



SALALE UNIVERSITY COLLEGE OF SOCIAL SCIENCE AND HU-
MANITIES DEPARTMENT OF ENGLISH LANGUAGE AND LIT-
ERATURE

Wash-back effects of 2022 National Examination on EFL teachers' teach-
ing and students' English language learning: the case of Fitcha and
Abdisa Aga Secondary schools

MA Thesis

By

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Wash back effects of 2022 National Examination on EFL teachers' teaching and students' learning English language: the case of Fitcha and Abdisa Aga secondary schools

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DEDICATIONS

I, the undersigned graduate student, hereby affirm that the work contained in this thesis is wholly original with full attribution to all relevant sources. Additionally, I thank my loving wife Zelalem Feye for her cooperation, understanding, and encouragement while I was performing the research and dedicate this thesis to them.

STATEMENT OF AUTHOR

In the first place, I declare that this thesis is my reliable work and that all sources of information used in it have been properly cited. This thesis has been deposited in the University Library to be made available to borrowers in accordance with the Library's guidelines after being partially submitted in satisfaction of Salale University's requirements for the progressive MA degree. I hereby formally declare that this thesis has not been submitted to any other organization, anywhere, for the purpose of conferring a degree, diploma, or certificate in academia. Without requiring special permission, brief citations from this thesis are allowed as long as an accurate source acknowledgement is made. The decision on whether to grant requests for lengthy quotations from or reproductions of this manuscript in full or in part will depend on: the head of the major department or dean of the School of Graduate Studies when in his or her judgment the planned use of the material is in the interests of scholarship. In all other instances, however, permission must be gotten from the writer.

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BIOGRAPHICAL SKETCH

The author was born in North Shoa Zone's Debrelibanos Woreda Sone kebele on May 15, 1975, Eastern Standard Time. He attended Abdisa Aga Elementary School, Fitcha Secondary School, and Preparatory School for his elementary and secondary studies, respectively. In 1996 E.C., he then joined the English language and literature department at Addis Abeba University. He began working as a teacher soon after graduating and spent a year in the Fitcha Administrative Town in the North Shoa zone of Oromia. In 2014, he enrolled at Salale University for postgraduate studies.

LIST OF ACRONYMS

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

EHEEE: Ethiopian Higher Education Entrance Examination

ELIP: English Language Improvement Programme

ELT: English Language Teaching

ESLCE: Ethiopian School Leaving Certificate Examination

EUEE: Ethiopian University Entrance Examination

FGD: focus Group Discussion

IELTS: International English Language Testing System

Moe: Ministry of Education

NE: National Examination

NEAEA: National Education Assessment and Education Agency

G1, S: group of participant students' one

G2, S: group of participant student's two

T1-T6: Teacher 1-Taecher 6

S1-S8 student from Fitche secondary school

S9-S16 students from Abdisa Aga secondary school

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ABSTRACT

The wash-back effect encompasses the impacts of tests on learning and teaching. This study manifested in positive and negative forms. The present study delved into the wash-back effects induced by the 2022 National Examination on English as a Foreign Language (EFL) teachers teaching and students English language acquisition. Specifically, it examined the influence of the examination on the teachers teaching methodology, students learning strategies and contents of teaching materials. To attain the objective of the study, 209 twelve-grade students selected through random sampling and six teachers chosen using purposive sampling from Fitcha and Abdisa Aga secondary schools. Data collection encompassed quantitative and qualitative methodologies, incorporating teachers and students questionnaires for quantitative insights alongside teacher's interviews and focus group discussions to gather qualitative data. Quantitative data were subjected to analysis via percentages and frequencies, while qualitative findings were interpreted through in-depth analysis. The findings of the study showed that students influenced to give more time for the work of previous examination questions rather than studying contents textbook. Their focus area was mostly on grammar, vocabulary and reading comprehension of the textbook, with teaching material selection guided by exam relevance rather than alignment with broader syllabus goals. Consequently, teachers exhibit a heightened motivation to teach grammar and vocabulary in tangent with exam expectations, often overlooking certain components that are not deemed exam-relevant. The assessment results engender challenges, diminishing the emphasis on receptive skills in the classroom and subsequently impeding students' proficiency in these areas. In light of these findings, the study suggests that English teachers' should formulate exam questions more uniformly aligned with textbook content and advised to impart comprehensive teaching encompassing all textbook components, fostering equitable teaching dimensions. Moreover, they should revise their approach to ensure greater alignment between examination questions and teaching material, promoting a harmonious educational experience.

CHAPTER ONE: INTRODUCTION

This chapter deals with introducing the issue under investigation, wash-back of 2022 Ethiopian University Entrance Examination on EFL teachers' teaching and students' English language learning (ELL). So, In this section, background of the study, statement of the problem, researcher questions, objectives of the study, significance of the study, and delimitation of the study, limitation of the study, organization of the paper and operational definition of important terms are discussed.

1.1. Background of the study

Public examinations, synonymous with external examinations, are common in the educational systems of most countries in the world. Exams are employed for various purposes. Shih (2007) . They are used to place students in higher education institutes and to evaluate the quality of education (Ghorbani, (2008). In light of this, Manjra's, (2005, p.3) further notes, "The importance of the national examination cannot be denied; it is a criterion for admission into higher education, and it supports the process of self-evaluation and improvement of educational institutions." In Zambia, this examinations conducted by the Examinations Council of Zambia at different grade level to award certificates to successful candidates. So passing these examinations is a prerequisite for learners to proceed to the subsequent stages of education, to proceed to senior secondary education and to enter university or any other institution of higher learning. It also important for teachers to show the effectiveness of their teaching, for employers to select the best-suited candidates for jobs, and for other stakeholders too, who in one way or another, influence or are influenced by the examinations and their results. Munna & Kalam, (2021) stated teaching and learning promote a positive impact on students learning achievement." With this intention, the Ethiopian Ministry of Education has been using such examinations for more than half a century. In Ethiopia, these examinations were also given at grade twelve levels to enter higher education institutions and award certificates to successful candidates, which were conducted under the Ethiopian Ministry of Education, under Proclamation No. 260/2012.

Passing these examinations is a requirement for learners to proceed to the subsequent stages of education, to join to university or any other institution of higher learning. According to Dejene, (1990), towards the beginning of English language education in Ethiopia, the examination, namely the Ethiopian university entrance examination (EUEE), which is still in use, was used to screen candidates who joined universities across the country.

The purpose of this examination is mainly to screen candidates and place them competitively in different fields of study. As noted by Desalegn, (2007), this examination is constructed at Addis Ababa University at the Institute of Educational Research (IER) by subject specialists of the university. However, due to various reasons, the EUEE is still assumed to be poor at reflecting the syllabus objectives, as it has a crucial role in the lives of the students (Kassa, 2007). In addition, the domains and methods with respect to coverage and relevance seem too weak in reflecting the syllabus objectives (Amare,2015). It is a standardized or high-stakes test. The scores that the candidates obtain in this examination have a long-lasting effect on their academic lives, as their chances of joining a university are determined based on their scores.

Exams can be a strong, affordable tool for affecting how well teachers teach and what students learn in the classroom. In addition to serving as assessors of academic accomplishment, they might assume accountability for ensuring that effective teaching and learning take place, as suggested by researchers. The ability of language exams and the impact of tests on the language teaching and learning process in schools are referred to as the "wash-back" or "backwash" of language tests in the literature on language testing (Alderson and Wall, 1992, p. 2). Although the notion of ‘wash-back’ or ‘backwash’ (the impact of tests on teaching and learning) is widely held and its existence is commonly asserted by educators (for example, see Hughes, Heaton, 1988, etc.), due to the mystifying nature of the phenomenon, no or very little empirical evidence has been established so far. Regarding this product (1995, p. 13–15), "Although exams and tests dominate the educational component, their effects on teaching and learning, particularly in language education, remain more difficult to study and have thus not yet been sufficiently demonstrated," the author claims. Decisions about the students’ progress in high school or about the students’ further studies are made on the basis of these examinations.

Thus, to make appropriate decisions about the students’ future and to minimize the constraining effect that would result from their poor quality, tests and/or examinations are worthy of the most careful attention from concerned educators. In this connection, it is important to notice what Norris (2000, p. 22) offers: To keep our language assessment purposeful, we therefore need to evaluate the extent to which the language testing tools we select and use are actually helping to accomplish the job of language assessment in our classrooms and programs.

Wash-back is the term used to evaluate the effects of examination on teaching and learning (Alderson and Wall, 1993) the teacher's selection of methodology is highly influenced by the thought that the learners have to take certain tests or examinations. The wash-back effects of national examinations can simply be described as teaching learners to pass examinations without considering whether the knowledge, values, and attitude needed for their lives and moral development are attained or not. Turner (2001) states the effects of wash-back can be described as the impact of testing or educational practices on teaching and learning. The wash-back effects can be either positive or negative (Sukyadi & Mardiani, 2011). When testing procedures encourage 'good' teaching practices, this means that there is harmony between the teaching and the students' examination or a class test performance. When assessments and assessment objectives measure the same skills listed in the course objectives and taught on a course, positive wash-back is frequently noticeable.

Negative wash-back occurs when an assessment does not appear to be related to the skills, when there is no connection between what is taught and what is executed, and also when problems relate to problems standard by themselves (Gaps, 2009). Research indicated that the types of wash-back effects influence the teaching as well as the learning process. Teaching and testing influence and limit one another (Huang, 2019). From the teacher perspective, the intended learning outcomes form the central pillar, transforming knowledge through the combination process Munna & Kalam, (2021). As a result, students learn what they think they will be tested on. This is largely seen negatively by (Siamuzyulu *et al.*, 2018) because negative backwash tends to occur in an exam-dominated system where strategy becomes more important than substance, such as when teachers actually teach exam-taking strategies and encourage a surface approach to learning.

In Ethiopia, there are also grade 12 national examinations, which are still in use and help to screen candidates who join government universities and place them competitively into different fields of study. This examination is assumed to influence the teachers' teaching and students' learning languages, as it has a crucial role in the lives of the participants. Thus, students give meticulous attention to how well they can score on the examination. Therefore, the researcher believes that the current study shows the wash-back effects of the 2022 national examination on teachers' teaching and students' learning of the English language.

1.2. Statement of the problem

Language proficiency plays a pivotal role in education and beyond, enabling us to be social beings (Oller, 1979). Proficiency in another language opens the gateway to new communities and a deeper understanding of the world. The English language, as a subject, holds significant importance in schools and is compulsory in students' academic careers. The ministry of education in many countries, including Ethiopia, gives due consideration to English language education, resulting in the publication of new textbooks and intensive in-service training for teachers to cope with the demands of these materials. (Ayele, 2018) was also stated that the English language in Ethiopia has a significant purpose in that it is the medium of instruction starting from the secondary level of education, it is a compulsory subject throughout schooling, and it is an international language that enables the country to communicate with international communities at large. However, the impact of language examinations on the education system is a matter of concern. Alderson and Wall (1992), cited in Brown (2000), argued that the nature of examinations might redirect the essence of language education in a country. According to research, English teachers were influenced by the university admission exam to stop teaching English language skills like oral speaking, listening, and paragraph and essay writing Munna & Kalam, (2021) .

The examination was found to have a negative effect, for it requires the participant's teachers and students to concentrate on contents and tasks similar in nature and appearance to those that appeared in the earlier examinations. Therefore, as little has been done so far, investigating the wash-back effect of examinations such as the previous EGSEC English Language Examination in light of the requirements of the curriculum (objectives in the syllabus) is vital to promoting quality education for the learners at the secondary schools. It is a well-known fact that public examinations are tools used to select suitable learners for higher education. "A test is essentially a sample of questions and activities that reflect a large body of knowledge and mental processes associated with an academic subject area" (Tayeb, 2014). In Ethiopia, grade 12 national examinations, which are still in use, help to screen candidates who join government universities and place them competitively into different fields of study. This examination is assumed to influence the practices of teachers and students as it has a crucial role in the lives of the participants. Thus, students give meticulous attention to how well they can score on the examination. The present study aims to investigate the wash-back effects of the 2022 national examination on English language teaching and

students' learning. Mainly, I choose the thesis topic due to my interest in education and research, specifically in the field of English language teaching. My experience has also encouraged me to focus on the effects of public examination on teachers' teaching and students' learning. Another reason for choosing this topic was I also motivated to conduct this study by what I saw as a clear need for such work within the schools where I work. Unlike previous research that focused on past years (Dereje, 1995, and 1997) this study centers on the current 2022 National Examination, which is a significant concern for educators and other stakeholders because many students had not passed the examination. It also aims to raise awareness amongst those whose work may be affected by the test (e.g. students, teachers, materials developers and policymakers) towards the importance of considering the role and effects of national examination policy and approach in the curriculum innovation process. Therefore, the current study is different from the above research in many ways. The above work could not touch on how, to what extent, the contents of the National Examination interact with the contents of teaching materials and influence teachers' methods of teaching and students learning. The researcher is interested in understanding how the examination's contents align with teaching materials and influence teaching methods, learning styles, and strategies among students. Additionally, the study aims to explore the impact of the examination on students' choice of content and their learning preferences, to investigate what the teaching and learning practices looked like under the influence of the examination. Specifically, it examined the aspects of teaching and learning that were influenced by the examination, the nature of the influence of the examination, and the factors that contributed for the wash-back phenomenon to take place in the practices of teachers and students. Based on the above, the researcher conducted the study to determine the extent of the National Examination wash-back effect on teachers teaching and on learners' styles of language learning.

1.3. Research questions

To achieve the purposes of the study, the present researcher formulated the following research questions to be answered in the study:

1. What is the 2022 National Examination's wash-back effect on EFL teachers' teaching?
2. What is the 2022 National Examination's wash-back effect on students' English language learning?

3. What positive or negative wash-back effect did the 2022 National Examination have on EFL teachers teaching contents and students' learning preferences?

1.4. Objective of the study

1.4.1. General objectives

The general objective of this study is to explore and understand the wash-back effect of the 2022 grade 12 Ethiopian University Entrance Examination on English language learning and teaching processes.

1.4.2. Specific objectives

Specifically, the study attempts to:

1. Explore the wash-back effects of the 2022 grade 12 National Examination on EFL teachers' teaching.
2. Investigate the wash-back effects of the 2022 National Examination on students' English language learning.
3. Assess the impact of the 2022 National Examination on teachers' selection of contents and students' preference of contents in the context of instructional processes.

1.5. Significance of the study

For the field of education and the communities surrounding schools, this study is important. It looked at the significant impact of the wash-back effect from the 2022 National Examination. Examining test impact's function in determining program objectives demonstrates how important it is. The success of this project will depend on how many people it can help, and how well it can help high school English teachers understand how English language tests fit into their classes and curricula. It can increase teachers' awareness of applying the right methods and approaches. To help students learn effectively, it might offer insightful information on the roles of both teachers and students. By investigating the wash-back effects of the 2022 National examination, a potential solution to the challenges of subpar language teaching and learning in Fitche and Abdisa Aga secondary schools is explored, potentially mitigating wasted time. It can give hints to teachers, students' and parents on the importance of giving necessary support to teaching and learning English

language because the researcher plans to put a copy of the study in the library. Additionally, it offers a foundation for further in depth studies, providing a platform to maximize the positive wash-back effects of the examination in subsequent research attempts’.

1.6. Delimitation of the study

The study was restricted to investigating the wash-back effect of the 2022 Ethiopian National Examination on EFL teachers' teaching and students' acquisition of the English language as well as the impact of the examination on the curriculum objectives. The study area is restricted to two specifically chosen schools in order to manage the research.

1.7. Limitations of the Study

This study is thought to have produced insightful information for various stakeholders in the education industry. But given that it is normal for every research to have certain flaws, there are several study constraints that need to be addressed. Due to the researcher's inexperience with utilizing the internet while doing this study, there were issues with internet access, including a connection that failed to download the necessary materials. The participants in the questionnaire did not promptly return the paper to the researcher, which was another issue the researcher ran into. Not only did they take longer than expected to return the questionnaire to the researcher, but also some participants refused to fill it out since it appeared unusual to them. Rather than pressuring them, the researcher moved on to the next group of students. Last but not least, the study was restricted to six teachers and 16 students for the interview component in two schools due to time and financial constraints. However, the researcher was able to overcome all of these obstacles by being understanding, accepting the possibility that they would arise when conducting study, and soliciting assistance from others, particularly from those with experience in the field.

1.8. Organization of the Paper

Under chapter one background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study and limitation of the study, organization of the paper and operational definition of important terms were discussed. Chapter two deal with a review of related literature. Chapter three describes design of the research, participants of the study, data gathering instruments, data gathering procedures, and methods of data analyses. In chapter four, discuss data analyses, findings, and discussions were reported. In chapter five, summaries, conclusions, and recommendations of the study were presented.

1.9. Operational definitions of important terms

For the purpose of this study, the following research terms were operationally defined:

- **Wash-back/backwash/:** as Alderson & Wall, (1992), defined, it is the influence of testing (Examination) on teaching and learning; on teachers' and students' insight of what students do. It is also known as "backwash effect" and is generally described as the effect of testing on teaching and learning. In this study the researcher use wash-back effect of the 2022 national examination on EFL teachers teaching and students' English language learning.
- **Negative Wash-back:** It is the harmful effect of 2022 national examination on teachers' teaching and students' learning English language.
- **Positive Wash-back:** It is the beneficial effect of 2022 national examination on teachers' teaching and student learning English language.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This section described the literature reviewed for the study. It begins with historical perspectives of wash-back, The Concept of Wash Back, wash-back hypotheses, and types of wash-back. Next, the ways of fostering positive wash-back, theoretical framework, and conceptual framework; factors affecting wash-back work were reflected. Then the English language curriculum in Ethiopia, Importance of examination in education was discussed. Following that, secondary school and National Examination in Ethiopia and the review end with design and format of Ethiopian National Examinations

2.2. Historical Perspectives of wash-back

Due to the fact that tests have long history in the education sector, as Shih (2007) notes, there have been arguments among scholars about the potential impact of tests. Over many years, researchers have documented the impact of tests on the practices of teachers, learners and other stakeholders. However, this impact of tests was not seen as a distinct educational phenomenon. Alderson (1986) identified wash-back as a prevailing and separate issue in language testing which demands researchers to turn their attention to it. The other prominent figure in the area, Hughes (1989) in his part, has proposed a dichotomy model that depicts the wash-back from exams to participants, processes, and products.

Alderson & Wall, (1993) have conducted the first landmark study that examined wash-back of a new English Examination on the English language education in Sri Lanka. In their study, they argued that there was little evidence that supported testing affects teaching and learning Shih (2007). As a result, they unpacked the idea of wash-back through proposing wash-back hypotheses that would serve as a foundation for further research in the area. It has been serving as a turning point for the study of wash-back. Then, Bailey (1996, p.257-279), taking the dichotomy model of Hughes (1989) and the wash-back hypotheses of Alderson & Wall, (1993), developed the basic wash-back model that describes the complex features of wash-back phenomenon. Inspired by the wash-back hypotheses of Alderson & Wall, (1993), researchers turned their attentions to the area in various educational settings. In light of this, Alderson (2004) states that wash-back has received greater attention, especially in the area of language testing research. Ghorbani (2008) also argue that studying the validity and validation of tests could not be enough in language testing research; rather other concerns such as impact and consequences of tests on the instructional practices should

also be researched. As Shih (2007) mentions, research projects have been launched in different educational contexts to investigate the wash-back of different exams such as national matriculation English exams.

As can be observed from the historical perspectives of wash-back presented, there is a growing interest to work on the area among the scholars. Moreover, there are progresses made on the area through developing hypotheses and models that in turn initiated researchers to work on the area. The aspects of teaching and learning process that are influenced by the wash-back of the exams are discussed in the following sections.

2.3. The Concept of Wash Back

Wash-back effect refers to the impact of testing on curriculum design, teaching practices, and learning behavior's (McKinley and Thompson, 2018). The influences of testing can be found in the choices of learners and teachers. Teachers may teach directly for specific test preparation, or learners might focus on specific aspects found in assessments. Wash-back effect in testing is typically seen as either negative, or positive. Madaus, (1988,p.83) stated that 'It is testing, not the official stated curriculum, that is increasingly determining what is taught, how it is taught, what is learned, and how it is learned.'

In cases where wash-back is positive, learners are motivated to study in order to perform well and teachers and learners are motivated to achieve learning goals. Teachers and learners can keep track of progress, teachers can identify areas which still need work; and schools can set learning and teaching objectives and keep track of the progress. If wash-back is positive, there should be "no difference between teaching the curriculum and teaching to the test" (Weigle and Jensen,1997). Students and teachers should use tests as a means of assessing progress, but not as a source of anxiety.

In a negative sense, teachers may spend time teaching for the test, rather than teaching general subject matter and teachers may ignore activities not directly related to the test. Learners may only take the time to study when there is a test and may feel anxiety related to the learning environment. Teachers may feel pressure to cover a certain amount of material. If wash-back is negative, teachers will focus too much on the test and prepare the students to pass the test rather than learn the subject. While tests can be thought simply as a means of assessing learning and progress, it must be remembered that there can be more effects of testing than meets the eye (Alderson and

wall,1992,p.2).This paper reviews recent empirical studies of wash-back to see whether they indicate this to be the case, and if so, why.

