) have no effect on my performance of English language skills at grade 12 level					
2.	Tests (classroom tests ,mid and final exams) I have taken at this grade level help me to get adequate preparation for English language Exam because the tests have similarity to English Entrance Examination					
3.	My English teacher gives us tests (classroom tests, mid and final exams) to be prepared only for English Entrance Examination.					

4.	My English teacher usually sets tests (classroom tests, mid and final exams) based on prescribed grade 12 English language syllabus in line with objective of the classroom lesson					
5.	My English language teacher uses hidden curriculum (out of prescribed grade 12 syllabus) in order to prepare tests (classroom tests, mid and final exams)					
6.	My teacher English doesn't give us tests (classroom tests, mid and final exams) according to prescribed grade 12 syllabus because he usually uses selectively in line with English Entrance Examination					
7.	My English teacher always sets classroom tests, mid and final exams based on English Entrance Examination styles					
8.	English language tests such as class room tests, mid and final exams forced me for selected studies because the influence of English Entrance Examination.					
9.	I want to get high marks in English Entrance Examination; Therefore, I usually study selectively just for English Entrance Examination					
10.	My English language teacher finishes both the course and the tests (classroom tests, mid and final exams) in time.					
11.	My English teacher always in hurries or rushes to finish his work and makes the students ready for the English Entrance Examination by preparing model exams (class room tests ,mid and final exam)					
12.	English Entrance Examination affect our classroom tests, mid and final exam every year					

13. What do you suggest about English test (class room test, mid and final exam) for the future? Is that it should be based on grade 12 English syllabus objectives? Or is that it should be

according to English Entrance Examination questions styles? Why? Please write your reasons.--

14. Do you think that classroom English tests, mid and final exams have impact on students' English language skills?

If "Yes" how? And if "No" why? Please write your answer below

15. What your general suggestion in preparation of English language tests such as classroom tests, mid and final exam what it was? What it should be for future? Please write here your points

Thank you very much for your cooperation!

Appendix II: Teachers' Questionnaire

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear teachers:

The aim of this questionnaire is to gather information about wash back in English Language classroom from English Language teachers. To achieve the goal of this study, collecting data and analyzing is necessary. Thus, you are kindly requested to check the questions forwarded below. Please, fill in the entire questions correctly .The researcher assures you that your information is only for research purpose and not for other intention.

General Background information: Please put a tick (✓) mark for the following information

Sex ; Male Female

Education level: MABA.....DiplomaTTI

Work experience in teaching English Language.

5 year 5...10 years above 10 years

Instruction: Please read each of the statement and respond to items, number that shows your degree of agreement. Then put a tick (✓) under column of your agreement

Keys: 1=strongly disagree (SD) 2 =Disagree (D) 3= Not sure (NS)

4= Agree (A) 5= Strongly Agree (SA)

No	Items	1	2	3	4	5
1.	English Entrance Examination has no influence on my assessment of students' language skills in giving classroom tests ,mid and final exams					
2.	English Language tests(class room tests ,mid and final exam) that I usually give for students at grade 12 level help them to get preparation for Entrance English Examination					
3.	I usually sets classroom English Language tests, mid and final exam based on English Entrance Examination					
4.	I don't use English conversation tests in English classroom to assess the students' speaking skill practically by giving marks or value					
5.	I don't use listening activities tests to assess the students' listening skills practically by giving marks or value					
6.	I use hidden curriculum (out of grade 12 English Language Syllabus) because of the importance to English Entrance Exam					
7.	I don't give English language tests such as classroom tests ,mid and final exam to students according to prescribed grade 12English Language syllabus because I use selectively in line with English Entrance Examination questions					
8.	English Entrance Examination compels or forces me to give tests such as classroom tests ,mid and final exam on selectively English language skills that frequently appear on English Entrance Examination					
9.	I always in hurry or rush to finish my works and to complete English language classroom tests, mid and final exam because of the effect of English Entrance Examination					

10. Do you think that English Entrance Examination has impact on students in English language classroom tests, mid and final exam? How? Please write your points

11. Do you think that you realize washback when you prepare English tests, mid and final exam for your students? If so, what does come to your mind when you set class room tests, mid and final exam in your English classroom?

12. What is your practice in preparation of English language tests, mid and final exam according to the course objective or using selective content that corresponding to Entrance Examination? Why?

13. Which type of test items that predominately you prepare for your students in English classroom? Is that Subjective type of tests or objective type of tests? What is your reason?

14. Which language skills you frequently included when you prepare English language tests for your students in English class room and which ones are excluded? Please write your response from the most to the least (orderly).