The concept of wash-back rooted in the notion that tests or examinations can and should drive teaching and hence learning (Pophem, 19877). The idea that testing influences teaching is familiar in the educational literature. Many researchers have worked on the influence of examinations over the classroom practices. Cheng (2008) maintained that there is a set of intended and unintended, positive and negative relationships between testing, teaching and learning. Pearson (1988,P.98)) believed that public examinations influence the attitudes, behavior, and motivation of teachers, learners, and parents. This influence is often seen as negative. Swain (1985,p.42) recommended that “test developers bias for test and work for wash-back”, while Alderson (1985,p.104) argued for “innovations in the language curriculum through innovations in language testing”.

The concept of measurement driven instruction requires that testing should drive instruction. It focuses on the relationship between the content of tests and courses, which may lead to narrowing down the course instruction by teaching to the test. Tests may introduce intended or unintended and positive or negative aspects of instruction, students, teachers, and the school.

In relation to curriculum, the reports of the effects of wash-back are contradictory. Alderson & Wall,(1993,p.126)concluded from their Sri Lanka study that the examination has had a demonstrable effect on the content of language lessons. This effect was that of the narrowing of the curriculum to those areas most likely to be tested. This finding is similar to that of Lam, (1994) who reported an emphasis in teaching on those parts of the exam carrying the most marks.

Other factors relating to the curriculum mentioned in the research are class time allocation and class size. Lam, (1994) found that more curriculum time is given to examination classes, though Shohamy et al.'s, study suggested that this is true only in the case of exams viewed as high stakes. Alderson and Hamp-Lyons, study (1996) noted in their study that while extra time is given to examination classes in some institutions this is not the case in others. Read & Hayes, study (2003) also noted that time allocation may be greater or lesser depending on the school. They point out too how much of a consideration time is for teachers, with teachers observed remarking that considerations of time available affected their choice of methodology. Alderson & Hamp-Lyons, (1996) also raise the consideration of class size, pointing out that in the situation they investigated there were many more students in the exam classes than in the „regular“ classes.

The term “materials” is used here to refer to exam-related text-books and past papers. Exam-related textbooks can vary in their type of content. They range on the one hand from materials that are highly exam technique oriented, and make heavy use of parallel exam forms, to those on the other hand that attempt to develop relevant skills, emphasizing more the content domain from which the exam is derived. Generally, the studies refer particularly to those materials at the “highly exam oriented” end of the spectrum.

The rate at which teachers use these materials seems to vary, however, Lam, (1994) , noted some innovative use of materials generated by the introduction of the revised examination. For example, the use of teacher-produced authentic materials, also speaks of teachers as textbook slaves and exam slaves with large numbers of the former relying heavily on the textbook in exam classes, and of the latter relying even more heavily on past papers. He reported that teachers do this as they believe the best way to prepare students for an examination is by doing past papers

2.4. Wash-back Hypothesis

Alderson & Wall, (1993) introduced the concept of Wash-back Hypothesis. The writers posited fifteen possible wash-back hypotheses relating to various behaviors, attitudes, test consequences, and the different effects on different persons: 1) A test will influence teaching 2) A test will influence learning 3) A test will influence what teachers teach 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 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 content, method, etc. of teaching/learning 12) Tests that have important consequences will have wash-back 13) Tests that do not have important consequences will have no wash-back 14) Tests will have wash-back on all learners and teachers 15) Tests will have wash-back effects for some teachers and some learners, but not for others.

In addition to this, it discussed the importance of accounting for what occurs in the classroom, rather than just describing it. It also argued that researchers should specify the kinds of features that they wish to look for when deciding whether the desired wash-back has occurred. Alderson & Hamp-Lyons, (1996) revisited and refined the Wash-back Hypotheses in Alderson & Wall, (1993), as follows: Tests will have different amounts and types of wash-back on some teachers and

learners than on other teachers and learners. The amount and type of wash back will vary according to the status of the test (the level of the stakes); the extent to which the test is counter to current practice; the extent to which teachers and textbook writers think about appropriate methods for test preparation and the extent to which teachers and textbook writers are willing and able to innovate.

2.5. Types of wash-back

In addition to the definitions of wash-back effect, some studies focus on some exams administered in their countries and analyze their wash-back effects on students or teachers. Among them, some researchers put an emphasis on positive effects, while others conclude their studies by indicating the negative effects of tests. Furthermore, some results taken from students' or teachers' views may show both negative and positive wash-back effects at the same time.

2.5.1. Negative Wash-back

To understand negative points of exams, concerning literature can be a good example. Chen (2002) analyzes the wash-back effect of an English test in Taiwan, which has been designed according to the new curriculum and explains some factors, which lead to negative effects. Firstly, the curriculum involves activities that are suitable for communicative approach; nevertheless, the test fails to evaluate the communicative learning process. In other words, the test consists of grammar-based questions although it is aimed to match with the curriculum, which is based on communicative approach. Moreover, teachers are not ready for the change, as they are not given any training about it, so they do not know how to teach and which materials should be used. As Brown (2002) states wash-back becomes negative wash-back when there is a mismatch between the content (e.g., the material/ abilities being taught) and the test. Wash-back is harmful, when training for a particular test comes to dominate classroom work. When teachers teach one thing and the test then concentrates on another one; and when teachers end up teaching to the test.

Actually, much teaching is always directed towards testing and much time of the class is spent on materials that appear in the test. Sometimes, the objectives and contents of the test do not appeal to students and teachers. For example, some students like and need to learn English communicatively, but the test they have to undergo is discrete-point.

The use of public examinations may have harmful effects on an educational system at the micro level that means classroom settings. For example, Choi (2008) concludes that EFL testing has a

big impact on EFL education in Korea across the three education stages: in elementary education, students are less motivated in their language learning in secondary education, where students are tried to practice test-taking strategies to prepare for exams; and in higher education "where obtaining high scores on EFL tests is deemed a prerequisite to successful graduation and employment". The view of tests' affecting the participants in both micro and macro level is also supported by Ozmen (2011). According to this study, which analyzes the wash-back effect of the interuniversity foreign language examination (ILE) on candidate academics, concludes his study by mentioning the negative wash-back effects of this test. He states that this exam affects the participants in both micro and macro level.

In other words, this exam does not affect only an individual, but also a populated group working at universities. As this exam includes a multiple-choice test, which assesses grammar, vocabulary and reading skills, they think it does not measure their real English level, as it is not life-like. This means examinees cannot use this language in their real life. Moreover, Ozmen (2011) also indicates the negative wash-back effects of the exam called The Selection Examination for Professional Posts in Public Organizations (SEPPPO) on examinees. Due to this exam, students have difficulty in concentrating on their department's curriculum and they lose their motivation to become teachers. Moreover, they have some financial problems because of it. Besides, teachers' views about tests should also be taken into account as well as students' views. Abu-Alhija (2007) argues that tests will have bad effects if they create an anxiety among teachers. At the micro level, as a consequence of inappropriate test-preparation practices, a test will also have negative effects on teaching and learning when students' scores increase without increase in learning, i.e. test score pollution, as pointed out by (Choi, 2008). Fatherly, damaging effect that might be caused by examinations is that they may promote traditional ways of delivering instruction on the part of teachers. As Qi (2005) conducted a research on investigating the effects of high stake test in secondary school context in china. Her research involved a stake holders like test constructors, teachers and learners. Through interview, classroom observation and questionnaires, a researcher illustrates the potential for a discrepancy between the wash-back intended by test designers and the actual wash-back in classroom.

The researchers argued that the high stake nature of test may undermine the implementation of intended wash back on teaching because of teachers and learners desire to gain high test scores and their interpretation of how best this might be achieved. Furthermore, Kirkpatrick & Zang, (2011)

also support the fact that the pressure on students increases negative wash-back effects. Their study shows negative impacts of tests on students by stating that the most important factor is their exam-oriented education system, in which successful students are praised while unsuccessful ones are punished. Students are supposed to memorize what they have learned to take high scores in the exams, so teachers do not care about students' creativity and thinking skills. Students do not reason any facts, but they just memorize everything they learn, so they become less motivated and less creative, but more anxious. Also, to make them memorize easily, they are given too much homework to do. As they cannot cope with what they are given and wanted, they tend to cheat to succeed in the exams. Finally, Adnan and Mahmood, (2014) state the negative effects of an English exam, Higher Secondary School Certificate (HSSC), on teachers' methodology and materials that teachers use in Pakistan. The examination that is grammar-based requires teachers to teach grammar in order to make students successful in the exam. For this aim, teachers have to ignore the necessities of students and they do not give much importance to their students' learning English. They organize their lessons according to the needs of the exam, instead of learners, so they adapt their teaching methodology and materials to this exam. In other words, this system helps students achieve in the exam; however, they cannot learn the skills that are needed to use the language outside the classroom.

2.5.2. Positive Wash-back

Despite negative effects, it is possible to talk about positive effects of tests. To illustrate, Manjarres (2005) intends to find wash-back effect of a new-competence based English test in Colombia. According to the results, it is concluded that this new test has a positive impact on teaching as some factors are changed to meet the needs of this test. The size of the classes is reduced and materials used in classes are changed and adapted to the new test and teachers also organize their lessons by taking the content of the exam into account. However, it states a problem about the test. It includes items related to grammar competence, so students are not successful in terms of communicative competence as teachers give importance to grammar, but not to listening and speaking. Nevertheless, this fact does not affect wash-back effect badly because teachers teach mostly grammar, students study grammar and the test consists of grammatical items. The study by Gallagher and Mhaonaigh (2009), on the other hand, aims to find the wash-back effect of tests in Irish called "Teast as Eorpach na Gaeilge" (European Certificate of Irish), TEG, which were began to be used in 2005. Adult learners are chosen as participants. As a result of the research, these tests have a

positive impact on these learners as they increase their motivation and self-confidence to learn thanks to its structured and coherent syllabus. However, this study adds that the difficulties underlying these tests should be kept in mind, such as the requirement of enlarging the education system according to these tests' content and the existence of placement tests and Language for Specific Purposes tests. Mohammadi (2010) seeks for answers about wash-back effect in terms of just teaching. In other words, this study is applied to 45 teachers in Iran to understand the wash-back effect of MA Entrance Examination on teaching. Most of the participants agree on positive effects as tests give them an opportunity to use the same methods in lessons and decide on what to teach to fulfill students' needs. They design their lessons according to the exams, however while doing this, they avoid teaching tricks and using the items of the tests in class. They only make students ready for the exam and they are generally pleased with this way of teaching. In addition, Senturk (2013) conducts a study on 7th grade students and their teacher about KET (Key English Test) exam's effect on teaching and learning. This study finds the positive effects of this exam on both students and the teacher because they are both enthusiastic about the exam. Moreover, as the exam is international and communicative, the teacher changes her teaching style according to its requirements, so this situation creates a communicative and real-life environment in the class. This study enlightens the fact that the type and content of tests have a really strong impact on both teachers and students' performance, attitudes and interests, so it directly affects the nature of wash-back effect. Tang (2013) also finds out the positive wash-back effects of a speaking test on oral proficiency in terms of both teaching and learning. The study designs a test only for daily participation of students, so it does not surely state whether this test has a positive impact on final grades. However, as the aim of the study is not to find the final result, it achieves its goal on a daily basis. It reveals that the group which has been prepared for a speaking exam has a better oral proficiency than the group without a speaking test. In other words, it can be stated that as students get prepared for the speaking exam with authentic materials, group-work and communicative activities, they show improvement in their speaking English. Moreover, teachers have been affected positively in this process while organizing their lessons according to the needs of the test. They allocate their time for communicative activities and real-like situations instead of grammar-based materials.

2.6. Ways to foster positive wash-back

After finding negative or positive wash-back effects of tests, instead of just stating what they are, it is better to promote positive wash-back effects by decreasing the negative effects or by suggesting

alternative ways or new tests. In other words, by taking negative effects into account, it is a good idea to eliminate weaknesses and increase the strengths of the tests by taking students' needs into consideration. While doing this, it is important to warn them about the requirements and assessment of the tests and standardize the tools according to their levels, (Bedford ,2003). Moreover, according to Hughes (2003), it is essential for a test developer to know its aim while preparing a test. He should be careful about including questions related to skills which need encouraging. However, questions should not be limited to some specific types. Using various types of questions make students get more prepared. These tests and questions should also be based on objectives of the courses. Besides, norm-based tests should not be preferred to motivate students. If students feel less successful than others, they lose their motivation.

Besides, not only students, but also teachers should be informed about the content and scoring of tests. The suggestions about achieving positive wash-back are reinforced by some research which reveals the same results at the end of their case studies. To illustrate this fact, Brown (2000) points out some strategies to enhance the positive wash-back effects of university entrance exams in Japan. It divides these strategies into four groups; test design, test content, logistical and interpretation strategies. Under the title of these strategies, it is really important to design the tests according to the needs of learners and the curriculum. In other words, lessons should not be organized according to the needs of tests, but tests should be in accordance with lessons and learners' requirements.

Moreover, instead of focusing on one skill, students should be assessed in terms of four skills by using real materials. They should also be informed about the purpose of the test like other people in the process who have to cooperate with each other such as teachers, administrators and curriculum designers. Lastly, the results of the tests have to be meaningful and credible. In addition, Sheng-ping and Chong-ping (2004) conduct a study to measure the wash-back effects of three tests applied in China. At the end of their research, they state both negative and positive effects of these tests. However, instead of focusing on negative points, they try to make teachers or examiners aware of students' needs and preferences.

Finally, they lead teachers to evaluate or change their teaching process according to both these needs and the requirements of the tests to increase the positive effects of tests. According to a study by Caine (2005), existing English tests in Japan are not appropriate to measure the level of

students as they are grammar-based. However, a new speaking test is suggested to make the learners use the language in real-life context. Most teachers and learners find it very useful as it is communicative, while other teachers fear the fact that they are not familiar with this new type of test and teaching way. For this reason, it is concluded that communicative skills or teaching methods should be included in in-service teaching programs to make teachers competent in this way of teaching.

2.7. Theoretical Framework

In order to better understand the key issues of this study, Hughe's (1993) tri-chotomy wash-back model was applied. The model focuses on the three main components of the teaching and learning process; which are participants, process and product. The tri-chotomy allows the construction of a basic model of wash-back. The nature of a test may first affect the perceptions and attitudes of the participants towards their teaching and learning tasks. These perceptions and attitudes in turn may affect what the participants do in carrying out their work (process), including practicing the kind of items that are to be found in the test, which will affect the learning outcomes and the product of the work (Hughes, 1993).

The participants are learners, classroom teachers, administrators, materials developers and publishers, whose perceptions and attitudes toward their work may be affected by a test. The process is any actions taken by the participants which may contribute to the process of learning and the products are what is learned ,such as facts, skills and the quality of the learning (Bailey, 1996).Hughes model fits the purpose of this study because it is likely to predict teachers' behavior's. More particularly, it explains that teachers' perception can affect classroom practices which are the process component of the model. The final product is the learning or the outcomes of the implemented continuous assessment system. Hughes' model will be used in this study to focus on the teacher as the main player in the assessment system of the secondary education system in Zambia and thus the main participant in the study.

Because of the significant role that wash-back plays in instruction and learning, teachers, counselors, administrators, assessment professionals, and everyone connected to the learning and teaching processes are required to completely understand the concept of wash-back, as a common educational phenomenon, and how to manipulate it in a positive way.

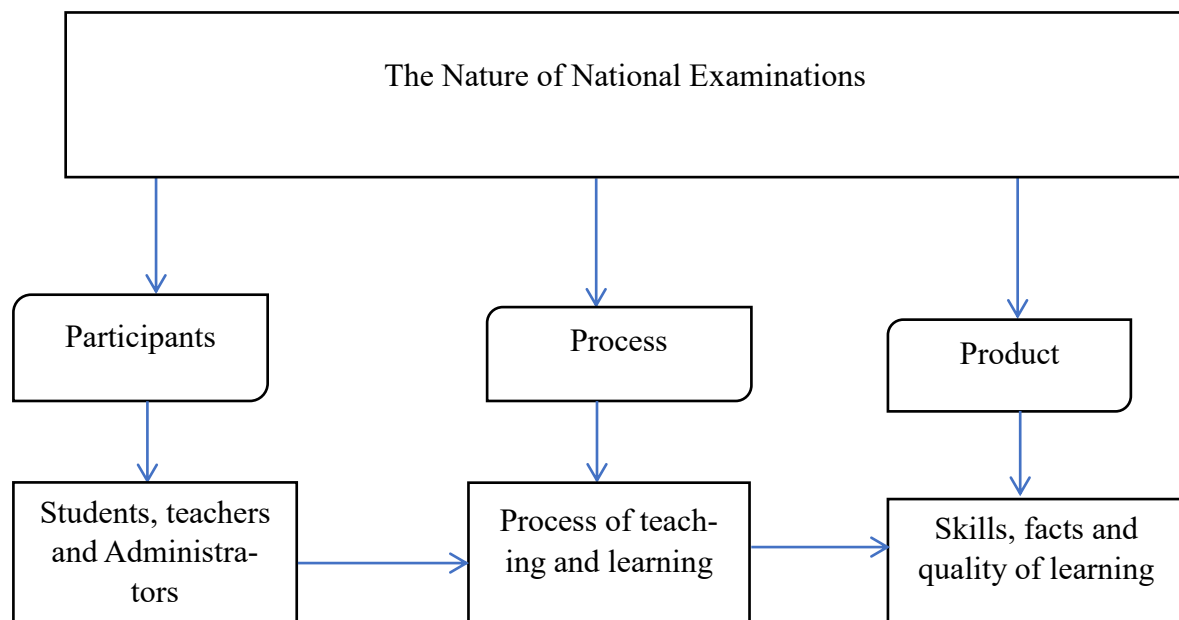


Figure 1.1 Theoretical Frameworks

2.8. Conceptual Framework

From the teacher perspective, in an aligned system, the intended learning outcomes form the central pillar, though from the student perspective the curriculum is defined by assessment (Ramsden, 1992). As a result, students learn what they think they will be tested on and this term has been called wash-back (Elton, 1987). This is largely seen negatively by Frederiksen and Collins (1989) Negative wash-back tends to occur in an examination dominated system, where strategy becomes more important than substance such as teachers actually teaching exam-taking strategies and encourages a surface approach to learning. While undesirable from an educational perspective, the success associated with this becomes reinforcing and when combined with increasing demands on students' time, becomes a viable approach to study. The participants, process and product, all are highly influenced by examinations (Hughes, 1993). On the part of students and teachers, their major concern seems to be doing well in the examination. Alderson & Wall, (1993,p.126-127) stated that wash-back effect is that of the narrowing of the curriculum to those areas most likely to be tested. The selection of teaching methodology is influenced by the thought that students have to sit for examinations. They normally recommend those helping books and other materials to the students which can help them preparing for the examinations. This is evidenced by the publication of helping books, solved previous question papers and other helping materials. The mushrooming of

academies and tuition centers is also a picture of it which involves many teachers, material designers and other stake holders. Students suffer from examinations when their primary concern becomes to perform well in examinations and not to learn well.

The anxiety on the part of teachers and students also shows negative wash-back effect of examinations. Students are found very conscious of their examination results and for this reason they demand to be taught for examinations. They expect teachers to make them experts in taking examinations. This system has also failed in differentiating talented students. The teaching and learning processes are negatively influenced by wash-back effect. The teachers' main consideration for teaching is not the knowledge or acquisition of skills by the learners but how to memorize well and prepare exam capsules.

A situation is created where the teacher has the pressure to teach for the sake of the learners to pass the examinations and so hurries through the implemented curriculum which is what has actually been taught. The teacher tailors the teaching towards examinations and in so doing runs away from the aims, goals and objectives of education that have been discussed above. Examinations are not the main intent of the curriculum and are not a true reflection of what education is. As a result of the teachers' centering his/her teaching on drilling learners for examinations, many learners in Zambia come out of the system with no life skills that may sustain them in life. No wonder there are a lot of youths roaming the streets doing nothing because the school system they went through did not really provide lifelong skills to them.

The outcome of this arrangement is that, once a learner has written an examination the knowledge of factual information immediately goes out. This is so because the focus is on learning to pass the examinations. However, education is a lifelong process, even after school the learner should show skills, values and attitudes that were acquired in school. This problem is equally found in high learning institutions. The students are tuned to learning for the examinations. Once the examinations have been written then everything is forgotten. The learner's attainability of learning is marked through the passing of an examination. It is a vicious cycle which is hard to break, for the system has been planted with the idea of learning in order to pass the examination.

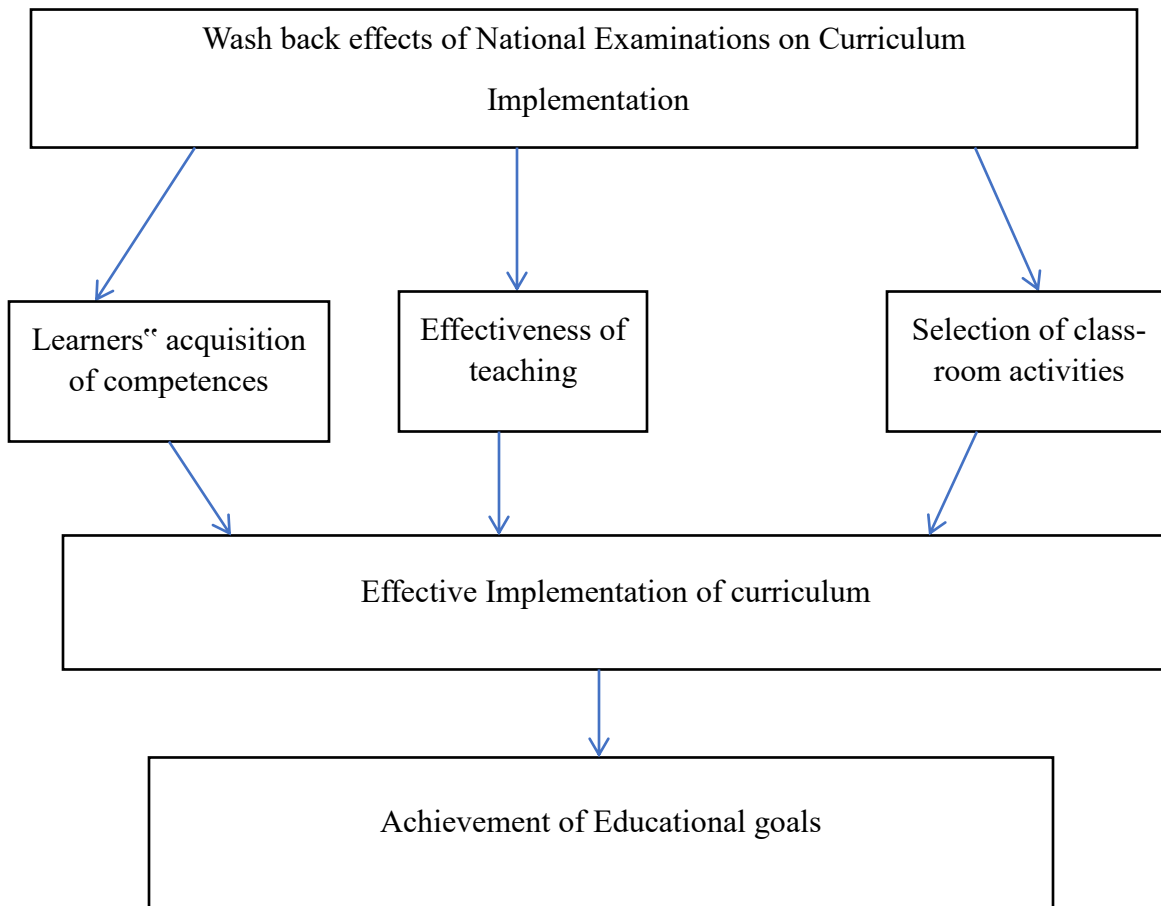


Figure 1.2 Conceptual Frameworks

2.9. Factors affecting wash-back

Wash-back is not an isolated educational phenomenon. It needs conditions or factors to happen in the educational process. That is, tests do not directly produce wash-back on the teachers' and students' practices. There are factors that dictate how and what teachers teach, and how and what students learn. In this regard, Spratt (2005,p.21) notes that:

....the relationship between exams and wash-back is sometimes thought of as a simple one in which exams generate wash-back, ... studies indicate that rather than there being a direct, automatic and extensive effect of exams, wash-back is more complex and intangible. It seems to be a phenomenon that does not exist automatically in its own right but is rather one that can be brought into existence through the agency of teachers, students or others involved in the test-taking process.

According to Spratt, the link between exams and wash-back is not directly and easily identifiable. Tests do not yield wash-back by itself. Instead, there are different factors that create conditions under which wash-back occurs. There are agents that trigger tests to produce wash-back in the teaching and learning process. The causes for the wash-back to happen as noted above are factors related to teachers, students, and other concerned stakeholders for the process and results of tests. The different factors that have a role to play in the wash-back phenomenon determine its occurrence, strength, and feature of wash-back that prevails in the teaching and learning process. The factors, which researchers identified over different times, are related to teacher and student characteristics, nature of the teaching and learning contexts, resources available and test-related factors (Hughes, 1989;Chen,2002;Cheng,2005;Manjarres,2005;Spratt,2005;Shih,2009).

2.9.1. Teacher- related factors

Teachers are the major participants for the occurrence of wash-back phenomenon. They are believed to play the central role for the wash-back of tests to happen in the teaching and learning processes (Bailey, 1999). As different writers have noted, teachers' insights are determinant factors for the occurrence, type, and strength of wash-back. As Hughes (1989) describes, the existence of tests first affects the insights of participants. These insights of participants again lead to the occurrence of wash-back on the teaching and learning process. The teacher related factors that facilitate the wash-back phenomenon to happen in the teaching process divided into two categories. They are personal and contextual factors. As discussed in the following sections, these teachers' related factors are thought to contribute for wash-back to happen in their practice.

2.9.1.1. Personal factors

Teachers' personal factors have a role to contribute for the wash-back phenomenon in their practice. The factors are mainly teaching experience and the grade level in which teachers teach. Teaching experience is believed to contribute for the tests to produce wash-back on their practice. Findings in the area of wash-back reveal that there is a relationship between teaching experiences and the occurrence of wash-back (Shohamy et.al, 1996;watnabe,1996;Ghorbani,2008). Due to the difference in teaching experience of teachers, the occurrence of wash-back varies. In this regard, Shohamy et.al, (1996) investigated the difference between the practices of experienced and inexperienced

rienced teachers for wash-back to happen. The result reveals that experienced teachers were found to be more exam-oriented in their teaching than the inexperienced ones. This may be due the fact that teachers' experience in teaching may give opportunities for them to learn more about the exam as their experience increases. That is to say, teachers get informed about the areas of exam.

Therefore, teaching experience is one personal factor that contributes for occurrence of wash-back. The grade level teachers currently teach in has a role to play for the occurrence of wash-back. Teachers teaching at higher-grade levels tend to teach contents related to the upcoming exam. This is due to fact that students who are closer in time to the administration of the exam demand teachers to teach them exam-related contents. The findings of Alderson & Wall, (1993) regarding grade level teachers teach reveals that teachers who were teaching at higher-grade levels tended their practice more to the exam preparation. This is to mean that teachers teaching at upper levels were found to tailor their teaching to the expected exam more than teachers teaching at lower levels did. The work of Shohamy et.al, (1996) also supports the idea that grade level determines the occurrence of wash-back.

Therefore, teaching experience and grade level teachers teach contribute for the tests to produce wash-back on their learning. From the literature, it is learnt that as teachers get experienced in teaching, there is a tendency of teaching to the test. Besides, teachers teaching at higher grade levels tend to teach more to the exam than teachers teaching at lower grade levels tend to do. Together with such personal factors, there are teaching context factors that contribute for the occurrence of wash-back which will be mentioned in the following section.

2.9.1.2. Contextual factors

In addition to the personal factors that affect teachers' insights for the wash-back to happen, there are different associated factors in their teaching situation that contribute for the exam to produce wash-back on their practice. The factors include teachers' perceived professionalism in teaching, awareness of exam, importance of exam, students' learning attitudes, and perceived external pressure. Teachers' insights about professionalism in teaching contribute for the occurrence of wash-back in their practice. Teachers' desire of maintaining their professional recognition as a good teacher tends their teaching to be exam focused. In different studies, it was reported that teachers were found frustrated and felt guilty when they failed to familiarize their students with tests.

This is because teachers feel that students' failure in the exam is attributed to their failure of teaching for the tests. As a result, they tend to practice exam-taking strategies and cover exam-related materials (Hughes, 1989). In this regard, Khaniya (1990) comments that many teachers try to preserve their professional dignity as good teachers' through preparing students' for exam. This trend could not be avoided as exams do have a great role in the educational system. Specially, experienced teachers who are aware of the contents and formats of the public exams tailor their teaching to the exams. Hence, teachers' desire to secure their professional dignity facilitate for the occurrence of wash-back on their practice.

Teachers' insights about the exam facilitate for the wash-back to happen. Different studies indicate that the awareness that teachers have about the formats, contents, and types of skills to be tested in the exam tends teachers' practice to be tailored to the exam (Alderson and Hamp-Lyons, 1996). Substantiating this, Chen (2002,p.53) states, "Exam coaching seems inevitable especially when teachers have more awareness of contents, skills, and/or formats to be tested in examination." This implies that, teachers teach to the tests especially when they have awareness about the exam. Teachers get the awareness easily from previous year's exam papers due to their teaching experience (Andrews,et al., 2002). This awareness in turn makes teachers to give value or focus to the contents, which they know to appear in the exam. As a result, wash-back of tests happens due to the teachers' awareness of the exam. Therefore, teachers' perceived awareness of the exam is one factor for wash-back to happen in teachers' practice.

Teachers' insight about the stake of the exam contributes for the wash-back to happen. If teachers understand that the exam is a high-stakes one, they gear their teaching to the exam. This is because they believe that important decisions are made mainly about the test-takers with the results obtained from the test. In light of this, Buck (1988,p.17) states that "There is a natural tendency for both teachers and students to tailor their classroom activities to the demands of the test, especially when the test is very important for the students, and pass rates are used as a measure of teacher success." Because of their belief about the importance of the exam for the future careers of the test-takers and for their performance appraisal, teachers tend their practice to be exam-oriented. Thus, teachers' perceptions about the importance of the exam for the students and for themselves cause wash-back to happen in their practice.

Teachers' understanding of students' learning interest causes for the wash-back to happen in their practice. As students are the major participants in the wash-back process, tests affect their attitudes towards learning the language. Students, who are aware of the prospective exam, demand their teachers to teach towards the test in order to succeed in the exams, especially in public exam. Such demands of students indirectly affect teachers' practice to be exam-oriented. It is obvious that teachers consider the learning interest of students in their teaching (Chen, 2002). They could not deny the students' interest area of learning. As a result, teachers tailor their practice to exam related language areas.

Therefore, the students' learning attitudes play a role for the tests to yield wash-back on teachers' practice. The imposition that teachers' feel from external parties leads for the wash-back effect to occur in their teaching. Testing is not an isolated educational process. It is bound to the social and educational contexts in which the test is put into place. Customarily, high score in exam is associated with better achievement and predictive for future academic success of students. Hence, teachers may be urged by parents, school supervisors, and school principals to improve their students' test scores. Such parties put pressure indirectly on the practice of teachers (Shih, 2007; Ghorbani, 2008). As a result, teachers practice accordingly. That is, they gear their practice to be exam-oriented. Therefore, the imposition teachers feel from stakeholders other than the students facilitate for wash-back to happen in the practice of teachers.

From what is reviewed, it is noticed that tests do not produce wash-back on teachers' practice by them. Tests alone do not dictate what and how teachers teach. There are mediating factors for the tests to bring about wash-back on teachers' practice. They are mainly personal and contextual factors. It is these factors that determine the type, degree, value, and even the occurrence of wash-back on teachers' teaching.

2.9.2. Student- related factors

To determine the factors that contribute for the occurrence of wash-back on students' practice, little empirical research evidence is available. Shih (2007, p.137) supports this idea, "One gap that emerges in the wash-back literature is that little research has examined the wash-back of tests on learning in contrast to the attention paid to the wash-back on teaching." Although the practice of students is one of the major parts of the wash-back phenomenon, there remains shortage of evidences about the wash-back of tests on learning. Substantiating this, Pan (2009, p.78) notes that

“Compared to the number of teaching wash-back studies, much less research has been conducted to investigate the wash-back on students’ learning process.” Hence, the factors that contribute for the wash-back to happen in relation to the students characteristics are less addressed in the area. However, the condition under which wash-back phenomenon occurs in the students’ practice will not be different from that of teachers’ as Watanabe (2006) argues. Therefore, it is possible to infer from the factors that contribute for the wash-back of exam on teachers’ practice to student factors contributing for the occurrence of wash-back. Like that of the teachers, they are categorized under personal and contextual factors as discussed below.

2.9.2.1. Personal factors

Grade level students attend can be taken as a factor for the occurrence of wash-back in the students’ practice. According to the grade level, the level of perceptions of influence of the exam on their practice may vary. Students who learn at the higher-grade levels may give more attention to the exam contents and techniques of taking exams in their learning than students in lower grade levels (Alderson and wall,1993,p.2). As they get closer in time to the administration of the exam, students may gear their practice to exam-related language areas like that of teachers. As a result, wash-back could happen in the students’ practice. Thus, grade level may be considered as a personal factor that contributes for test to yield wash-back in students’ learning.

2.9.2.2. Contextual factors

Students’ learning situations could contribute for the wash-back effect to happen in the students’ learning. The factors include students’ apparent ambition for success in the exam, awareness of the exam, teachers’ teaching attitude, and perceived external pressure in their learning. These factors can determine the occurrence and nature of wash-back effect on students’ learning. Students’ desire to be successful in the exam can contribute for the wash-back to appear in their learning. Students are the major stakeholders in the testing process. That is, tests, specially the high stakes ones, directly affect their lives. Due to this, students become more anxious to succeed in the tests. Particularly, students who are aware of the exam and those who perceive the importance of the exam would gear their practice to test-related language areas. In this regard, Bailey (1996) mentions that the students: practice items that are similar in format to those on the test, study vocabulary and grammar rules, apply test taking strategies, enroll in test preparation courses, demand unscheduled tutorials or test-preparation classes, and skip language classes to study for the test.

Therefore, the students' strong desire to be successful in the exams contributes for wash-back to occur (Shih, 2007). Students' awareness about the exam contributes for wash-back to happen in their practice. If they have awareness about the content and format of the exam that students are going to take, like that of the teachers, they tailor their practice to the exam. As Buck (1988) mentions, students incline their practice to the exam when they feel that the exam is important in their lives. Together with this, their awareness of the exam leads their practice to be more exams oriented. Therefore, students' awareness about the exam is one factor for the occurrence of wash-back.

The students' insight about the importance of a certain exam determines the occurrence of wash-back in their learning. If the exam is a high-stakes test through which students' admission, placement, and graduation are directly dependent on the test scores being obtained, students tend to practice to the exam because of their perception. As a result, wash-back happens on students' practice. The wash-back will be strong as students give more attention for the exam preparations. On the other hand, the low stakes tests are not anticipated to have significant role in the test-takers lives. As a result, the test may not produce wash-back on students' learning (Wall,1997; Shih,2007). A recent study made by Stoneman (2006) that investigated the wash-back of students' exam in Hong Kong reveals that students were found devoting more time for high stakes exam IELTS, which is the Graduating Student Language Proficiency Assessment, than for low status test. Thus, the students' insights about the importance of the exam on their lives lead the exam to produce wash-back on their learning. As the students' learning attitudes have influence on the teachers' practice, it is possible to say that teachers' teaching attitudes could also contribute for the occurrence of wash-back on students' learning. This is because teachers are influential parties on students' learning. What is valued by the teachers will also be valued by the students, and the vice versa. That is, students will be selective in their learning to the areas of language which teachers give attention. As a result, wash-back happens on students' practice. Hence, teachers' teaching attitudes play a role for the wash-back to occur in the students' practice.

The imposition students feel from the different parties to learn to the exam contributes for the occurrence of wash-back on their practice. External pressure due to the existence of the tests emanates from school administrators, school counselors, and mainly from parents who aspire the students' success in the exam. For instance, Ferman (2004), while reporting the wash-back of the National Matriculation English Tests (NMETs) in China noted that, parents were involved in test

preparations by urging their children to study hard by hiring a tutor to assist them in their test preparations. As nationally administered tests evaluate the performance of schools, school administrators work for the score-gain of students and exert an indirect pressure on the students learning (Cheng, 2005). This is because through the scores of students, the roles of administrators are evaluated like the efficiencies of teachers. Due to the desire to maintain their reputations, administrators would reinforce students to learn more for the exams. Such impositions especially from parents and school administrators lead students to work for an exam that leads to wash-back to take place in their practice. Therefore, the pressure students feel from different parties to learn for score gain contributes for the wash-back to take place in the students' learning.

Generally, there are different mediating factors for the wash-back to take place in the students' practice. The student factors that mediate for the wash-back to happen in their practice are related to the grade level they learn in, their desire for success, belief about the role of the exam on their lives, knowledge about the exam, and the impositions they feel from teachers' tendencies of teaching and external parties for score-gain.

2.10. The English Language Curriculum in Ethiopia

In Ethiopia, as stated earlier, English language has begun to be offered prior to the Italian occupation. As explained in the Country's Educational Policy Document (1994), the teaching of English as a foreign language is highly conclusive, for the language is an international language and a means of creating effective link between the national community and the international community in other parts of the world.

However, while implementing the teaching for years, there were no written documents until the first book-form curriculum appeared in the late 1940's which was prepared with the aim of providing uniform and adaptable education to every community member throughout the country (Bender, et al., 1976, p.381) indicated, since then there have been a number of developments in the country's language curricula especially with respect to the English language education at the different levels of schooling.

2.11. Importance of Examinations in Education

Examination systems constitute a vital part of accountability systems in schools. Virtually all education systems examine students' educational achievement – only that this examination takes place in very different ways. A pivotal feature of the execution of exams is whether they are designed, carried out, and graded by individual teachers or whether they are conducted by an entity external to schools. In external exam systems, every student takes the very same tests, thus making the central exams an intrinsic part of the school system.

Examinations are the way to test the knowledge. Without conducting the examinations and test learners do not concentrate in their studies and learn their lessons properly. Exams are necessary in schools and colleges to find out the real skills, talents and knowledge of the learners. All students study their lesson properly to get good marks in the test and examinations. Each and every learner is interested in getting good marks in the examination and study hard to achieve it, without examination there is no chance to express about our knowledge, skills as well as our studying activity. Learners will get motivation towards their studies through high achievement in their examination. In this ways examinations are very important for the studies (Creswell and Houston, 1991).

Today's concepts of examinations are very restricted, for that matter. Teachers evaluate learners through various forms and methods such as writing tests, projects, speaking and other activities where learners showcase their talents. Exams/tests can be classified on the basis of their forms, their functions and content. These types can be classified as the following: educational intelligence, function and personality tests. Examinations are very important as they can be used as a well-effective tool to test the knowledge of students. They aid in providing valuable information to teachers as to whether they will have to alter their teaching styles or not. Even though stressful to a few, they serve to be a part-and-parcel of education.

The criterion to judge learners might be a defected idea altogether, but it is crucial and extremely necessary for evaluation. (Creswell and Houston, 1991), stated that evaluation helps teachers understand whether a learner is making progress or not. It is not just an administrator technique or a culminating activity. It is the entire process that focuses on the emphasis on the personal and skill development of the learners. As a diagnostic process, evaluation should reveal the strengths and weaknesses of learners, while measuring the reliability of instruction at the same time.

2.12. Secondary Schools and National Examinations in Ethiopia

The purpose, the construction and the administration of the English language Examination as part of the National Examination will be treated in the sub-sections. In Ethiopia, the secondary education is divided into two distinct levels, secondary 1 (high school) where general education is offered and secondary two (senior high school) where the two-stream secondary education (art and science) began since 1994-2012. At both levels the English language examination is compulsory, and approximately ninety-nine percent of the students attend government-maintained schools. These differences may create a gap between the language performance of the students attending government-maintained schools and public or private ones. Hence, the degree of the examination influence might vary from one school to another. Currently, since 2022 E.C there is only one National Examination administered to secondary school, at the end of each year.

Alignment of the curriculum refers to the match between the content and format of the curriculum and the content and format of the test. Curriculum arrangement is a process to improve the match between the formal instruction that often occurs in the classroom and the instrument that is used to measure the instruction outcomes. It is now established fact that wash-back has a deep relation with the syllabus and curriculum. Test contents can have a very direct wash-back effect upon teaching curricula. Tests can affect curriculum and learning (Alderson and wall, 1993).

According to Shohamy (2005) define curriculum alignment as the curriculum is modified according to test results. The process of curriculum alignment is usually established by two ways, frontloading and back loading. The Frontloading alignment is commonly practiced in education. It is assumed that frontloading can prevent teaching to the test, which may lead to an extremely narrow and rigid view of the actual goals and objectives of any curriculum. In the process of frontloading arrangement, the curriculum is developed first and the test is designed to measure or assess whether students have learned what the curriculum includes. Opposite to frontloading, back loading refers to working from the test back to the curriculum, in terms that the curriculum to be taught is derived from the test to be given. As mentioned in the National Organization for Examinations annual magazine (Maya, 2001, p.35), The National Examination serves two purposes, for selection and certification. Primarily, the exam is used to select entrants for the second cycle of the secondary school (i.e. preparatory level). Secondly, it certifies achievement in the former policy, but the current policy indicates that the National Examination similarly serves two purposes, for selection and certification. Primarily, the exam is used to select entrants for university/tertiary level/.

Secondly, it certifies achievement. The certificate is given to all the students who sat in the exam. What is important is that the English language exam result plays a vital role. It is common to claim the existence of wash-back (the impact of a test on teaching) and to declare that tests can be powerful determiners, both positively and negatively, of what happens in classrooms. It is generally accepted that public examinations like National examination influence the attitudes, behavior, and motivation of teachers, learners and parents.

In addition the average score gained by all students in one school in the national examination is also determined the standard of the school itself. This accountability measure is based solely on student scores; the higher the score the students gain the higher the rank the school will achieve. Harlen (2007) argues that high-stakes assessment can be intended as a sole measure of the effectiveness of teachers, schools and the system as a whole. The situation might be significantly different when the assessment results were only used to measure the students' achievement and what they had known (Mansell,James,and the Assessment reform Group,2009). Teaching therefore will unavoidably focus on what will be tested in the national examination- wash-back'.