15. What overall was an English language class room tests, mid and final exam; what language skills has been included in English classroom before what it should be in the future? Please, write your suggestion

Thank you very much for your cooperation!

Appendix III: Interview Questions for Grade 12 Students

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

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 opinion of the class room English Language tests (classroom tests, mid and final exam) in line with English Entrance Examination (EEE). So, I kindly request you to forward your ideas genuinely to the questions I am going to raise as follows:

1. Do you think that English language class room tests, mid and final exam have influences on your English language skills performance?
2. Do you think that your English language classroom tests, mid and final exam include all the four macro skills and the two micro skills?

If No, which skills predominately included in your English tests? Please put them orderly

3. Does your English teacher use hidden curriculum (out of prescribed grade 12 English syllabus) in order to give you tests in English classroom?
4. Does your English teacher give you English language tests according to prescribed grade 12 English syllabus objectives? If not, what the reasons behind?
5. What about selected English language tests that related to English Entrance Examination?
6. Do you think that your English teacher gives you English tests for only to be prepared for English Entrance Examination? If not, what other language aspects do you have been assessed?
7. Does your English language teacher use conversation to evaluate and give marks for the result in your English classroom?
8. Do you think that English Entrance Examination has effects on students' language skills every year? If "Yes" how and if "No

Thank you very much you!

Appendix IV: Interview Questions for English language teachers

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Personal information

Name of School _____

Qualification _____

Year of experience in teaching English Language _____

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 experience of assessing your students in English Language class room tests (classroom tests, mid and final exam) in line with English Entrance Examination (EEE) .Therefore, I kindly request you to forward your ideas genuinely to the questions I am going to raise as follows:

1. Do you teach and give tests (class room tests, mid and final exam) for your students according to prescribed grade 12 English Language syllabus?
2. What about selected tests that is out of prescribed grade 12 English language syllabus?
3. Do you use hidden curriculum (out of prescribed grade 12 English language syllabus to give tests for students? Why?
4. Do you think that your tests prepare your students for only English Entrance Examination? If no, what other language aspects you use to test the students' language skills?
5. Do you use English conversation to test students speaking skills in your English classroom practically? If not why? What about listening activities tests?
6. Does English Entrance Examination have effect on students in your giving tests (class room tests, mid and final exam) in your English classroom every year?
7. Do you believe that English Entrance Examination have influences on students' English language skills in English classroom?
8. Do you prepare tests (class room tests, mid and final exam) based on the English Entrance Examination styles? If so, which language skills mainly you use in your English tests?

Thank you very much you

Appendix V: Document Analysis: Teachers made Tests Analysis

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Responses on washback of document examine will be take place in English language classroom at Sheno Secondary School. An investigation will include teacher made English Language Tests (class room tests, mid and final examination).

No	Skills will cover in English Language Tests	2010 EC		2011 EC		2012 EC		Total	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	Word Order								
2	Paragraph Coherence								
3	Reading Comprehension								
4	Vocabulary								
5	Grammar								
6	Communicative Activities								
7	Related to types of writing								
8	Listening skill								
9	Speaking skill								
10	Study skill								
11	Writing skill								

Appendix VI: Content Analysis of English Language Entrance Exam

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

NO	Types of Items	Number of items in Year			Total	%
		2010 EC	2011 EC	2012 EC		
1	Word Order					
2	Paragraph Coherence					
3	Reading Comprehension					
4	Vocabulary					
5	Grammar					
6	Communicative Activities					
7	Related to different types of writing					
Total						

Appendix VII: Period Allotted Grade 12 Text book

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

No	Macro and micro skills	period allotted	%	Rank
1	Introduction			
2	Listening			
3	Speaking			
4	Reading			
5	Writing			
6	Vocabulary			
7	Language focus/grammar			
8	Study skills			
9	Assessment			
Total				

Appendix VIII Amharic Version of Students' Questionnaire

ጅማ ዩኒቨርሲቲ

የሶሻል ሳይንስና ሂውማኒቲስ ኮሌጅ የእንግሊዘኛ ቋንቋና ሥነ-ጽሑፍ ትምህርት ክፍል

በተማሪዎች የሚሞላ የጽሑፍ መጠይቅ

የመጠይቁ ዓላማ :-

ይህ መጠይቅ የድህረ ምረቃ ማሟያ ጥናታዊ ጽሑፍ መረጃ ለመሰብሰብ ሲሆን በክፍል ውስጥ የሚሰጡትን የእንግሊዘኛ ቋንቋ ፈተናዎች በተማሪዎች ላይ ያላቸውን ተፅዕኖ ለመፈተሽ እና የመፍትሄ ሃሳቦችን ለማስቀመጥ ታስቦ ነው።