2.13. The National Examination design and format

National examination is basically one of the methods used to gather information about the quality of national education. This information is done by using a set of examinations and students as the source of the information. National examination plays an important role in determining whether teaching and learning took place, and informs what has been taught. It is also for certifying students and selecting them to continue their further studies (Ministere de l' Education de l'Enseignement Superieure et de la Recherche Scientifiques [MEESRS],2015). According to Whittle et al. (2018), national examinations are often used as tools for assessing the school system's achievement. It was declared that teachers' teaching strategies constitute a vital practice that influences students' academic attainments (Whittle et al.,2018). Moreover, students' achievement in the national examination may determine teachers' quality, competence, and performance of teaching strategies in the classroom (Stronge, 2007). The Ethiopian government has held national examination in schools since the 1960s under various titles (EUEE, ESLCE) .The national examination is regarded as the primary means to assess students' learning achievement throughout Ethiopia. The examination is run in the second semester between May and June. The scores gained in the national examination determine the eligibility of students to enter the next level of education. For those who are secondary school. The subjects are both natural science and social science English. National examination is a form of survey assessment administered by central government.

They are typically used to determine whether individual students have satisfied the expectations of achievement at the end of a stage in their schooling, as a consequence of which they are deemed to have completed that stage and be eligible (or not) for a further stage of education or for employment. The nature of the English National examination is, just as all the other subjects, purely objective type. Every year 120 questions are set for the examinees. Machine- scored multiple choice item formats is used each year. The items preparation is the responsibility of NEAEA as a part of the Ministry of Education. Every year new items have to be written and administered without piloting. As explained in the Country's Educational Policy Document (Moe, 1994) the students are expected to grasp at least 50% of the skill and knowledge they have learned in the classrooms. The exam content is totally based on the content of the prescribed teaching materials/textbooks. In other words, what is included in the exam stems from what students studied during the school year, making the exam one version/form of other achievement tests/that are criterion referenced tests.

After the students have passed from senior secondary school, they need to join public University if they want to continue their study in Higher Education in Ethiopia. The Ministry of Education administers the admission test centrally. The test takes place in entirely through country on the same day. According to Brown and Hudson (2002) claim that criterion-referenced testing is most useful to classroom teachers and curriculum developers because criterion referenced tests are specifically designed to assess how much of the content in a course or program is being learned by the students. This is why criterion-referenced tests are good measures of students' strengths and weaknesses considering the goals and objectives of a particular course or program me.

The competition to be admitted in region is relatively high. In 2022, almost 900,000 of the students' secondary school who took the National exam in Ethiopia, only 29,900 were successful in entering public universities (Moe, 2014 online).Legally, the 2022 of Higher Education student's only 3.3% of new students entering public higher education/ institutions/ from the junior secondary school.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This chapter briefly describes the research methodology, research design, research setting, Participants of the study, Sample size and sampling technique, Instruments of data Collection, Validity and reliability of the instruments, data collection procedures, and procedures of data analysis.

3.2. Research design

The study used a descriptive survey research design because frequency, percentage, and mean were used to describe the fundamental characteristics of data in EFL teachers' teaching and students' language learning. As a result, this study used a concurrent designed both quantitative and qualitative approach to discover the wash-back effects of the 2022 National Examination in the teachers' teaching and students' language learning. It is quantitative because the opinions of the students were gathered through a questionnaire; however, it is qualitative because the questionnaire was supplemented by interviews with teachers in order to better understand how people view a particular phenomenon and to explain the complexities of real-life situations that might not be handled (Merriam, 2009; Yin, 2009). Only after conducting interviews with the students were focus group talks held with them. Utilizing both qualitative and quantitative methodologies has the dual purpose of enhancing one another's findings.

3.3. Research setting

The Fitcha Administrative Town, which is located in the North Shoa Zone of the Oromia Regional State, is where this study was done at Fitcha Secondary School and Abdisa Aga Secondary School. This is about 112 kilometers from Addis Ababa. The researcher chose two secondary schools to answer the fundamental research questions. These institutions were chosen because they had larger staffs than the other secondary schools in the Town and there is a problem within the schools. The other reason is the proximity of the chosen schools to the researchers' home town was another factor in their decision. As a result, the researcher can reduce travel expenses and other expenses.

3.4. Participants of the study

Six English language teachers and 440 grade 12 students who would be taking the National Examination in both secondary schools in the academic year 2023 made up the study's population.

Simple random sampling techniques, 209 students were chosen from this entire population; 57 students were chosen from Abdisa Aga secondary school and 152 students were chosen from Fitch secondary school, respectively. EFL teachers and grade 12 students from the aforementioned schools served as the study's subjects.

3.5. Sample size and sampling techniques

Both purposive and simple random sampling techniques were employed to choose the schools and the target population. Because of the schools' proximity to the researchers' residence, the researchers use the purposive sampling technique to choose them. Additionally, the researcher sent questionnaires to all six of the English language teachers that work in these two secondary schools. Six English language teachers were chosen from schools by the researchers for an interview. This is being done because the researcher thinks that interviewing novice teachers and teachers with high levels of expertise should be prioritized in order to compare their responses. The target population was used to determine the size of the student sample. Using simple random sampling techniques 209 students were chosen out of a total of 440.

Numerous studies appear to select a sample size only based on what "seems" to be about right, what comparable studies have used, or possibly just for convenience's sake (Fox et al., 2009). Using the following formula, as stated by Yamane (1967) and cited in Israel (1992), the sample size is determined taking into account the aforementioned theoretical notion as well as the degree of dispersion and variation of the research population: Where:

n –required sample size N - Number of people in the population

e –allowed error (0.05) 1 –the probability of the event occurring.

Accordingly:

$$n= N/ (1+N (e)^2)$$

$$n=440/1 + 440(0.05)^2 \qquad n= 440 = 209 \text{ students}$$

Based on the formula by Yamane (1967),209 sample respondents were taken as sample size to be representative of the population.

3.6. Instruments of Data Collection

The researcher collected data using three research instruments; questionnaires, interview and focus group discussion. The three instruments were used to collect both qualitative and quantitative data to answer questions that were raised by this study.

3.7.1. Questionnaire

A questionnaire is a written list of questions that respondents answer and then record. Respondents read the questions in a questionnaire, deduce the expected results, and then record their responses (Kumar, 2011). Since factual data is needed from the study area participants to address the research questions, and since questionnaires are suitable for gathering substantial amounts of data quickly, the researcher will employ them in this study. The researcher will need to gather factual data in order to reveal the factors currently influencing the ways in which EFL is taught and learned. In order to collect the necessary data, the questionnaire for this study was made up of **closed-ended** question items, which allows the researcher to provide research questions for both students and teachers. As a result, the questionnaire was created based on factors relating to students, teachers, and resources that interfere with how EFL is taught and how students learn it.

In order to triangulate and check the validity of both students' and teachers' responses in the questionnaire, the question items of the questionnaire sent to the 209 participants of the students were quite similar to the 6 participants of the teachers' questionnaire. The majority of the information gathered through the questionnaire was quantitative and qualitative. In order to distribute surveys, the researcher made contact with the teachers and students. The researcher then collected the students' completed questionnaires. When conducting his research on the Wash-back Effect of the University Entrance Examination of Ethiopia, the researcher used based on Iranian Pre-University English Language Teachers' Curriculum Planning and Instruction, Ghorbani (2008) used this questionnaire with only minor modifications. Following Chen's (2002) techniques, its validity and reliability were examined. The Chen's (2002) questionnaire items were appropriate because the current study focused on the wash-back effect of the 2022 National Examination on teachers' teaching and students' language acquisition.

The items were modified as the situation where the current study conducted was different. The items of the original questionnaire were closed-ended with six levels Likert scale. The Likert scale was coded as 6 = strongly agree, 5 = Agree, 4 = slightly agree, 3 = slightly disagree, 2 = Disagree,

and 1 = strongly disagree. Similarly, the modified questionnaire items for the current study were close-ended. However, changes were made on the levels and the types of the Likert scale. That is, the six levels Likert scale was changed to five levels frequency and agreement Likert scales. For the items that inquire related factors with teachers' insights of the influence of the exam, a five levels agreement Likert scale was used that was ranked as: 1= strongly agree, 2= Disagree, 3= neutral 4= Agree and 5= strongly disagree.

3.7.2. Interview

One of the most popular qualitative research techniques used in small educational settings is interviewing. Interviewing was helpful when attempting to comprehend people's experiences, even though it had been argued that it was a non-naturalistic way of data collection (Greener, 2011). Punch (1998) stated that conducting interviews is a very effective technique to gain access to people's perceptions, understandings, and constructions of reality (p. 174-175). In the interviews, a central concept or set of central questions was employed, while also allowing for the emergence of additional concepts or questions as the conversation progressed (Drever, 2003). The choice to conduct interviews was taken in order to elicit comprehensive insights from participants. A video recorder was used during interviews that took place in classrooms to capture solely the participant's words and expressions for research purposes. They were conducted face-to-face to ensure that any nonverbal cues were picked up on. Face-to-face interviews have the ability to capture in-depth qualitative data that would not have been obtained if the interviews had been conducted over the phone. The interview procedure would have been better off with the interviewer there.

The benefit of this interview format was that the interviewer had a greater say in focusing the conversation on issues that he or she deems important in relation to the research project, which allowed the interviewees time to respond and expand upon issues identified (Brinkmann, 2013,p.21). Individual interviews allowed the interviewee's time to respond and expand upon the issues identified. Teachers' values, motives, and understandings have a significant impact on professional practices of all kinds because they play a vital role in interpreting, facilitating, and realizing what occurs in educational institutions (Goodson and Sikes, 2008,p.57). It was possible to find out how the teachers' personal histories impacted their professional identities by asking them about their education, experience, and personal history.

The analyses and conclusions of the data obtained from interviewing six teachers are presented in this section. The participant teachers are coded from T1 through T6 for the purposes of examining the interview data in its most basic terms. The first three teachers (T1–T3) attended Ficthe Secondary School's Grade 12, whereas the next three teachers (T4–T6) attended Abdisa Aga Secondary School's Grade 12. Two key categories were used to analyze the interview data. The analysis's first section focused on the apparent effects of the exam on teachers' classroom teaching. The relevant aspects that helped the exam have an impact on their instruction were the subject of the second section of the analysis. The interview, which lasted up to 15 minutes, started with questions about demographic information, such as when they began teaching, the inspiration behind their decision to become teachers, how long they had been working at their current school, and their opinions of their role in teaching students in grades 12.

3.7.3. Focus Group Discussion with Students

Students participated in a focus group to help validate the data gathered through questionnaire and interview. It made it possible for the researcher to get comprehensive data on students' insights of how the National Examination affected their learning as well as the contributing elements. The FGD framework was adopted from Simachew's(2012) method for researching the wash-back effects of EHEEE. Similar to the teachers' interview, the topics for the student focus groups were generated through discussion. These conversations were then recorded for the purpose of analyzing the gathered data

3.8. Data Collection Procedure

The method of gathering data involves establishing relationships with the two secondary schools that were chosen, gathering information, expanding on notes, and managing both qualitative and quantitative data. To prevent data duplication, the researcher modified some data collection procedures. The researcher relies on the closed questionnaire and prepared open-ended interview questions. Teachers and students received questionnaires for the first study. After the teachers had had time to consider and provide thoughtful responses, the questionnaires were returned to the department of English teachers in the schools a week later. However, the researcher administered the questionnaires to the pupils. Thirdly, focus groups with students and interviews with teachers were held. This was done on purpose to manage extraneous factors (such duplicating other people's opinions) that might undermine the validity of the data gathered. Finally, the researcher attempted

to triangulate the data gathered using the procedures mentioned above. 30–50 minutes of the respondents' time were audio recorded, and then they were transcribed, categorized, and combined with theme analysis.

3.9. Procedures of data analysis

Three distinct tools were used to gather the data for the investigation. These include focus group discussions, interviews, and questionnaires. After gathering the information needed to get the opinions of the teachers and pupils, the replies were examined to determine if they were qualitative or quantitative. According to Castellan (2010), "A quantitative study can be conducted alongside a qualitative study, or qualitative with quantitative, but each approach should not be analyzed and judged by the criteria associated with the other approach" (p.13).

The researcher started by reviewing the questionnaires that were given to and returned by students and teachers. The information obtained from the student FGD and interviews is then also transcribed. The information gathered during the interviews is then transcription and analyzed. Microsoft Word documents were prepared in order to filter the information obtained from teacher interviews and student focus group discussions (Al Zefeiti and Mohamad, 2015). All files were encrypted and saved on the researcher's laptop, which only he or she had access to. The meaning of the analytical context was then used by the researcher as the unit of analysis for coding and description.

Participants are categorized as G1, S (group of participant student one) through G2, S (group of participant student two), with the data organized thematically and examined for ease of analysis. Eight pupils from Fitch Secondary School make up the first group, which is coded S1–S8, while eight students from Abdisa Aga Secondary School make up the second group, which is coded S9–S16. Data collected from teacher interviews are coded from T1 through T6 and then thematically evaluated. The interview's open-ended questions were answered using a thematic content analysis. Data obtained from teacher and student surveys are quantitatively examined using frequencies and percentages. Using survey descriptive statistics, such as percentage and frequency, the data gathered through these questionnaires is calculated and then examined.

In order to determine the skills, language items/contents, and attitudes of teachers have toward various skills and textbook topics in the English language, percentages and frequency data are used. The skills, language items/contents, and attitudes of students toward various skills and contents of

the English textbook were identified through the examination of percentage and frequency findings from student questionnaires. While qualitative material from student focus group discussions is transcribed. The wash-back effect of the National Examination of EFL on teachers' teaching and students' learning of English is described textually and structurally in the researcher's last section. As a result, the analyses of the quantitative and qualitative data are being conducted independently and concurrently.

3.10. Validity and Reliability of the Instruments

Before gathering data for the study, the research tools' validity and dependability were examined. Through reviewers, the validity of the questions used in the teacher and student surveys, the teacher interviews, and the student focus groups was examined. Expertise was used to assess the validity of the teacher and student surveys. Both teacher and student questionnaires, teacher interviews, and student focus group discussion topics had their content and face validity verified and evaluated by external experts. The validation forms were taken from Chen (2002) and distributed with the instrument drafts to the experts. Giving the draft away served the dual purposes of evaluating the validity and dependability of the instruments created for the study and gaining insightful data for the primary investigation. The survey questions for students and teachers, the teacher interviews, and the focus group discussions with students were the instruments that were pretested. There have been complaints concerning the items' relevance and intelligibility. According to the input, items that were confusing were reworded, and items that were unnecessary were removed. Additionally, a few things were added.

3.11. Ethical Considerations

Participants in the study received respect throughout the process. Before beginning the study, consent was obtained, and participation was optional. To obtain authorization from the respective head teachers of the schools, the researcher visited those included in the study. Additionally, the researcher provided letters of introduction from the District Education Board Secretary (BEBS), the district education board secretary. Before participating in the study, the participants had access to information about it. The privacy of the data and responses was likewise guaranteed.

By upholding proper ethical behavior throughout the entirety of the study, the researcher upheld and accepted his obligation to the educational research community. Any social research should include ethical considerations as a crucial element. According to Cohen et al . (2000,p.347), ethical

issues that arise in educational research in particular can be incredibly deep and intricate, and they regularly put researchers in moral binds that may seem utterly unresolvable.

Therefore, ethics is concerned with ensuring that the interests and well-being of research participants are not affected as a result of the research being done in educational research and other social research. According to Langsher and Knobel (2004), harm can vary from persons experiencing insults to their dignity and being upset by inferences made about them to having their reputations or trustworthiness publicly questioned.

When research participants endure anxiety, tension, guilt, and self-esteem damage during data collection and in the interpretations drawn from the data they will offer, researchers would harm the people or groups they will examine. In order to protect persons who were involved in the research some of whom would be unable to speak for themselves in the event that their opinions were misrepresented this study paid close attention to ethical considerations. Therefore, it was deemed essential that ethical considerations be taken into consideration and followed throughout the research endeavor, including when delivering tests, questionnaires, interviews, and document analysis.

CHAPTER FOUR: DATA ANALYSES AND DISCUSSIONS

4.1. Introduction

In this chapter data analysis and discussion are presented. In the study the data were gathered by using questionnaires, interview and FGD. The data grouped into quantitative and qualitative. The quantitative data analyses and finding were reported first. Then, the qualitative data analysis and the finding were presented. Finally, the results of both the quantitative and qualitative data were combined and discussed. This research was designed with the primary aim of observing whether the 2022 grade 12 National examinations have any wash-back effect on the learning teaching and what the nature of the wash-back effect looks like.

4.2. Quantitative Data Analyze and Findings

In order to answer the basic questions of the research, this part presents the analyses and findings of the data obtained through survey questionnaires of teachers and students. First, the analyses and findings of the survey questionnaire data of teachers are presented, and then the analyses and findings of the survey questionnaires of students follow

4.2.1. Teacher Questionnaire

The analyses and conclusions of the data obtained from six teachers using the survey questionnaire are presented in this section. Statistical approaches for descriptive analysis were used to examine the information collected from the six individuals. The examination of the data pertaining to the teachers' personal aspects is presented in the first section. The analysis of instructional areas that were most affected by the wash-back impact of the NE is presented in the next section.

4.2.2. Demography of participant

Table 1 . Show the background information of the participants in percentages.

sex			Where they taught		Level of education		Teaching experience	Grade level they taught
M	F	T	Fitche Secondary school	Abdisa Aga secondary school	MA	Degree		
5	1	6	4	2	4	2	14-25	Grade 12

The teachers' demographic characteristics were frequently examined. Table 1 shows the findings of this analysis of teachers' personal variables, which included their teaching background and the grade level they taught. The respondents were asked for personal demographic information such as their gender, the grade they taught, their location of employment, and their degree of education. Five of the six respondents the bigger proportion were male teachers, and one was a female teacher. Regarding credentials, two teachers have a BA or BE, while four teachers have an MA. Last but not least, they all have varying levels of teaching experience while serving for a combined total of more than 14 years. However, taking Grade 12 as the benchmark for the grade level the participants teach at.

Table 2. Influence of NE format on teachers' teaching activities

No	Items	SA		A		Neu		DA		SD	
		freq	%	freq	%	freq	%	freq	%	freq	%
7	After the national examination of 2022, I changed my teaching style well	0	0	2	33.3	2	33.3	1	16.7	1	16.7
8	I changed any teaching methods to help students to succeed in the National examination	1	16.7	3	50	0	0	0	0	2	33.3
9	I neglected disregard/ some teaching methods that would not assist me to prepare my students for the National Examination	2	33.3	1	16.7	0	0	3	50	0	0

Table 2, item 7, indicates that two (33.3%) teachers agreed, two (33.3%) felt neutral, one (16.7%) disagreed, and one (16.7%) strongly disagreed that the exam forced them to revise the existing teaching materials. The mean value also shows 3.2, which is near neutral. However, the majority (100%) did not encourage them to follow a new teaching methodology. Cheng (2005) mentions that teaching methods may remain unchanged even though activities change because of the revision of an exam; in this case, reading aloud was replaced by role-plays, but both were taught through drilling.

Table 2, item 8 above, asks teachers about their teaching techniques in the classroom. It shows that one (16.7%) strongly agreed, three (50%) agreed, and two (33.3%) strongly disagreed, respectively. The cumulative frequencies and percentages of strongly agreeing and agreeing are 66.7%.

The mean value indicates that 1.75 onward agreed. This shows that teachers change their teaching methodology to teach how to answer the question to get a high score.

As we can depict from Table 2, item 9 above, it shows that two (33.3%) of the teachers strongly agreed, one (16.7%) agreed, and three (50%) strongly disagreed, respectively. The cumulative percentage and frequencies of strongly agree and agree show that 50% the mean value indicates 1.3 toward strongly agreeing. This implies that some teachers neglect their own teaching methods to assist their students and prepare for national exams rather than teaching based on the schedule.

Watanabe (2000) has suggested that the format and content of exams themselves have much less to do with how teachers teach than the language approach they have learned and how they adapt. They are managing exam content in relation to their own approaches to teaching. Watanabe's findings for this area are once again different. "It has frequently been noted that teachers will teach to an exam. If they know the content of a test and/or the format of the exam, they will teach their students accordingly". Tests are often perceived as applying conventional force, which hinders progress. It is generally accepted that public examinations influence the attitudes, behaviors, and motivation of teachers, learners, and parents. Therefore, the NE format has a negative impact on teachers' teaching activities.

Table 3. Influences of the National Exam format of EFL on contents of teaching materials

No	Items	SA		A		Neu		DA		SD	
		frequency	%	frequency	%	frequency	%	frequency	%	frequency	%
10	I use the textbooks prepared by the Ministry of Education to prepare for the NE	2	33.3	1	16.7	1	16.7	1	16.7	1	16.7
11	I practice doing previous years' exam questions (NE)	1	16.7	3	50	0	0	0	0	2	33.3
12	I include some relevant contents in my teaching other than the contents of the textbook	0	0	2	33.3	3	50	1	16.7	0	0
13	I give exercises to the students that review contents of the expected National Examination	2	33.3	0	0	0	0	0	0	4	66.7

As it can be seen in Table 3, item 10 above, two (33.33%) of the total teacher respondents strongly agree that they use textbooks that were prepared by the ministry of education for the national examination as teaching materials. whereas four (66.67%) of teachers are teaching English in parallel to others. This indicates that most of the teachers believe that using textbooks alone is not essential while teaching English. The mean value also shows 2.7. This indicates that teachers feel neutral about using the textbook that was prepared by the ministry of education for the national examination.

As indicated above, almost all of the grade 12 English Language teachers use textbooks for the preparation of the national examination. During the research interview, all of the teachers responded that the materials used by teachers are not only textbooks and teacher guides alone. Rather, they responded that they tend to refer to and use various reference books that are related to their lessons. English language teachers responded that they allocate time for all the lessons and activities according to their daily lesson plans that they are teaching. Most of them have agreed on one thing: their interest is dependent on students' interest in the textbook. One of them (T2) forwarded that he is confused about it because of the students feelings. He said, I am neither satisfied nor disappointed with the textbook.

On the other hand, T3 expressed his annoyance with students by saying that when I teach the contents of the textbook, they think as if they are learning the concepts of other subjects and not the language and the grammar. The impact of the examination is not only limited to students' attitudes but also goes up to teachers' day-to-day conflicts with the students and the management of the school itself. As respondents indicated, the textbook is not attractive to students who want to be prepared for the NE; therefore, they do not bring it to the class.

[...] I have great interest in applying the communicative approach, but as a teacher, we can do nothing being alone and without satisfying our students and getting their support.

From the teachers' response, it is clear to suggest that teachers' attitude towards the teaching of the syllabus is highly affected by the NE in a complex manner, that is to say, first the effect of the NE on students' attitude, and then students' attitude also has an impact on teachers' attitude towards the syllabus. In addition to this, teachers seem to have another problem with students. If they pursue teaching the textbook contents as prepared, students will not attend classes, so they will leave or miss their classes. In addition to this, teachers are tired of persuading students to practice and to do the activities given in the textbook, as the students have no interest or desire to do so.

For example, T2 describes his feelings about students as follows:

My duty is not only applying the curriculum, but also satisfying my pupils. They do not want to bring the textbook to the class, and they believe it is very bulky and contains unnecessary things (contents) in it. They do not like to do exercises in the textbook that has given as homework or class work. In the class, they do not like to discuss or work in pairs or groups

From the teachers' response, it was clear that teachers' attitude towards the application of the curriculum is not directly affected by the examination but is dependent on the needs and interests of their students who wish to prepare for the examination, which has an impact on their teaching. To conclude this, the evidence produced in the study showed that the teaching activities of teachers were negatively affected by the nature or format of the examination. As a clear manifestation of this effect, teachers adjusted their language teaching practices towards the upcoming examination. They budgeted much of their time and attention to contents recurrently appearing in the examination at the expense of other contents. Particularly, teachers gave emphasis to grammar, vocabulary, and, to some extent, reading comprehension exercises at the expense of speaking, writing, and listening practices. When we see all the items in Ethiopian national examinations, they are multiple-choice questions, and they do not measure oral communication skills (like listening skills and oral speaking skills) or writing skills (such as paragraph writing skills and essay writing skills). In this regard, Nigusie (2002) concluded on content validity that the present Ethiopian national examination items in the English course did not match the syllabus contents.

The researcher understands that the data indicated that, according to Table 3 Item 11 above, the majority of the teachers believe that they practice the previous year's examination and focus on the tasks and activities that mostly appear on the national examination. Concerning this, one (16.7%) of the teachers strongly agreed, while three (50%) of the teachers agreed and two (33.3%) strongly disagreed, respectively. There is no one among the teachers who disagrees or is neutral. As it is shown above, the more cumulative frequencies and percentages show that those who agreed and strongly agreed are four (66.7%). The mean value shows 1.75, which is closer to agreeable. This implies that almost all of the teachers agreed to practice the previous exam and the activities that mostly appear on the National English Examination. Similar to this, Pizarro (2010) study says that teachers teach their lessons according to the content of this exam, which lacks communicative

skills. They ignore some important communicative skills, such as speaking and listening, as they do take place in the exam, so students are exposed to a grammar-based and technical language.

Table 3, item 12 above, shows two (33.3%) of the teachers agreed, three (50%) of the teachers were neutral, and one (16.7%) disagreed. The cumulative percentage of those who were disagreeing and neutral is 66.7%. The mean value of 3.25 is towards the neutral level as NE has more influence on contents. This implies that the National English Examination has no power to change English Language teachers' selection of exam papers or contents.

In Table 3, item 13 above, the teachers found that giving exercises and activities to the students that review the contents of the expected National Examination is essential. This is clearly implied, as four (66.7%) of the teachers strongly disagreed and two (33.3%) strongly agreed. The mean value also shows 3.7, which is closer to disagreed. This implies that most of the English language teachers did not spend most of their class time covering the lessons and activities that appear in the textbook. They can use the language skills in their real lives.

Table 4. Negatively impacted my teaching practices on

No	Items	SA		A		Neu		DA		SD	
		freq	%	freq	%	freq	%	freq	%	freq	%
14	Preparing teaching materials	0	0	3	50	0	0	2	33.	1	16.
15	Assessing my students' language performance	0	0	3	50	1	16.7	1	16.7	1	16.7
16	Preparing my lesson plan	0	0	4	50	0	0	1	16.7	1	16.7
17	Covering contents of my subjects	2	33.3	2	33.3	1	16.7	0	0	1	16.7

Table 4, item 15, shows that three (50%) of the teachers agreed, one (16.7%) was neutral, and one (16.7%) strongly disagreed on assessing their students' language performance. This implies that most of the teachers agreed to include different assessment techniques to assess their students' language performance.

The objectives of the grade 12 English texts were to enable the learners to communicate effectively and appropriately in real-life situations. Table 4, item 16 above, shows that 4 (66.7%) of the total teacher respondents agreed to prepare a lesson plan. Whereas, one (16.7%), and one (16.7%) the teachers disagreed and strongly disagreed, respectively. The mean value is 3.2. This indicates that all the teachers believe preparing the lesson is not essential while teaching English. This indicated that almost all of the grade 12 English language teachers negatively impacted the lesson plan.

Data from table 4, item 17, showed that most of the teachers believe that they cover the contents of the subject and material being used in the classroom that are directly related to NE. Concerning this, two (33.3%) of teachers strongly agreed, two (33%) agreed, one (16.7%) fell neutral, and one (16.7%) strongly disagreed. The cumulative percentage of those who strongly agreed and agreed is 66.7%. While disagreed also takes a share of 16.7%. The mean value is 1.5. From this, it can be agreed that teachers cover the course content in the subject in the classroom.

Table 5. Positively impacted my teaching practice on

No	Items	SA		A		Neu		DA		SD	
		freq	%	freq	%	freq	%	freq	%	freq	%
18	Preparing teaching materials	0	0	2	33.3	2	33.3	2	33.3	0	0
19	Assessing my students' language performance	0	0	2	33.3	3	50	0	0	1	16.7
20	Preparing my lesson plan	0	0	1	16.7	2	33.3	2	33.3	1	16.7
21	Covering contents of my subjects	1	16.7	0	0	2	33.3	0	0	3	50

Table 5, item 18 above, depicts those teachers preparing teaching materials while teaching English. Concerning this, two (33.3%) respondents agreed, two (33.3%) felt neutral, and two (33.3%) respondents disagreed. This implies that most of the teachers' parallel lives impacted their teaching. That is teachers positively impact the preparation of teaching materials while teaching English.

Table 5, item 19, shows that two (33.3%) of the teachers agreed, three (50%) were neutral, and one (16.7%) strongly disagreed on assessing their students language performance. The mean values are 3.0. This implies that most of the teachers feel neutral and would rather include different assessment techniques to assess their students' language performance.

Table 5, item 20 above, points out that 1 (16.7%) of the total teacher respondents agreed to prepare a lesson plan. Whereas, 2 (33.3%), 2 (33.3%), and 1 (16.7%) of teachers were neutral, disagreed, or strongly disagreed, respectively. The mean value shows that 3.3 this indicates that all the teachers believe preparing the lesson are not essential while teaching English. This indicated that almost all of the grade 12 English language teachers negatively impacted lesson plan preparation.

As aforementioned in Table 5, Item 21, most of the teachers believe that they cover the contents of the subject and material being used in the classroom that are directly related to NE. Concerning this, 1 (16.7%) of teachers strongly agree, and 2 (33%) feel neutral. While strongly disagreeing also takes a share of 50%, the mean value is 3.3. From this, we can observe that teachers stayed normal, whether the course content was covered or not in the classroom.

Table 6. Time budgeting

No	Items	SA		A		Neu		DA		SD	
		freq	%	freq	%	freq	%	freq	%	freq	%
22	I spend time to classroom activities that help my students perform well in the National Examination	1	16.7	1	16.7	1	16.7	2	33.3	1	16.7
23	I Spend more time to practice grammar activities.	2	33.3	3	50	1	16.7	0	0	0	0
24	I Spend more time to practice vocabulary.	3	50	1	16.7	1	16.7	0	0	0	0
25	I spend less time to practice speaking skills	0	0	2	33.3	0	0	3	50	1	16.7
26	I spend less time to practice listening skills	0	0	2	33.3	0	0	2	33.3	2	33.3
27	I spend less time to practice writing skill	0	0	2	33.3	0	0	2	33.3	2	33.3
28	I spend less time to practice reading skills	2	33.3	2	33.3	2	33.3	0	0	1	16.7

Table 6 item 22 shows that teachers' teaching was highly influenced by the wash-back effect of the exam on time budgeting. As we observe from the table, all teachers spend their time parallel to each other. Its mean result was found to be 1. This implies that all teachers strongly agreed on spending their time on classroom activities that help their students perform well in the National Examination. Or, that is to say, most of the English Language Teachers spend most of their class time covering the lessons and activities that they consider will appear on the NE.

As depicted in Table 6, item 23 above, the frequencies and percentage distribution of grammar are: 2 (33.3%) are strongly agreed, 3 (50%) of the students agree, and 1 (16.7%) are neutral, respectively. The cumulative percentage of those who strongly agreed and agreed shows 83.3%. The mean value is 1.6. This implies that almost all of the ELTs give much emphasis to grammar while they are teaching English in the classroom.

The frequencies and percentage distribution of vocabulary from Table 6, item 24 above show that 3 (50%) of the ELTs strongly agreed, 1 (16.7%) agreed, and 1 (16.7%) felt neutral about teaching

vocabulary. The mean value is 1.3. This implies that almost all of the ELTs spend their time on the vocabulary part while they are teaching English.

Concerning speaking skill, as we can see from Table 6, item 25 above 2 (33.3%) of teachers agreed, 3 (50%) disagreed, and 1 (16.7) strongly disagreed. The mean value is 4.25. This implies that almost all of the ELTs reported that the tasks of speaking in the text are not interesting to teach in the class.

Regarding listening Table 6 item 26 displays that 2 (33.3%) of the teachers agree, 2 (33.3%) of the students disagree, and 2 (33.3%) of the teachers strongly disagree. The mean value is 4.5. This implies that almost all of the ELTs spend less time on the listening part while they are teaching English.

Furthermore, as depicted in Table 6, item 27 above, 2 (33.3%) of teachers agreed, 2 (33.3%) disagreed, and 2 (33.3%) strongly disagreed. The mean value is 4.5. This implies that almost all of the ELTs do not practice writing skills in classroom activities.

On the other hand, Table 6 item 28 illustrates that two (33.3%) teachers strongly agreed, two (33.3%) agreed, and only one (16.7%) teacher strongly disagreed. The mean value shows 1.5 in favor of agreeing. This implies that most of the teachers did teach reading skills to their students, as it appears on NE. Supporting this, student preferences for traditional methods of reading texts and memorizing grammatical rules, vocabulary, and phrases can likely be attributed to a preference among Taiwanese teachers for teacher-centered instruction and text explanations (Cheng ,2005).

Most of the teachers also responded that they were not giving equal emphasis to all the exercises and activities. However, it is apparent that there are no lessons that are insignificant for their students. They said that sometimes they skip some of the lessons that were taught before and that have been repeated in many sections of the textbook. This seems to cover the contents of textbooks in the given period. Thus, when the teachers come across such lessons, they do not simply skip them, but they let their students know or remind them of what they have taught them in previous classes. As an example, the teachers mention that they used to skip dialogues because such lessons appear in many sections of students' textbooks.

As T1 revealed, there are many reading texts that sometimes have only 2-3 comprehension questions, and the students are not interested in reading such bulky passages. Therefore, he skips them without teaching. The other respondent (T3) added that he has a positive attitude towards teaching *reading in the class, but he said*

I taught reading no more than two or three times this year. Students say that they can

read the passage at home and do the comprehension themselves, because they think

Reading passages wastes their time and hinders them from practicing for past exams.

Therefore, our teaching seems like question and answer in each lesson.

The idea of the respondent (T2) stated that she feels reading is important and always tries to initiate his students to practice reading despite their negative feelings towards it. From this, it was concluded that teachers are dominated by their students' feelings and attitudes towards reading skills, and this in turn affects their teaching towards applying them. Regarding writing, it does not appear in the examination except for some techniques of writing like jumbling sentences and words, types of paragraphs, and punctuation. All the respondents think that writing is an important skill for students, but it is challenging to practice because students do not have the interest to practice the writing tasks in the textbook, and that is also another issue that highly affected their attitude.

In contrast, speaking skill teachers reported that the tasks of speaking in the text are not interesting to students in the class. For example, when students were given such tasks, they did not perform as intended. If you insist on them applying, students will refuse in different ways. For example, they use only their mother tongue to oppose, and they think as if you are killing their time by teaching them important things that appear on the examination. Therefore, teachers do not like to teach students this skill if there is no interest in learning it. The only activity teachers want to teach is short dialogues and readymade conversations from other examination-oriented commercial materials prepared in the form of questions with alternative answers, rather than applying the natural or real-life language used by students in the class depending on the textbook tasks for developing speaking skills.

Regarding listening, teachers feel listening is the least interesting task at the secondary school level. One of the respondents (T2) said that she felt listening was the least interesting task for both

teachers and students. As it is laborious for me, students also have no interest in listening. In addition to this, another teacher (T1) reported:

I do not like it because the listening passages are found at the back of the textbook.

When you read the texts, students immediately refer to the back of the text and do not listen to You, as they have no interest for it. The responses from teachers assert that there is no Comfortable condition to teach listening that interests them to apply this skill, as it does not appear on the NE. This is one of the effects of the examination on teachers' feeling and attitudes towards listening skills to be applied in the classroom

Concerning the effect of the examination on teachers' teaching grammar, they have a positive attitude towards teaching it because students are very interested in learning. For example, T2 said that he feels that grammar is important, but students consider it as if it is the most important knowledge. According to the respondents, the NE has a positive effect on teachers' teaching grammar. This happened because students wanted to learn the grammar parts of the textbook and had a positive attitude towards learning them. The effect of the NE on teachers' teaching vocabulary is found to be positive based on their responses. The vocabulary contents, as they agreed, are very interesting to teach, as far as they appeared on the examination. T3 added: Students like to learn vocabulary from the textbook and other supplementary materials, so I am interested in teaching vocabulary. Another respondent (T4) revealed that he is very interested in teaching the vocabulary, and this helps students do well in the examination because many vocabulary questions appeared in the NE. Therefore, he teaches the techniques of deducing the meanings of the unknown words.

Table 7. Influence of NE format on EFL Teachers Ways classroom assessment

No	Items	SA		A		Neu		DA		SD	
		frequency	%	frequency	%	frequency	%	frequency	%	frequency	%
29	I adapt test items from the previous years' NE for my classroom tests	0	0	3	50	1	16.7	2	33.3	0	0
30	I sometimes include speaking skills tests in my classroom tests	2	33.3	3	50	0	0	1	16.7	0	0
31	I adjust my classroom assessment to the formats of the National Examination	1	16.7	3	50	0	0	1	16.7	1	16.7
32	I advise my students to practice previous years' NE questions	0	0	3	50	0	0	2	33.3	1	16.7
33	I include different assessment techniques to evaluate my students' language performance	1	16.7	2	33.3	1	16.7	0	0	2	33.3

As it is seen in Table 7 above, item 29, teachers suggested that they adapt the test contents covered in the classroom from the previous year's National Examination. From this, three (50%) of the teachers agreed, one (16.7%) was neutral, and two (33.3%) disagreed. This implies that 50% of the teachers adapt the test contents covered in the classroom from the previous year's national examination for their classroom tests that appear on national examinations.

Table 7, item 30, shows that teachers' sometimes include speaking skill tests on their classroom tests. This was valued as three (50%) of the teachers agreed, two (33.3%) strongly agreed, and one (16.7%) disagreed. The cumulative percentage of those who agreed and strongly agreed shows 83.3%. The remaining 16.7% share stands for the teacher, who disagrees. The mean value is 1.6. This implies that their preparation has a positive effect on their speaking skills.

Table 7 above, items 31, shows adjusting classroom assessment to the formats of the national examination are similar to those of the examination. This was valued as three (50%) of the teachers agreed, one (16.7%) strongly agreed, one (16.7%) disagreed, and one (16.7%) strongly disagreed. The cumulative percentage of those who strongly agreed and agreed shows 66.7%. The remaining

33.3% share stands for those ELTs who disagree strongly. The mean is 1.75. This implies that the contents and items that are included in classroom assessment must be similar to those of NE.

Concerning the methods of classroom assessments, all of the respondents believe that classroom achievement tests should be prepared in the format of the NE. They have supported their views for different reasons. For example, T3 said that teachers should prepare examinations in a similar manner to the NE format because what is expected of them is not how much students know or use the language but how much they score in the examination. Another teacher, T2, also believes the same thing as others do:

I think the nature of classroom tests in my class should be like that of the NE to help Students adjust the way they study for the entrance examination. Concerning classroom evaluation, for example, writing skills, I sometimes make them practice the layout or format of letters but actually, I do not evaluate students ability to write something. In the case of listening, I have never given such tests before. In terms of reading tests, I prepare reading examinations that have a similar format to the NE that help students practice for the coming exam, especially the multiple-choice type, is my choice for them.

Teachers' belief in the format of classroom tests is as strong as it should be to prepare similarly with the NE format. T1 believes that the classroom achievement tests must be in the NE format as far as what students' need to practice for the coming examination is concerned. The findings of the study show that teachers' beliefs towards their classroom test preparation are negatively affected by the NE. Supporting this, Alderson and Hamp-Lyons (1996) made the point that although teachers may choose to follow the format of an exam in their test preparation classes, they may have no solid evidence that this will help their students improve their scores. It is just that this seems an obvious way to approach the short-term goal of passing the test. From this, it is said that while teachers are preparing quizzes and tests, they prepare them to have similar content to that of national examinations. Teachers do this because they want their students to score well in NE.

Table 7, item 32, shows that three (50%) of the teachers agreed, two (33.3%) disagreed, and one (16.7%) strongly disagreed to advise their students to practice previous years' national examination questions. This implies that most teachers advise their students to practice previous years' national examination questions.

Table 7, item 33, also shows that one (16.7%) of the teachers strongly agreed, two (33.3%) agreed, one (16.7%) was neutral, and two (33.3%) strongly disagreed on evaluating their students language performance. The cumulative percentage of those who strongly agreed and agreed gives 50%. The mean result is 1.75. This implies that most of the teachers agreed to include different assessment techniques to evaluate their students' language performance.

Table 8. Teachers' Insight on their learning

No	Items	SA		A		Neu.		DA		SD	
		freq	%	freq	%	freq	%	freq	%	freq	%
34	I do not evaluate my students' writing skills	1	16.7	0	0	0	0	3	50	2	33.3
35	I do not include listening skills tests in my classroom tests	0	0	1	16.7	0	0	4	66.7	1	16.7

As depicted in Table 8, item 34 While ELTs are assessing their students, 1 (16.7%) of the teachers strongly agreed, three (50%) disagreed, and two (33.3%) strongly disagreed. The cumulative percentage values of those who strongly disagreed and disagreed show 83.3%. The mean result is 4.4. This value shows that teachers did not evaluate their students the writing skills. During interviews, T4 said that concerning classroom evaluation and writing skills, I sometimes make them practice the layout or format of letters, but actually I do not evaluate students' ability to write something. Because it does not appear in the examination except for some techniques of writing like jumbling sentences and words, types of paragraphs, and punctuation, All the respondents think that writing is an important skill for students, but it is challenging to practice because students do not have the interest to practice the writing tasks in the textbook, and that is also another issue that highly affected their attitude.

The skill given much emphasis during teaching is not listening. This skill is also named productive language skill. In relation to this, Table 8, item 33 shows that 1 (16.7%) of the teachers agreed, 4 (66.7%) disagreed, and 1 (16.7%) strongly disagreed. The mean value also shows 4.2 teachers who disagree. This indicates that when teachers are teaching their students, they do not include listening skills in their classroom tests like others. Supporting this, Spratt (2005) asserted that it is testing, not the official stated curriculum, that is increasingly determining what is taught, how it is taught, what is learned, and how it is learned. During interviews regarding listening, teachers felt listening was the least interesting task at the secondary school level. One of the respondents (T2) said that

she felt listening was the least interesting task for both teachers and students. As it is laborious for me, students also have no interest in listening. In addition to this, another teacher (T1) reported:

I do not like it because the listening passages are found at the back of the textbook.