ውድ ተማሪዎች :-

ይህ ጥናት ከተፈለገው ግብ መድረስ እንዲችል ትክክለኛ መረጃዎችን መሰብሰብ እና ማጠናከር ያሻል። በመሆኑም አንተ/አንቺ በመጠይቅ ውስጥ የቀረቡትን ጥያቄዎች በጥሞና በማንበብ የበኩልህን /ሽን/ እንድታበረክት/ቺ/ በትህትና እጠይቃለሁ።

ውድ የሆነ የትምህርት ጊዜህን/ሽን/ በመሰዋት ይህንን መጠይቅ በመሙላት ስለተባበርከኝ /ሽኝ/ በቅድሚያ ምስጋናዬ ይድረስህ/ሽ።

ክፍል አንድ:- የግል ሁኔታ:- ስም መፃፍ አያስፈልግም።

ፆታ:- ወንድ ----- ሴት ----- የክፍል ደረጃ -----

ክፍል ሁለት :- የመጠይቆቹ አመለካከት ሁኔታ:-

መጠይቆቹ በ12ኛ ክፍል ተማሪዎች የሚሞሉ ሲሆኑ ይኸውም የእንግሊዘኛ ቋንቋ የክፍል ፈተናዎች በተማሪዎች ላይ ያላቸው ተፅዕኖ ምን ይመስላል? የሚለውን የሚያንፀባርቁ ናቸው።

ስለሆነም መጠይቆቹን በጥንቃቄ በማንበብ በየመጠይቆቹ ፊትለፊት በተሰጠው ሰንጠረዥ ውስጥ ከ 1-5 ካሉት ምርጫዎች በምትስማማበት/ ሚበት/ በቁጥሩ ሥር የ" ✓ " ምልክት በማስቀመጥ መልስ/ሺ ።

የቁጥሮቹ ትርጓሜ 1 = በጣም አልስማማም 2 = አልስማማም 3 = እርግጠኛ አይደለሁም 4 = እስማማለሁ 5 = በጣም እስማማለሁ

ተ. ቁ	የመጠየቆቹ ይዘቶች	1	2	3	4	5
1	በ12 ኛ ክፍል ደረጃ የሚሰጡት የእንግሊዘኛ ቋንቋ ፈተናዎች(የክፍል ቴስቶች ፤ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተና) ምንም ዓይነት ተፅዕኖ በእንግሊዘኛ የቋንቋ ክህሎት ችሎታዬ ላይ የላቸውም።					
2	በ12 ኛ ክፍል ደረጃ እየወሰድኩ ያለሁት የክፍል ቴስቶች ፤ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተናዎች ለ12ኛ ክፍል ለእንግሊዘኛ ቋንቋ ዩኒቨርስቲ መግቢያ ፈተና ዝግጅት እየረዳኝ ነው። ምክንያቱም የሚሰጡት ፈተናዎች ከዩኒቨርስቲ መግቢያ የእንግሊዘኛ ፈተና ጋር ተመሳሳይ እና ተዛማጅነት አላቸው።					
3	የእንግሊዘኛ ቋንቋ መምህራችን የእንግሊዘኛ ፈተናዎች((የክፍል ቴስቶች፣ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተና) የሚሰጡን ለ12ኛ ክፍል ዩኒቨርስቲ መግቢያ የእንግሊዘኛ ቋንቋ ፈተና ዝግጅት ብቻ ነው።					
4	የእንግሊዘኛ ቋንቋ መምህራችን እንደተለመደው የእንግሊዘኛ ፈተናዎችን ሲያዘጋጁ (የክፍል ቴስቶች፣ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተና) የሚያዘጋጁት በ12ኛ ክፍል የእንግሊዘኛ ቋንቋ ሲለበስ በመመርኮዝ በክፍል ውስጥ የሚሰጠውን የትምህርቱን አላማመሠረት በማድረግ ነው።					
5	የእንግሊዘኛ ቋንቋ መምህራችን ድብቅ (ከመደበኛው የ12ኛ ክፍል የእንግሊዘኛ ቋንቋ ሲለበስ ሥርዓተ ትምህርት ውጪ) ለክፍል ቴስቶች ፤ ለሰሚስቴር አጋማሽ እና አጠቃላይ ፈተናዎች) ዝግጅት ይጠቀማሉ።					
6	የእንግሊዘኛ ቋንቋ መምህራችን በተሰጠው የ12 ኛ ክፍል የእንግሊዘኛ ቋንቋ ሥርዓተ ትምህርት ሲለበስ መሠረት ፈተና አይሰጡንም ፤ ምክንያቱም በተለምዶ እየመረጡ ለ12ኛ ክፍል የዩኒቨርስቲ መግቢያ ከእንግሊዘኛ ቋንቋ					