When you read the texts, students immediately refer to the back of the text and do not listen to you, as they have no interest for it. The responses from teachers assert that there is no comfortable condition to teach listening that interests them to apply this skill, as it does not appear on the NE. This is one of the effects of the examination on teachers' feelings and attitudes towards listening skills to be applied in the classroom. Overage has more influence on our learning.

4.3. Student Questionnaire

In this part, the analyses and findings of the data gathered from the 209 participants using a questionnaire are presented. Among the 209 participants, six papers not turned and seven were not correctly filled. The data were analyzed using descriptive statistical methods. In the first section, the analysis of the data related to students' personal factors is presented. In the next part, the analysis of domains of learning that were influenced more by the wash-back effect of the national examination is reported. In the final section, the analysis of the related factors that facilitated the wash-back effect of the students' learning is presented.

4.3.1. Background of Participants

The personal factors analysis that included students' parents' educational background and grade level they attend is presented below.

Table 9. Summary of Student Personal Factors

No.	Personal factors		Number	%
1	Parents' educational background	Illiterate	46	23.5
		Attended Grades 1- 8	33	16.8
		Attended Grades 9-12	19	9.7
		Certificate graduate	0	0
		Diploma	0	0
		Degree and above	98	50
2	Grade level students learn in	Grade 11	0	0
		Grade 12	196	100

With regard to their parents' educational backgrounds, most of the participants had parents who attended tertiary education. This constituted 50 percent. 23.5 percent of the participants that constituted the next large number were from illiterate families. The participants whose parents attended elementary and secondary levels of education were few. In the case of the grade level of participants, all are in grade 12.

4.3.1.1. Students' learning

In this sub-section, the domains of learning that were influenced more by the wash-back effect of the NE were determined. In order to determine the areas of students' learning that were influenced more by the wash-back effect of the NE, mean analysis was engaged.

Table 10. NE Negative impact on the Students' exam Preparation

No	Items	SA		A		Neu		DA		SD	
		freq	%	freq	%	freq	%	freq	%	freq	%
3	Feeling Nervous	38	19.4	44	22.4	35	17.8	41	20.9	38	19.4
4	Cannot Sleep	29	14.8	37	18.9	39	19.9	46	23.5	45	22.7
5	Feeling Fright	37	18.9	52	26.5	36	18.5	43	21.9	28	14.3
6	Feeling Confused	44	22.4	30	15.3	45	22.7	52	26.5	25	12.7
7	Feeling Nothing	39	19.9	29	14.8	31	15.8	46	23.5	37	18.9
8	plan to cheat	33	16.8	39	19.9	46	23.5	37	18.9	41	20.9
9	All the exercises from the teacher	24	12.2	47	24	39	19.9	44	22.4	42	21.4
10	All the homework from the teachers	21	10.7	39	19.9	39	19.9	61	31.1	36	18.5

Table 10 illustrates what students felt after the 2022 national examination. The table shows that 38 (19.4%) of the students strongly agreed with feeling nervous, 44 (22.4%) agreed, 35 (17.8%) felt neutral, 41 (20.9%) disagreed, and 38 (19.4%) strongly disagreed with feeling nervous, respectively. The cumulative percentage of agreeing and strongly agreeing is 92 (41.8%). The mean values are 1.35. These indicate that almost all students feel strongly nervous on national examinations rather than feeling neutral.

Table 10 item 4 shows that 29 (14.8%) of the students strongly agreed that they cannot sleep, 37 (18.9%) of the students agreed, 39 (19.9%) felt neutral, 46 (23.5%) disagreed, and 45 (22.7%) strongly disagreed that they cannot sleep, respectively. The cumulative percentage of disagreeing and strongly disagreeing is 91%. The mean values are 4.5. These indicate that almost all students

strongly disagree on sleeping (they can sleep, but national examinations cannot impact their sleep). so the national exam has a positive impact on them.

As we can see from table 10, item 5, 37 (18.9%) of the students strongly agreed that they felt fright, 52 (26.5%) of the students agreed, 36 (18.5%) of the students were neutral about fright, 43 (21.9%) of the students disagreed, and 28 (14.3%) of the students strongly disagreed. The cumulative percentage of agreeing and strongly agreeing is 89%. The mean values are 1.6. This indicates that almost all students onwards agreed that they were feeling frightened about the national examination. So, the national examination can have a negative impact on their feelings.

Concerning confusing, as depicted in Table 10 item 6, 44 (22.4%) of the students strongly agree that confusing with exam preparation is a problem; 30 (15.3%) of the students agreed that they are confused on exams; 45 (22.7%) feel neutral; 52 (26.5%) of the students disagree; and 25 (12.7%) of the students strongly disagree. The cumulative percentage and frequencies of disagreeing and strongly disagreeing are 77 (39.2%). The mean values are 4.3. This implies that students disagreed about feeling confused. Thus, students have a positive attitude towards national examinations.

Regarding feeling nothing about the national examination, as seen in Table 10, some of the students strongly agreed: 39 (19.9%), 29 (14.8%), 46 (23.5%), and 37 (18.9%) strongly disagreed. whereas 31 (15.8%) felt neutral. The cumulative percentage of disagreeing and strongly disagreeing is 83%. The mean values are 4.4; these indicate that almost all students disagreed on feeling nothing. Therefore, national examinations have a negative impact on their preparation.

Table 10, item 8, shows that the level of anxiety draws them to certain responses, such as cheating. 33 (16.8%) of the students strongly agreed to cheat, 39 (19.9%) of the students agreed, 46 (23.5%) felt neutral, 37 (18.9%) disagreed, and 41 (20.9%) strongly disagreed on cheating, respectively. The cumulative percentage of disagreeing and strongly disagreeing was 78 (39.8%). The mean values are 4.5. These indicate that almost all students disagree with cheating and have positive thoughts about the national examination. Even though, in the interview, some of them admitted cheating because they were afraid of getting a bad mark, some of the students tried to find escape information before the test.

It depicted that from table 10 items 9, 24 (12.2%) of the students strongly agreed that they preferred all exercises from the teachers to prepare for test-taking, 47 (24% of the students agreed), 39 (19.9%) of the students felt neutral, 44 (22.4%) disagreed, and 42 (21.4%) strongly disagreed on

exercises taken from their teacher, respectively. The cumulative percentage of disagreeing and strongly disagreeing is 86%. The mean values were 4.5. These indicate that almost all students should not practice the exercises given by their teacher. On the other hand, they were practicing on their own. Hence, it has a negative impact on them.

It also indicated that from table 10 items 10, 21 (10.7%) of the students strongly agreed that they preferred to obtain the homework from the teachers to prepare for test-taking, 39 (19.9%) of the students agreed, 39 (19.9%) of the students felt neutral, 61 (31.1%) disagreed, and 36 (18.5%) strongly disagreed on homework taking from their teachers, respectively. The cumulative percentage of disagreeing and strongly disagreeing is 97%. The mean values were 4.4. These indicate that almost all students disagreed that not all homework was from their teacher, but rather they were working on their homework. Therefore, it has a positive wash-back effect on national examinations.

Table 11. NE Positive impact of the Students' on exam Preparation

No	Items	SA		A		Neu		DA		SD	
		freq	%	freq	%	freq	%	freq	%	freq	%
11	Asking friends if there is difficulties	58	29.6	56	28.6	22	11.2	37	18.9	23	11.7
12	Studying with Friends	53	27.0	76	38.8	28	14.3	39	19.9	0	0
13	Grouping with low achiever and high achiever students	44	22.4	73	37.2	53	27.0	16	8.2	10	5.1
14	Working homework individually	61	31.1	61	31.1	46	23.5	21	10.7	7	3.6
15	Bringing the textbook in the class	11	5.6	23	11.7	59	30.1	58	29.6	45	22
16	Doing the assignment individually	24	12.2	65	33.2	33	16.8	41	20.9	33	16.8
17	NE generally affects my wish to learn English in a positive way.	35	17.8	51	26.0	58	29.6	40	20.4	12	6.1
18	NE generally have a positive effect on my learning and improving English	54	27.5	60	30.6	44	22.4	19	9.7	19	9.7
19	NE help me learn the topics that I do not know or misunderstanding	47	24	39	19.9	43	22	44	22.4	23	11.7
20	I eager to asking my EFL teachers if they have difficulties	40	20.4	57	29.1	57	29.1	34	17.3	8	4.1

Table 11 Item 11 above indicates that 58 (29.6%) and 56 (28.6%) strongly agreed and agreed, respectively. The students are asking their friends if there is a difficulty. The others, 22 (11.2%), 37 (18.9%), and 23 (11.7%), indicated neutral, disagree, and strongly disagree correspondingly. The mean values of strongly agree and agree are 1.5. This implies that students agree to ask their friends if there is a difficulty.

Table 11, item 12 above: students study with their friends, It shows that 53 (27%) strongly agreed, 76 (38.8%) agreed, 28 (14.3%) were neutral, and 39 (19.9%) disagreed, respectively. The cumulative percentage of agree and strongly agreeing shows 129 (65.8%). The mean value of strongly agreeing and agreeing indicates 1.5 points towards agreement. This shows that students' made several efforts with their friends before the exam to get a high score.

In Table 11, item 13 above, students work in groups with low- and high-achieving students. It shows that 44 (22.4%) strongly agreed, 73 (37.2%) agreed, 53 (27) were neutral, 16 (8.2%) disagreed, and 10 (5.1%) strongly disagreed, respectively. The cumulative percentage of agree and strongly agree shows that 117 (59.6%). The mean value indicates 1.6 onwards to agree. This shows that students' work in groups with low- and high-achieving students before the exam to get a high score. It has a positive effect on NE.

In Table 11, with regard to items 14 and 16, 61 (31.1%) and 65 (33.2%) of students indicated they agreed to work on homework individually and do the assignment individually while preparing for the exam at the same time, respectively. The other 61 (31.1%) and 24 (12%) respondents agreed, respectively. That mean value is 1.6, which demonstrates learners' high interest and positive attitude towards the belief of doing the assignment and homework individually to prepare for the NE at the same time.

Concerning item 15, table 11 shows that 11 (5.6%) and 23 (11.7%) of students strongly agreed and agreed, respectively. On the other hand, 59 (30.1%) of them feel neutral. Totally, 103 (52.5%) showed acceptance, and a mean analysis of 4.4 disagreed, which indicates that students have negatively impacted bringing the textbook into the class.

In Table 11, items 17 and 18 above, 51 (26%) and 60 (30.6%) of the students agreed that the national examination has a positive effect on learning and improving their English language, respectively. In addition, 35 (17.8%) and 54 (27.5%) strongly agreed, 58 (29.5%) and 44 (22.4%) were neutral, 40 (20.4%) and 19 (9.7) disagreed, and 12 (6.1%) and 19 (9.7) strongly disagreed, respectively. The cumulative percentage of agreeing and strongly agreeing shows that 311. The mean value is 1.6. These indicate that national examinations have a positive effect on students learning and improving their language skills.

As shown in table 11 item 19, 47 (24%) of the students strongly agreed, 39 (19.9%) agreed, 43(22%) neutral, 44(22.4) of the students disagreed, and 23 (11.7%) students strongly disagreed. As it is shown above, the more cumulative frequencies and percentages show that those who agreed and strongly agreed are 86%. The mean value shows 1.5, which is closer to agreeable. This implies that almost all of the students believe that national examinations help them learn new words and words that they do not understand while learning English.

Table 11, item 20, shows that 40 (20.4%) of the students strongly agreed, 57 (29.1%) agreed, 57 (29.1%) were neutral, 34 (17.3) disagreed, and 8 (4.1%) strongly disagreed. They are eager to ask their EFL teachers if they have difficulties. The cumulative value of those who agreed and strongly agreed is 97 (45.5%). The mean is 1.6. This implies that nearly half of the students agreed to be eager to ask their EFL teachers if they had difficulties, and it shows that this had a positive impact on them.

Table 12. Students ‘choice of contents to their learning

No	Items	SA		A		Neu		DA		SD	
		frequency	%	frequency	%	frequency	%	frequency	%	frequency	%
21	I use the textbooks prepared by the Ministry of Education to prepare for the NE	49	25	60	30.6	24	12.2	32	16.3	31	15.8
22	I practice doing previous years’ exam questions NE	45	22.9	47	24	22	11.2	45	23	37	18.9
23	Using other accessible and helpful resources	40	20.4	33	16.8	35	17.8	44	22.4	36	18.4
24	Reviewing all the materials from the teachers	48	24.5	44	22.4	33	16.8	40	20.4	27	13.8
25	Review and study all the materials, with the exercises	44	22.4	52	26.5	29	14.8	43	21.9	28	14.3
26	Students take notes as quickly as possible of what the teacher is teaching	39	19.9	61	31.1	31	15.8	43	21.9	19	9.7
27	The students doing a lot of homework and more tasks to prepare them facing NE	43	21.9	71	36.2	42	21.4	23	11.7	17	8.7
28	The students’ uses extra-curricular materials besides textbook	40	20.4	50	25.5	58	29.6	34	17.3	14	7.1
29	Students ask for learning tactics to answer multiple choice questions	58	29.6	47	24	41	20.9	31	15.8	26	13.3
30	The content of NE shows parallelism with the subjects taught in classes.	32	16.3	48	24.5	52	26.5	27	13.8	41	20.9
31	I am familiar with the question types (NE) as we practice the same types in classes.	40	20.4	44	22.4	36	18.4	45	22.9	31	15.8

In Table 12, with regard to item 21, 49 (25%) and 60 (30.6%) of students indicated that they strongly agree and agree with using the textbooks prepared by the Ministry of Education to prepare for the national examination, respectively. The other 24 (12.2%), 32 (16.3%), and 31 (15.8%) of the students responded neutrally agree and strongly disagree, respectively. The cumulative percentage of strongly agreeing and agreeing shows 55.6%. That mean value is 1.6. This demonstrates learners have high interest and positive attitude towards using the textbooks prepared by the Ministry of Education to prepare for the national examination.

As it is shown in table 12, item 22 above, while students are learning, they need to practice the contents of past examination papers. By this, 45 (22.9%) of students strongly agree, and 47 (24% of students agree). When we see those students who strongly agreed and agreed, the cumulative percentage is 46.9%. The mean value is 1.5. This implies that while students are learning, they need to practice the contents of past examination papers. During the research interview, all of the students responded that the materials used by students are not only textbooks. Rather, they responded that they tend to refer to and use various reference books that are related to their lessons.

Concerning table 12, items 23 and 28 above show that 45+40 (22.9+20.4%) of the students strongly agree, 47+50 (24+25.5%) agree, and 22 + 58 (11.2 + 29.6%) feel neutral. While 45+34 (23+17.3%) of the students disagreed and 37+14 (18.9+7.1%) of the students strongly disagreed.

The cumulative frequency and percentage distribution of those who are strongly agreed and agreed covers 279. The mean value is 1.5. This implies that most of the students agreed that using various reference materials is essential and helpful to passing or getting a good result in the NE. From this, it can be judged that almost the entire population has positively impacted using other accessible and helpful resources or various reference books to pass NE.

In Table 12, with regard to items 23 and 25, the study revealed several efforts taken by the students before the exam. Their responses, as shown in Table 14, brought about strategies that were able to encourage the students' confidence in exam-taking: 48+44 (24.5+22.4%) of the students strongly agreed to review all materials from the teacher and review and study all the materials, including the exercises; 44+52 (22.4+26.5%) of the students agreed to review the materials from the

previous exercises; whereas 33+29 (16.8+14.8%)of students felt neutral about learning the provided exercises; 40+43 (20.4+21.9%) of the students disagreed to review and study all the materials; 27+28 (13.8+14.3%) of the students strongly disagreed to review and study all the materials. So almost all students' positively accept reviewing all material's before the NE.

Items 26 show that students take teachers' short notes and say that they do not think relying on the textbook makes them confident for the examination preparation, and they also prefer to use commercial books and past exam papers. Their responses for this item indicate that 39 (19.9%) and 61 (31.1%) strongly agree and agree, respectively. The mean is 1.5. From this analysis, it can be seen that most of the students, more than half, accept reading teachers' notes only if they doubt their textbook's usefulness for the examination. The finding shows that short notes from teachers and examination papers seemed to be interesting for their preparation for the examination, and they are also aware of the contents of the examination, so they do not spend more of their time on what they think is irrelevant to the exam whenever teachers emphasize it.

Table 12 item 27 shows that 43 (21.9%) of the students strongly agree and 71 (36.2%) agree to doing a lot of homework and more tasks to prepare them for encountering NE before the exam. On the one hand, since homework obliges the students to learn the tested materials from the teachers, which are provided by their teacher to support their learning content, while 23+17 (11.7+8.7%) of the students disagreed and strongly disagreed, respectively, which gave them less attention to do. Only 42 (21.4%) felt neutral.

Regarding item 29 in table 12 above, 58 (29.6%) of the students strongly agreed, and 47 (24% of the participants agreed) that students are asking for learning tactics to answer multiple-choice questions. Nonetheless, 31 (15.8%) disagreed, and 26 (13.3%) of the students strongly disagreed with this. Only 41 (20.9%) of the students feel neutral. The cumulative percentage and frequencies strongly agree and agree were 115 (53.6%). This implies that almost all students were asking how to answer multiple-choice questions for success in the exam.

Table 12, item 30 above clearly shows that 32 (16.3%) strongly agree and 48 (24.5%) of the participants agree that the content of the National Examination parallels the subjects taught in classes. Nonetheless, 13.8% disagree, and 20.9% of the students strongly disagree with this parallelism. Moreover, 26.5% of the students feel neutral about this parallelism. On the other hand, the 80

percent (40.8%) rate may be caused by the fact that students find some topics familiar but others unfamiliar. The mean values indicate that 1.6 onwards agreed with NE parallelism with subjects.

As seen in Table 12 item 31, nearly half of the students ($40 + 44 = 20.4\% + 22.4\%$) who strongly agree with this item are of the same opinion that they are familiar with the question types in the NE as we practice the same types in classes. However, 38.7% of the students (22.9%) plus 15.8% support the opposite. This fact shows that these 76 students, who strongly disagree with this idea, find some question types unfamiliar because of a lack of practice in class. Furthermore, 18.4% of the participants felt neutral about this issue, which is definitely an important proportion.

Table13. Student's attitude towards Learning Contents of the skills

No	Items			A		Neu		DA		SD	
		freq		freq	%	freq	%	freq	%	freq	%
32	I spend time to classroom activities that help my students perform well in the NE	36	18.4	46	23.5	47	24	55	28.1	12	6
33	I Spend more time to practice grammar activities.	40	20.4	58	29.6	46	23.5	36	18.4	16	8.1
34	I Spend more time to practice vocabulary.	21	10.	84	42.	27	13.	44	22.	20	10.
35	I spend less time to practice speaking skills	19	9.7	48	24.5	44	22.4	44	22.4	31	15.8
36	I spend less time to practice listening skills	22	11.2	45	22.9	43	21.9	45	22.9	41	20.9
37	I spend less time to practice writing skill	24	12.2	36	18.4	53	27	40	20.4	43	21.9
38	I spend less time to practice reading skills	40	20.4	18	9.2	45	22.9	39	19.9	54	27.5
39	NE forces students to devote more time to the study of English	40	20.4	48	24.5	35	17.8	38	19.4	35	17.8

As Table 13 item 32 shows, 36 (18.4%) of students strongly agree and 46 (23.5%) agree with this item. In contrast, 55 (28.1%) of students disagree, 12 (6%) strongly disagree with it, and 47 (24%) of students stay neutral. If the number of students who strongly agree is added to the number of students who agree with this item, it can be implied that nearly half of the students, 82 (41.9%),

think that they spend time on classroom activities that help them perform well in the National Examination.

Moreover, if the number of students who disagree is added to the number of students who strongly disagree, it can be stated that 67 (34.1%) of students believe that spending time in classroom activities does not help them perform well in NE. Thus, spending more time on classroom activities is important and has positive value.

For item 33 in Table 13, it is depicted that students 'are highly exposed to grammar attitudes towards their interest in it. From the respondents, 40 (20.4%) and 58 (29.6%) showed their strong and weak agreements. The others' response was insignificant. The major percentage and frequency for this item are 98 (50%) which is in the middle of agreed. The mean analysis shows that 1.6 indicates that onwards agreed. Here, students' attitude towards this skill is high, which is the effect of the grade 12 English national examination because the grammar items appear more than other skills, and that is why students are more inclined to focus on grammar than other skills.

Concerning item 34, students' attitude towards vocabulary lessons' reveals that 21 (10.7%) of students showed strong agreement with it. The other 84 (42.8%) also agreed to this item. Totally, 105 (53.5%) showed their acceptance, and the mean analysis 1.8 onwards indicates that students have a positive attitude towards vocabulary as far as the number of items appearing in the NE is concerned. Thus, the students' attitude towards vocabulary tends to result from the large number of vocabulary items on the NE that positively affect their attitude towards it.

Item 35, students' attitude towards speaking skills, shows that 19 (9.7%) of the students strongly agreed and 48 (24.5%) of the students agreed. The others, 44 (22.4%), 44 (22.4%), and 31 (15.8%), demonstrated disagree, neutral, and strong disagree, respectively. The highest frequency and percentage for this item is 75 (48.2%), which is totally at the midpoint of the disagreement scale. The mean analysis is 4.4, which indicates disagreement. The result shows students do not like speaking, as it does not appear in the examination because no speaking activities are included in the NE contents. Even if grammar-related conversations and dialogues appeared in it, which teachers used to teach in the classroom for the purpose of the examination, As a result, it has a negative impact on NE.

Regarding item 36, the result reveals that 86 (43.8%) of students did not accept the importance of listening activities in the textbook to prepare for the examination. The result of the mean is 4.4 for this item, which shows disagreement in their response. The result for this item shows their disagreement in their response. This indicates that listening is not included in the NE, and its exclusion from the exam affected their attitude towards learning and studying this skill. Consequently, the students give less attention to this topic or portion.

Concerning students' attitude towards writing, items 37, 43 (21.9%) showed their strong disagreement and 40 (20.4%) showed their disagreement. The other 24 (12.2%) and 36 (18.4%) responded strongly agree and agree, respectively, to this skill. The other 53 (27%) responded neutrally. The highest frequency and percentage for this item are 83 (42.3%). The mean analysis is 4.5, which indicates disagreement. The finding shows students' attitudes towards learning writing are negatively affected by the NE because direct writing is not included in the national exam and students want to focus only on the indirect writing that appears on the examination.

According to item 38, table 13, students' feelings towards reading lessons: 58 (29.6%) of them accepted it, and 93 (47.4%) rejected it. The other 45 (22.9%) responded neutrally. The highest percentage is 47.4%, which shows an inclination to strongly disagree. The mean analysis is 4.6, which indicates that onwards agree. This indicates that students have a negative attitude towards the reading skills and contents of the textbook. The findings specify that the reading lessons in the textbook seem to interest them because they believe reading wastes their time and hinders them from practicing past examinations with answers that are presented in commercial books for the purpose of passing examinations.

Table 14. Students Insight on their learning

No	Items	SA		A		Neu		DA		SD	
		freq	%	freq	%	freq	%	freq	%	freq	%
40	Frequency of the NE questions is beneficial for me in terms of seeing my level and weaknesses.	47	23.9	40	20.4	44	22.4	38	19.4	27	13.7
41	The students prepares themselves towards having active role in the NE	63	32.1	60	30.6	40	20.4	14	7.1	19	9.7
42	The students try to find any escape information about NE	55	28.1	68	34.7	45	22.9	20	10.2	8	4.1
43	Students do not see any other choices for themselves except for being accepted passing the NE	46	23.5	51	26	37	18.9	44	22.4	18	9.2
44	Students need an educational counselor for NE	58	29.6	74	37.7	21	10.7	36	18.4	7	3.6
45	The students' Reviewing and checking their understanding	61	31.1	60	30.6	34	17.3	33	16.8	28	14.3
46	Our teacher hands out and gives us feedback about our incorrect and correct answers, which has a positive impact on my learning English.	45	22.9	47	23.9	35	17.8	22	11.2	47	23.8

As seen in Table 14, most of the students (23.9% + 20.4%) strongly agree or are satisfied with the frequency of examination questions on NE. According to the answer they have given, they can see their strengths and weaknesses at the end of the study or by revising the questions frequently enough. On the contrary, 33.1% of the participants (19.4% + 13.7%) disagreed or strongly disagreed with the frequency of exam questions. They may believe that seeing their papers after the exams does not contribute to their learning English, or they may find their teachers' feedback insufficient for them to understand their strengths and weaknesses. They may be of the opinion that exams are given more frequently than they need. Meanwhile, 22.4% of the students feel neutral or seem not to have a clear idea about the frequency of the exam questions, as they feel unbiased.

As seen in Table 14, item 41, most of the students (63, 32.1%) strongly agreed and 60, 30.6%, agreed on preparing themselves to have an active role before the NE. 14 (7.1%) and 19 (9.7%) of the students disagreed and strongly agreed, respectively. Only 40 (20.4%) the participant's felt neutral. The cumulative percentage and frequencies of strongly agreeing and agreeing show that 183 (62.7%) The mean value is 1.4. This implies that almost all students agree to prepare themselves for NE before So 2022 NE has a positive wash-back effect on them.

As shown in Table 14, item 42 indicates that 55 students (28.1%) strongly agree and 68 students (34.7%) agree that they try to find any escape information about NE, which means that 123 students (62.8%) find feedback beneficial for their learning. Nevertheless, 20 students (10.2%) disagree, and 8 students (4.1%) strongly disagree with this. They may believe that seeing their papers after the exams does not contribute to their learning English, or they may find their teachers' feedback insufficient for them to understand their strengths and weaknesses. In addition, 45 students (22.9%) feel neutral about this item, or they may not have a clear idea about the information given after the exams. So the 2022 national examination will have a positive wash-back effect on the students.

As item 43 shows in Table 14, students do not see any other choices for themselves except for being accepted and passing the NE. 46 students (23.5%) strongly agree, and 51 students (26%) agree with not seeing any other choices for themselves except for being accepted and passing the NE. The total number of students who strongly agreed and agreed shows that 97 students (49.5%) agreed. whereas 44 students (22.4%) disagree and 18 students (9.2%) strongly disagree. Moreover, 37 students (18.9%) feel neutral about this item. From this, we can conclude that half of the students' accept that they have no chance except passing the NE. So, NE has a negative impact on their learning.

As item 44 shows in Table 14, 58 students (29.6%) strongly agree, and 74 students (36.7%) agree that they need educational counseling about NE. Nevertheless, 36 students (18.4%) disagree, and 7 students (3.6%) strongly disagree with this negative effect. 21 (10.7%) feel neutral on this. The total number of people who strongly agree and agree shows 213 (67.3%) need educational counselor before the national examination. The mean values also show 1.5. This implies most of the students agreed to meet with the educational counselor before the exam.

It is depicted from item 45, Table 14, that 61+60 (31.1%+30.6%) of the students strongly agree and agree that they reviewed and ensured their subject understood all materials before the exam. 33+28 (16.8+14.3%) of the students disagreed or strongly disagreed about revising and their understanding. The cumulative percentage and frequencies strongly agreeing and agreeing show 121 (61.7%). The mean values are 1.5. This implies that almost all students need to revise and understand their subject before the exam, which will have a positive wash-back effect on the 2022 national examination.

As shown in Table 14, item 46, our teacher hands out and gives us feedback about our incorrect and correct answers, which has a positive impact on my learning English. To be more precise, 45 students (22.9%) strongly agree and 47 students (23.9%) agree with this effect, which means that 92 students (46.8%) find feedback beneficial for their learning as they can see their correct and incorrect answers thanks to their teachers after the exams. Nevertheless, 22 students (11.2%) disagree, and 47 students (23.8%) strongly disagree with this negative effect. From this, we can observe that students have a positive wash-back effect about the 2022 national examination because their teacher handed out the previous exam and discussed its feedback with them.

4.4. Qualitative data analyses and findings

This section is devoted to the analyses and findings of the data that were gathered through teacher interviews and student focus group discussions. In the first part, the analyses and findings of the teachers' interview are presented. In the next part, the analyses and results of the student focus group discussion are reported.

4.4.1. Teachers' teaching

The data obtained through the first part of the interview items that elicited the apparent influence of the exam on teachers' teaching were analyzed mainly under four themes. The items related to time budgeting, focus areas of lesson preparation, and teaching were organized and analyzed under the theme of focus areas of teaching.. The second, third, and fourth areas of analysis were related to teaching methodology, teaching material choice, and classroom assessment, respectively.

4.4.1.1. Focus areas of teaching

Under this part, the areas of the language on which respondents indicated that they placed more emphasis in their teaching were identified. In addition, the reasons why teachers gave more attention to some areas of the language were analyzed. The analyses of identifying teachers' focus areas of teaching and their reasons for focusing on particular language aspects were made simultaneously. According to the respondents understanding, the areas of the language that teachers used to give more emphasis in their teaching were grammar, vocabulary, reading, speaking (practicing dialogue and conversation completion), and technical aspects of writing such as types of discourse, punctuation, and letter writing. For instance, T2, in response to the question that inquired about teachers' focus areas of teaching, reported that:

As the larger portion of the exam is grammar, students want to learn grammar. In addition to this, I attempt to teach students comprehension and vocabulary from passages. Most of the time, we do not practice writing and listening skills because of the exam. Students are not interested in practicing writing as it does not appear in the exam. This participant revealed that she was teaching grammar because it had more coverage in the exam. Besides, she was teaching vocabulary and reading comprehension. However, she was not giving attention for teaching writing and listening skills, as these skills did not appear in the exam. Similarly, T6 reported his focus area of teaching as I focus on grammar, vocabulary, reading comprehension activities, speaking (dialogue and conversation), identifying types of writing, punctuation, and letter writing as they appear in the exam."

This respondent added that he was teaching reading comprehension, grammar, speaking in the form of dialogue completion, identifying discourse types, punctuation, and letter writing. As he noted, these aspects of the language were taught as they were included in the exam. Language areas that were included in the exam were practiced. In contrast to this, skills such as performance-based writing and speaking practices and listening skills, as T2 above reported, were not give emphasis to teach since they were not included in the exam. For instance, all of the respondents always reported that they did not focused on teach listening skills due to the students' lack of interest in learning as it was not included in the exam. Regarding this, T5 responded, "Of course, all of the skills have equal space in the syllabus. However, it is important to entertain the interests

of students or an audience. So, listening skills are neglected due to the students' interest. It is felt that teaching listening is a waste of time. As this respondent noted, teaching language areas that were not included in the exam, such as listening skills, was considered a waste of time. Because of this, almost all of them paid less attention to the teaching of such areas of the language to meet the students learning interests.

In general, the respondents indicated that the focus of the teachers' teaching seemed to be narrowed to some aspects of the language that appeared in the entrance exam. The language items that received more attention were grammar, vocabulary, and form-related aspects of speaking and writing. As opposed to this, some skills, such as the performance-based aspects of speaking, writing and listening skills as a whole appeared discounted in teachers' teaching. This may be due to the fact that these skills were not included in the entrance exam. The teachers were found to give more emphasis in their teaching to the skills that appeared in the exam. This implies that the wash-back effect of the national exam has geared teachers' teaching to be exam-based.

4.4.1.2. Teaching Methodology

In this section, how teachers taught the lessons in the classroom was analyzed. In the analysis, the teachers' awareness of the CLT approach and their beliefs about its implementation in their teaching were analyzed. Regarding the respondents' awareness of the CLT approach, all of them have received training about this language teaching approach. Most of the respondents gained awareness of the CLT approach while they were studying for their BA and MA degrees. Some of them gained awareness about it through on-the-job training through the ELIP. For instance, T3 reported, "I gained awareness about the CLT approach while I was studying for my BA and MA degrees. Moreover, I am an ELIP trainer. Including this respondent, some of the participants were ELIP trainers. Thus, all of the respondents had knowledge about the CLT approach.

As to whether they implemented the CLT approach in their classroom instruction, most of the respondents believed that they were not employing it in their teaching. They complained that the students' poor interest in practicing the communicative activities hindered them from implementing them. For instance, T6 reported that:

Despite using CLT to prepare the book, I don't think I fully utilized it. We frequently teach activities connected to exams because students are interested in these topics. Students occasionally skip out class when we teach speaking and writing components during that time. As a result, because the students' interest is tied to the exams, we refrain from teaching the textbook in its entirety.

4.4.1.3. Teaching Material Choice

In this section, the question of whether teachers used materials other than the textbook was analyzed. In the analysis, the types of materials and their reasons for using other materials were determined. Other materials, in this sense, refer to materials such as commercial books prepared for exam preparation. Different types of books, which the respondents frequently used, were identified and analyzed. All of the respondents reported that they were referring to books other than textbooks. Six of the respondents said they frequently used different books. Among these four of the respondents commonly used the book 'Extreme English, Key English, New Approach English,' and, two of the respondents commonly used different books on 'Top English, English Conversation, and Letter Writing.' All of the materials that were used by the teachers were books that could help teachers prepare their students for exams. The teachers believed that using such supplementary materials was essential to preparing students for exams. All of the respondents tended to agree that the prescribed textbooks did not provide detailed notes and exercises to prepare their students for exams. For instance, T6 revealed why he used supplementary materials as follows:

Extreme English Grammar, Practical English Grammar, and other locally published My primary source of information is books. I utilize these resources to practice writing styles. capitalization, grammar, and mechanics. The goal of employing such materials is to give the students in-depth activities and notes because the textbook lacks such information.

This implies that the teachers did not seem satisfied with the textbooks they used to prepare their students for exams. As it was reported above, the textbook lacked elaborated notes and exercises on language areas such as grammar, mechanics, capitalization, and types of writing.

To sum up, teachers tended to use commercially produced exam preparation books instead of the prescribed textbooks. Priority was given to using exam preparation materials instead of the textbooks that were used to develop the communicative abilities of students. The materials, which the respondents reported that they used to refer to, were prepared for the practice of form-related language items such as grammar and technical aspects of speaking and writing. This implies that teachers' choice of teaching material was influenced by the wash-back effect of the exam in that it influenced them not to practice students with the prescribed textbooks that were produced communicatively.

4.4.1.4. Classroom Assessment

In this part, the teachers' focus areas on the language in preparing classroom tests were analyzed. Besides, the language areas that teachers disregarded and gave less emphasis on were identified. Moreover, the reasons why teachers gave more emphasis to some areas of the language and overlooked other areas of the language were identified.

The classroom tests were mainly prepared to assess the learners' knowledge of the language. As most of the respondents from different grade levels reported, the midterm and final exams included grammar, vocabulary, reading comprehension, speaking, and writing. The respondents, mainly from Grade 12, noted that they included the above-mentioned areas of the language to get their students familiar with the exam. In response to teachers' purpose of including such areas of the language in their classroom tests, T6, for instance, reported that our exams are prepared to familiarize and prepare the students for the entrance exam."

In the case of speaking and writing exams, the actual performances of the students in the skills were less addressed. For instance, the speaking tests required students to complete the missed parts of dialogues in written form, as the respondents noted. Similarly, the writing tests did not require students to write. In this regard, T2 reported that the writing tasks were done through imposing. The tasks were included in the classroom tests to prepare students for the exam. That is to say, the writing and speaking tasks were not designed for performance-based assessment.

Listening skills were disregarded in classroom tests. All of the respondents mentioned that this skill was not included in their classroom tests like that of its teaching. The main reason for excluding listening skills from the classroom tests was their non-existence in the entrance exam, since teachers considered the entrance exam while they were preparing classroom tests, as T2 reported.

From this analysis, it was learned that the teachers considered the entrance exam when they were preparing classroom tests. The language items that received more attention in the entrance exam also received more attention in the teacher-made tests. The skills that did not appear on the entrance exam were also disregarded in the classroom tests. This implies that teachers' practice of classroom test preparation was influenced by the wash-back effect of the entrance exam.

4.5. Factors influencing teachers' teaching

The analysis and conclusions of the factors that affected the exam's instruction are presented in this part. That is, the personal and contextual elements that affected how the exam affected teachers' instruction should be examined. First, the individual elements that affected instructors' teaching changed were examined. The context-related elements that affected how teachers taught were then examined.

4.5.1. Personal Factors

This section identified the individual aspects that led to the exam's impact on teachers' teaching. Their experience as secondary school teachers and the grade level they were instructing at were the personal factors examined.

A. Teaching experience

The teaching experience of respondents' in secondary schools ranged from fourteen to twenty-five years, though most of them had long experience teaching at lower grade levels. Particularly, the experience of respondents from Grade 12 was in the range of ten to fifteen years in secondary schools. Therefore, the Grade 12 respondents were more experienced in teaching at secondary schools. The experience that teachers had at secondary schools was found to influence their teaching to be exam-targeted. Almost all of the participants understood that their teaching experience had geared their teaching to be exam-based. In this regard, they noted that their teaching experience helped them prepare their students for the exam. For instance, T1, who has taught for ten years at a secondary school, reported that:

I feel satisfied since my teaching experience has allowed me to satisfy my students. Of course, I make reference to things linked to exams. The National Examination Concentrate more in some areas. Due to my teaching background, I can identify the Every year, students take exams. I do this to aid pupils in getting ready for the test.

The respondent reported that his experience gave him the opportunity to become aware of the exam. Because of his awareness of the coverage of the exam, he informed his students about the areas of the exam. He was doing this to meet his students' learning interests. As a result, his teaching experience led him to include the exam in his teaching. Similarly, T3, who has taught for thirteen years at secondary schools, emphasized how his teaching experience influenced his teaching to be tailored to the exam as follows:

Due to my teaching experience, I can get the students ready for the entrance exam even without utilizing a textbook. I am capable of doing this. Due to my extensive teaching Background: I am able to identify the exam's main objectives as well as the types of possibilities available in multiple-choice problems when they recur. Thus, I can better prepare pupils for the exam because of my teaching experience.

Like that of the previous respondent, the experience that this teacher had in teaching at the secondary school level helped him become familiar with the exam. He developed confidence to prepare his students for the exam as his experience helped him gain more awareness about the content and format of the exam. This awareness of the exam could dictate that his teaching be focused on the exam. From this analysis, it was learned that almost all of the participants understood that their teaching experience enabled them to have awareness about the exam. That in turn tended to make their teaching exam-focused. Therefore, teaching experience was one factor that contributed to the exam's influence on teachers' teaching to be exam-focused.

B. Grade level teachers teaching

The role of grade-level teachers in influencing their teaching was analyzed in this part. Participants from different grade levels reported that students demanded they teach the exam. For instance, T4 in this regard reported, "Though I am teaching at Grade 12 currently, and I taught them considering the entrance exam. The students most of the time request that I taught them contents that appear in the entrance exam, disregarding other contents."

This means that even though Grade 12 students were not closer in time to the administration of the exam, they demanded their teachers teach to the exam. Similarly, T3 reported that he was forcing students to learn basic language skills such as speaking and writing. However, the students were not interested in learning such skills. This might be because of the students' interest in learning exam-related language areas. This still indicates that the teachers, even at Grade 12, had impositions from students to teach them exam-related language aspects.

T6 reported his complaint as:

This year, I was quite sorry to be a teacher in grade 12. I cursed that I wouldn't teach in grade 12. Later on my lessons are never attended by the pupils. In spite of the fact that I offer them a continuous assessment. Their main priority is to study for the exam required to enter the university. However, students complete all of the assignments when we teach in grade 11.

This participant complained that the students in Grade 12 have a habit of showing less concern for what the teachers want to teach. This respondent appeared to be distressed by students' poor attention to lessons that were not related to exam preparation. T5 also reported that teaching at Grade 12 was more challenging than teaching at Grade 11 due to the imposition of students to teach the exam.

Although the influence of the exam on teachers' teaching because of the students' learning interest occurred at the grade level, the influence seemed stronger on Grade 12 teachers. This implies that as Grade 12 students were closer in time to the administration of the exam, they seemed to have more imposition on teachers' teaching to teach to the exam. Thus, teaching at a secondary school level tended to have some more influence on teachers' teaching to the exam. Generally, from the analyses made on the personal factors that influence teachers' teaching to be exam-based, both teaching experience and grade level teachers teach in had contributions. However, the influence of teaching experience on teachers' teaching to the exam tended to be stronger than the influence of the grade level teachers teaches in to influence their teaching.

4.5.2. Contextual Factors

The contextual elements that influenced the exam's influence on teachers' teaching to be exam-based were examined in this section. The analysis's contextual elements, which were based on the data collected from the respondents, focused on the students' learning attitudes, the teachers' apparent awareness of the exam, and outside pressure on the classroom. However, not enough information about the contributions of the respondents' apparent teaching experience and the significance of the test in influencing teachers' teaching to be exam-targeted was gathered from them. This is due to the fact that almost all of the respondents did not consider how their apparent teaching experience and the significance of the exam may have influenced their teaching to be exam-oriented. Thus, a study of the contextual intermediating factors was conducted using the first three parameters.

A. Apparent awareness of the exam

In this part, the question of whether teachers had awareness of the exam and how their awareness of the exam influenced their teaching was analyzed. In this regard, all of the respondents reported that they were aware of the content and format of the exam. For instance, T1 reported that:

*I consider the test. I look over the format and information that will be covered in the exam.
I inform the pupils about the exam's format after mentioning it. Passing the national exam is the aim of students, as I told you. We provide guidance to the pupils' each year in order to do
I use exam questions as an example.*

This respondent used to refer to the exam to learn what the content and format of the exam looked like, and he used to create awareness for the students about the exam. He tended to pay attention to the students' success in the exam as he realized that the main concern of the students was passing the exam. In a similar manner, T3 contended that:

*I am familiar with the test. I provide the pupils' with a variety of exercises from the textbook.
because I am mindful of the impending exam. I use exam questions to help students.
prepare as much as possible. If you look at the exam, you'll be surprised to realize that
There are questions that aren't yet in the book but are still on the test. For instance,
Distinguishing different forms of writing is not included in the textbooks, yet it is constantly
tested. As a result, we teach it.*

This respondent had awareness about the contents of the exam, and he was practicing students with exercises out of the textbook as he realized the difference between the contents of the textbook and the exam. For instance, he noted that types of writing were not included in the textbooks, but the exam incorporated such aspects of the language repeatedly. As he noted, he used to teach such areas of the language to prepare students for the exam. As T2 and T4 reported, in grade 12, teachers used to practice doing the exam questions for the students taking booklets to the classroom. From this analysis, it was noted that all of the respondents were aware of the exam. Their knowledge of the exam tended to make their practice exam-oriented. This implies that teachers' understanding of the exam contributed to their teaching being exam-targeted, as they asserted that they were practicing students with exam-related activities.