	ፈተና ጋር ተያያዥኝነት ያላቸውን እየመረጡ እና እያዛመዱ የፈትኑናሉ።					
7	የእንግሊዘኛ ቋንቋ መምህራችን ሁል ጊዜ የእንግሊዘኛ ፈተና (የክፍል ቴስቶች፣ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተና) የሚያዘጋጁት በ12ኛ ክፍል የዩኒቨርስቲ መግቢያ የእንግሊዘኛ ፈተናን መሠረት በማድረግ ነው።					
8	በ12ኛ ክፍል ደረጃ የሚሰጡት የእንግሊዘኛ ቋንቋ ፈተናዎች (የክፍል ቴስቶች፣ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተና) እየመረጡ እንዳጠና መደምደሚያ ላይ አድርሰውኛል ፤ ምክንያቱም በ12ኛ ክፍል ደረጃ የሚሰጠው የዩኒቨርስቲ መግቢያ የእንግሊዘኛ ፈተና ተፅዕኖ ፈጥሮብኛል።					
9	በዩኒቨርስቲ መግቢያ የእንግሊዘኛ ቋንቋ ፈተና ከፍተኛ ውጤት ማምጣት እፈልጋለሁ ስለዚህ በተለምዶ እየመረጡ አጠናለሁ፤ ከዚያም ልክ ለዩኒቨርሲቲ መግቢያ የእንግሊዘኛ ፈተና እዘጋጃለሁ።					
10	የእንግሊዘኛ ቋንቋ መምህራችን የእንግሊዘኛ ቋንቋ የትምህርቱን ይዘት እና ፈተናውን (የክፍል ቴስቶች ፣ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተናዎችን) ከተሰጠው ጊዜ ቀደም ብሎ ያጠናቅቃሉ።					
11	የእንግሊዘኛ ቋንቋ መምህራችን ሁል ጊዜ የመማር ማስተማር ሂደት ሥራውን ለማጠናቀቅ እና ከዩኒቨርስቲ መግቢያ የእንግሊዘኛ ፈተና ጋር ተመሳሳይ እና ተዛማጅ የሆነ የሞዴል ፈተና (የክፍል ቴስቶች ፣ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተናዎችን) በወቅቱ ለማዘጋጀት ይጠይቃሉ።					
12	በየአመቱ የሚሰጠው የ12ኛ ክፍል ዩኒቨርስቲ መግቢያ የእንግሊዘኛ ፈተና በክፍል ደረጃ የሚሰጠውን የእንግሊዘኛ ቋንቋ ፈተናዎች (የክፍል ቴስቶች፣ የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተና) ላይ ተፅዕኖ አለው።					

ማብራሪያ የሚሹ ጥያቄዎች

13 . በአንተ /አንቺ/ አስተያየት የእንግሊዘኛ ቋንቋ የክፍል ፈተናዎች(የክፍል ቴስቶች፣የሰሚስቴር አጋማሽእናአጠቃላይ ፈተና) ምን መሆን ይጠበቅባቸዋል ? በ12ኛ ክፍል የእንግሊዘኛቋንቋ ሥርዓተ ትምህርትሲለሽስ መሠረት ያደረገ ወይስ በ12ኛ ክፍል ዩኒቨርሲቲ መግቢያ የእንግሊዘኛ ፈተና መሠረት ያደረገ መሆን ይኖርበታል? ለምን ? አሳብህን/ሽን አብራራ/ራሪ/

14 . በ12ኛ ክፍል ደረጃ የሚሰጡት የእንግሊዘኛ ቋንቋ ፈተናዎች(የክፍል ቴስቶች፣የሰሚስቴር አጋማሽ እና አጠቃላይ ፈተና) በአንተ /አንቺ/ የእንግሊዘኛ ቋንቋ ክህሎት ላይ ተፅኖ አላቸው ብለህ /ለሽ/ ታስባለህ/ለሽ/ ? መልስህ/ሽ አዎ ከሆነ እንዴት ? መልስህ /ሽ አይደለም ከሆነ ደግሞ ለምን ?

15 . በአጠቃላይ የ12ኛ ክፍል የእንግሊዘኛ ቋንቋ በክፍል ደረጃ የሚሰጡት የፈተና ዝግጅት ምን ምን

የቋንቋ ክህሎትን ያካተቱ ነበር ?

ከዚህ በኋላ ወደፊትስ ምን ምንን የቋንቋ ክህሎትን ማካተት ይኖርበታል ?

ስለ ትብብራችሁ ሁሉ አመሰግናለሁ!