B. Apparent students' learning attitude

In this part, the question of whether teachers' insights about students' learning attitudes influenced their teaching was analyzed. Their understanding of students' learning attitudes was reported to be influencing their teaching. The influence of students' learning attitudes on teachers' teaching was reflected both clearly and secretly.

The clear influence of the students' learning attitudes on teachers' teaching was reflected in their refusal to learn some areas of the language and their predisposition to learn other areas of the language. As most of the respondents revealed, the students openly requested that teachers teach them exam-related aspects of the language due to their desire to prepare for the exam. In this regard, T4 reported that "the students most of the time request us to teach them contents that appear in the entrance exam, disregarding other contents. Thus, this has a strong influence on the teaching. As this respondent reflected, the students imposed on teachers to teach exam-related contents. Similarly, T3 reflected the imposition he faced from the students' learning attitudes on his teaching as follows:

The students have been asking me to concentrate on particular topics that require emphasis ever since the start of the academic year. Students are being asked to do this. because they want to get ready for the entrance exam. Students therefore exert pressure on my teaching.

As T4 and T3 reported, when they wanted to teach every part of the textbook, the students forced them to escape some areas of the language from the textbook that did not appear in the exam. This seemed to discourage the teachers from teaching the contents of the textbook. As T5 reported, denying the interest of the students was difficult for the teachers. As a result, teachers tended to teach to the exam. In this regard, T5 reflected the students' refusal to learn some aspects of the language in this way:

It can be challenging to dissuade students' interest when I try to teach listening skills to them because they will often openly argue that it serves no purpose for them because they will study engineering, law, ICT, economics, and other subjects instead when they enroll in college.

Similarly, T3 reflected the challenge he faced from students, saying, when I teach reading passages, I only teach techniques of reading; otherwise, the passage is not repeated. ...the students say we should not waste time on it'. They consider reading passages a waste of time. As these respondents noted, the students tended to learn mainly exam-based activities that enabled them to pass the exam and join the university. The students overlooked the skills, which they thought were not useful for their immediate objectives, i.e., exam preparation. This imposition of the students' learning attitudes on the practice of the teachers was overtly reflected. It was clearly pointed out that the students were defying learning in some language areas. Thus, the practice of teachers was influenced by the students' learning interests in an explicit manner.

The influence of the students' learning attitudes on the practices of teachers was also reflected covertly through their classroom activities. This was revealed through participating warmly when areas of the language they wanted to learn were treated and by refusing to avail themselves of textbooks during English classes. It was learned that the students were eager to attend lessons on grammar, vocabulary, dialogue completion, and technical aspects of writing. As to why students focus on selected areas of the language, T3 responded as follows:

The majority of the questions in the entrance exam pertain to vocabulary, grammar, conversation, letter writing, and technical elements of composition writing. As a result, Pupils are more eager to learn about, participate in, and ask questions about such linguistic topics.

The students seemed to identify the test-related areas of the language as mentioned by T3. Their active participation during the discussion of these portions of the language indirectly influenced teachers' teaching. The learning attitudes of the students towards these areas of the language appeared to motivate teachers to spend more time practicing them. Substantiating this, T2 reported, "When I teach in the classroom, the students mainly participate in grammar. When students are interested in learning, I will be motivated."

It seems due to the learning attitudes of students that the respondents reported that they were giving notes and exercises on selected areas of the language. All of the participants reported that they were providing notes and exercises on selected portions of the language. The notes and exercises were taken from materials other than the textbooks to meet the students' learning interests. In this regard, T6 reported that "as I mentioned before, there are exercises that we provide out of the textbook. We do this when the textbook does not give enough exercises related to the entrance exam. The notes and exercises that the teachers used to provide to the students were tasks that were mainly intended to prepare them for the exam. That is, they did not seem to develop the students' communicative skills. This implies that the teachers' teaching was influenced by the exam since they tended to practice students with exam-related activities.

Moreover, students' learning attitudes seemed to influence teachers' teaching secretly by defying bringing textbooks during English classes. In this regard, all of the respondents asserted that most of the students failed to bring textbooks to English classes. This was disappointing for the teachers. For instance, T6 revealed how conflict between the teachers and the students usually arose: "The big disagreement between the students and I occur because of the students' failure to bring their textbook. This conflict usually happens because I need at least one book on the table." This indicates that the teacher could not find at least one textbook among three or four students on a table, even though every student was expected to have his or her own textbook to practice activities in every lesson. On his part, T1 described his experience with regard to students' refusal to bring textbooks into English classes as follows:

We frequently incite conflict among the students. They don't bring the textbook since them I don't think it will be helpful for the exam. When they compare the items on the national exam, and the textbook, they don't get much relation. Due to this, they do not bring the

textbook. They don't bring the textbook as a result.

In addition to reflecting the conflict between this respondent and the students because of the students' failure to avail themselves of the textbooks, he noted why the students defied availing themselves of the textbooks. He disclosed that the students did not avail themselves of the textbook because they felt that it did not prepare them for the exam. To add to the reasons why the students failed to avail themselves of the textbooks in English classes, T3 reported that:

I want to let you know that the majority of the time, pupils does not bring textbooks. We remark that the material in the textbook does not appear in the exam, and instead, I chose to consult other books when we questioned them why they did not bring textbooks. They detest the creation of textbooks.

According to this respondent, the reason for the students' refusal to use the textbook in English classes was their dissatisfaction with the contents of the textbook. This means that the textbook did not prepare them for the exam. Therefore, they disliked using the textbook and were motivated to use other books. This practice by students tended to discourage the teachers from practicing what was intended to be practiced in the syllabi using the textbooks. No matter how the teachers tried to force the students to bring their textbooks, the students did not seem to accept and bring the textbooks. Even so, there were times when teachers gave warnings and took action against students who did not bring at least one textbook to table. However, they did not succeed in making students avail themselves of the textbooks.

From this analysis, it was noticed that the students' learning attitudes had a strong influence on the teachers' teaching. The influence of students' learning interests on teachers' teaching was manifested both indirectly and directly. That is, the students appeared to impose on teachers the obligation to teach test-related language aspects and to skip over language aspects that did not appear in the exam. This imposition of the students tended to command the teachers teaching. This implies that students' learning attitudes contributed to the occurrence of the wash-back effect on teachers' teaching.

C. Apparent external pressure in teaching

In this part, the imposition of external parties on the practices of teachers was analyzed. In this context, external parties were stakeholders other than the students that influenced teachers'

teaching. The parties reported to have influenced teachers' teaching were fellow teachers, school principals, and student parents. As to whether external parties influenced the teachers' teaching, the participants responded diversely. Some reported that they felt pressure from students' parents and school principals; others reported feeling pressure from colleague teachers. For instance, T3 reported that:

Parents want their kids to do well on their exams and go to college. Thus, some informed Parents want us to prepare their children for the test. These parents attend school and teach us to deliver exam-focused sessions that support kids' enrollment in college.

This participant revealed that the imposition of educated parents on teachers' teaching was dictating them to teach to the exam. However, other respondents reported that the imposition from parents to teach the test was not significant. They rather complained about the imposition they felt from school principals on their practices to teach for the exam. For instance, T2 reported the influence of the school principals on her teaching as follows:

Particularly because of the objections raised by children, school principals impose restrictions on our teaching. Students grumble and give me less value if I do not teach exam-focused material, and principals score me lower for my effectiveness. Additionally, they mandated adding an extra mark because the school was assessed based on the quantity or presence of the students' results each semester. In order to direct our teaching to be exam-focused, the principals interfere with our classroom activities.

As this participant reflected, the principals had a role in influencing teachers' teaching, both directly and indirectly. The teachers' performance evaluation system made by the principals tended to influence teachers' teaching indirectly. If the teachers could not meet the learning desires of the students, the result of the students learning became less, and the students tended to complain about the teachers' teaching to the principals. As this respondent revealed, the principals could also influence their teaching by giving directions on how to teach the exam. This was the direct interference or imposition of the principals on teachers' teaching. Complementing this, other respondents reported that the school principals were eager enough to pass as many students as possible in the exam. This was due to the tradition that the number of students that join universities

annually is used as a means to evaluate the performance of schools. Thus, the imposition from the school principals tended to affect the teachers preparation for the exam.

In addition to the imposition from the school principals on the teaching of teachers, there was influence from colleague teachers, as the participants reported that there were decisions made among the teachers to complete teaching the textbook early so as to get enough time to revise entrance exam papers to make their mid- and final exams models of the entrance exam. Regarding the influence of colleague teachers on their teaching, for instance, T5 reported as follows:

The effect of other teachers is present. We have discussions about reducing teaching inequities. We consent to using additional materials because the books include grammar that helps students get ready for exams. Additionally, we talk about the exams given in class. We discuss considering the national exam when we prepare classroom exams. When preparing for In class tests, we talk about taking the national exam into consideration.

According to this participant, decisions that were made by the colleague teachers dictated what teachers were teaching, which materials they were referring to, and how they were preparing classroom tests. This indicates that there appeared to be imposition from colleague teachers about the areas of the language to be taught, the types of tests to be prepared, and the types of reference materials to be used. For instance, they decided to use other references that incorporated grammar to prepare students for exams. In addition to this, gearing the classroom tests to copy the entrance exam was another area of influence on teachers' teaching from their colleagues. This implies that teachers felt imposition from colleague teachers that influenced their teaching to be exam-based. Hence, teachers' teaching was also influenced by colleague teachers to be exam-based.

The findings of this analysis show that teachers also felt pressure from external parties. They felt impelled by school principals, colleague teachers, and students' parents to make their teaching exam-based. The imposition from colleague teachers and school principals appeared strong enough to influence their teaching to be exam-based. Of course, the pressure from these parties to make teachers' teaching exam-targeted was not felt uniformly among the participants.

To sum up this analysis, it was learned that respondents perceived that different teacher factors contributed to the change in their teaching to be exam-based. Some of the factors reported were

found to be strongly influencing teachers' teaching to be exam-based. Personal factors were found to contribute more to teachers' teaching being tailored to the exam. Grade level teachers teach in had some influence, but it was reported that its role was not as determinant as teaching experience to change teachers' teaching to be exam-targeted. Regarding the contextual factors, teachers' apparent awareness about the exam and apparent students' learning attitudes had greater contributions to changing teachers' attitudes to be exam-oriented. Teachers' apparent external pressure in teaching had some role in influencing their teaching to be tailored to exam preparation.

4.6. Student Focus Group Discussion

The distinction between focus group and individual interviews is that group interaction may activate thoughts and ideas among participants that do not emerge during an individual interview (Lichtman, 2012,p.207). It was thought that students might feel nervous if they were asked to do an individual interview with the researcher. Therefore, focus groups were employed to explore student insights into the influence of the national examination on the learning and teaching processes. Grade 12 students were purposely selected, as it was assumed that grade 12 students were affected by the national examination more strongly than others as the examination was only conducted in grade 12.

This process of collecting data was conducted by asking a small number of general questions to provoke responses from the participants in the group. Creswell (2012) emphasized that there are at least two advantages to collecting data using focus groups. Firstly, they would likely yield the best information when interviewees are similar to and cooperative with each other (Creswell, 2012,p.218) . Secondly, focus groups are more effective than individual interviews since people could be hesitant to provide information when one-on-one with the researcher (Creswell, 2012) Bechoffer and paterson (2000) suggest that focus group discussion involves bringing a group of people together and conducting a very lightly structured interview with them around some particular focused topic (p. 67).

As the students would not be familiar with the interviewer, it would be more comfortable for them to be in a group situation rather than in an individual interview. In a group discussion, the students would probably interact and engage with each other, which might lead to higher-quality data. Focus group discussion was likely to be a good way of breaking up the monotony of an interview,

and, given the age of the students (14 to 16 years old), this was considered to be a valuable data gathering tool. It was relevant to video record the discussion to enable different students' voices and expressions to be identified accurately during the transcription process, as it would be difficult to identify their voices if the focus group discussion were audio-recorded only.

In this section, the analyses and findings of the data collected from 16 participants in two focus group discussions are presented. For the ease of the analysis, the participants are coded as S1 (participant student one) through S16 (participant student two). The first eight students were from Grade 12 in Ficthe secondary school and are coded as S1–S8, whereas the remaining eight students were from Grade 12 in Abdisa Aga secondary school and are coded as S9–S16. This enabled students to share their understandings and insights about the national examination's influence on teaching and learning. In an attempt to accurately capture the voices and opinions of individuals in the focus group, discussions were video-recorded. The questions asked explored students' insights into the national examination and the extent to which the examination drives their learning activities and motivations as individuals. Focus group discussions were for 30 minutes in the first group and similar in the second group. This focus group contained both male and female students, with the exception of the focus group conducted in both schools, where the participants were selected by the teachers.

The data obtained from the focus group discussions was organized and analyzed under two themes. In the first part, students' outward impact of the exam on their learning was analyzed in terms of domains of learning. This was done to see how the exam influenced their learning. The second part of the analysis examined the related factors that influenced students' learning to be made-to-order. The factors by which students change their outward behavior to contribute to learning were analyzed under personal and contextual factors.

4.7. Students' learning

The apparent learning of the students was examined in order to ascertain the impact of the exam on their learning. First, under the heading of focus area of learning, the impact of the exam on students' time management and subject of study was examined together. The impact of the exam on students' decisions on their study materials was then examined.

4.7.1. Focus Area of Learning

In the analysis of students' focus areas of learning, the language areas that received more attention were identified. Besides, the language areas that received less attention in the students' learning were determined. In so doing, the students' time budgeting to learn the different areas of the language was also investigated.

In their learning, the students paid more attention to selected areas of the language. Regarding the areas of the language to which they gave more attention in their learning, it was reported that they gave more emphasis to grammar, vocabulary, speaking, and writing. Almost all of the respondents reported that they gave priority to grammar and vocabulary. For instance, S3 reported, "I give more attention to grammar and vocabulary. As students, we give priority to exams. Exams focus more on grammar and vocabulary." This respondent tried to reflect the students' focus area of the language in their learning. Their focus area of learning was grammar and vocabulary. They used to give emphasis to these aspects of the language because these areas of the language appeared in the exam. The students' primary objective of learning was preparing for the exam, as the respondent revealed.

Similarly, S9 reported the areas of the language they gave priority to in their learning:

Personally, I place a premium on these two abilities. I'm concentrating on exam outcomes as I think about grammar and vocabulary. I would rather improve my exam performance than my English language abilities. Exams typically focus more on grammar and vocabulary than speaking abilities.

As this respondent noted, he tended to give more attention to the two skills (grammar and vocabulary) in his learning. He noted that the driving force behind his learning was his great desire to score better in the entrance exam. Hence, grammar and vocabulary were the major focus areas of students' learning, as these language aspects mostly appeared in the exam.

Next to grammar and vocabulary, speaking and writing skills were given attention in the students' learning, as most of the participants reported. Of course, the attention given to speaking and writing skills was not on actual performance-based learning; rather, it was on the technical aspects of the skills. The reason for the students to give more attention to these skills, next to grammar and

vocabulary, was still their desire to succeed in the exam. S14 and S15, for instance, reported that they paid attention to dialogue completion. Practicing dialogue and conversation completion was done in written form rather than through speaking. It was on these skills that the students found themselves budgeting some time to learn.

As opposed to the skills that received more attention in the students' learning, other skills seemed to receive less attention or were totally disregarded. As the respondents pointed out, they gave less attention to performance-based learning of writing, speaking, and listening skills. For instance, S13 reported, "I do not give attention to speaking and listening performance-based learning. Since I believe that I do not develop my skills in communication, I do not waste my time on them."

Similarly, in S16, in addition to identifying the skills that he gave more attention to, he also identified the skills that he gave less attention to or ignored. "As I said before, I focus on skills that are more related to the exam. The skills are grammar, reading, vocabulary, and communication. I do not waste time on listening and writing skills. As these respondents mentioned, devoting time to learning skills such as listening and writing was considered a waste of time. The students did not seem to have an interest in developing their communicative skills. They tended to give more attention to exam preparation.

Generally, it was learned that the skills to which the students gave more attention were grammar, vocabulary, and the technical aspects of speaking and writing, as they appeared in the exam. On the other hand, listening skills and the performance-based learning of writing and speaking were disregarded in the students' learning as these skills were not included in the exam. This implies that students' learning seemed to be narrowed to specific areas of the language. This indicates that the wash-back effect of the exam influenced students' learning to be exam-targeted.

4.7.2. Learning Material Choice

In this part, the question of whether students used other materials was examined. Moreover, the types of materials that the students used were identified. Other materials in this wisdom refer to exam preparation materials other than the arranged textbook. This was done to determine the influence of the exam on the students' material choice.

The students were found using materials other than the textbook in their learning of the language. In this regard, participants consistently reported that they were using other materials other than the

textbook. The books that were commonly used by the respondents were 'Extreme English, Top New English, New Approach, and Mega Book of Modern English Grammar: with Practical Exercises', 'Practical English Grammar, and 'Advanced English Grammar'. As the participants reported, the students used these books commonly as the materials helped them with exam preparation. The types of books that the respondents used to refer to were books mainly dedicated to grammar practice. For instance, the purpose of 'Extreme English, Top New English, New Approach, and Mega Book of Modern English Grammar' was "... intended for students in schools who are learning English as a second language. The aim is to keep the students with the fundamentals of English grammar in a comprehensive manner."

As the objectives of these books indicate, the books were mainly prepared to teach the fundamental aspects of English grammar at the secondary school level. The reason for the students to use these commercially produced grammar books was for exam preparation, as the respondents revealed. For instance, S3 revealed, "Our textbook does not prepare us for the exam. Therefore, I use books such as Extreme English and New Approach English Grammar. This participant noted that the textbook did not help them with exam preparation. As a result, they shifted to using commercial books. Similarly, S12 reported why she was using commercially produced books: "I use other books because the textbook does not provide enough notes. Therefore, it is necessary to use other books. I use books such as "Top English, Key English, Extreme English, New Approach, Mega, and others." These respondents pointed out that they did not seem satisfied with their textbook. That is, they complained that the textbooks could not prepare them for the exam since they did not provide them with elaborate notes and exercises. As a result, they tended to use commercially produced exam preparation books.

This could be the reason why the students appeared to refuse to use the arranged textbooks. It was reported that the students usually failed to benefit from textbooks during English classes. Some of the respondents credited their failure to avail themselves of their textbooks in English classes to the shortage of textbooks, as S10 and S11 reported. Some believed that they did not do anything with the textbook in the classroom, as S12 appeared to claim. Others credited their difficulty bringing textbooks during English class to teachers' failures to force them to use the textbooks.

While conveying their failure to benefit from the textbooks to the teachers' lack of supervision, S14 appeared to say that "the reason for students not to bring textbooks is their classroom negligence and the teachers' failures to follow up on them. This indicates that the students made textbooks available when teachers forced them to do so. Strengthening the idea that students made textbooks available because of the imposition from the teachers, S3 said, "In our classroom, most students do not bring textbooks." We bring it when the teacher warns us. In our chair, we bring it turn by turn. As the respondents revealed, they were using the textbooks when their teachers were forcing them to do so; otherwise, they did not do so. That is, they lacked interest in learning with the textbooks, which they easily accessed from the school for free. Instead, as mentioned above, they preferred to use commercially produced exam preparation books by either borrowing or buying them.

From this analysis, it was learned that the students were using commercial books that were mainly prepared for grammar learning. They were using such books to prepare for the exam because they were dissatisfied with the contents of the arranged textbooks. They complained that the textbooks did not help them prepare for the examination as they lacked elaborate notes and exercises that go well with the entrance exam. This implies that the wash-back effect of the exam tended to influence students' material choice in their learning in such a way that it made them use books other than the arranged textbook.

4.8. Factors Influencing Students' learning

In this section, the information gathered about the elements that students perceived as supporting the exam's influence on their learning was analyzed. Less than two parts made up the analysis. In the first section, it was examined how personal aspects affected how well pupils learned. The second section examined the ways in which the environment impacted pupils' learning.

4.8.1. Personal Factors

The roles of personal factors in influencing students' learning to be exam-based were analyzed. The factors supposed to influence students' learning were the grade level of the students' and their parents' educational backgrounds. In the analysis, first, the influence of grade level on students

learning was explored. Then, the contributions of students' parents' educational backgrounds to their practice were examined.

Most of the respondents believed that they did not seem to have a difference in their learning. The respondents expressed much concern about the exam they expected to take. That is to say, they had awareness about the exam, and the influence of the exam on students grade levels seemed to appear. However, a few of the participants reported that their grade level had more influence on their learning. For instance, S14 in this regard noted, "Completing Grade 12 is a crucial turning point in our lives. This has a stronger influence on our learning. This respondent believed that learning in Grade 12 appeared to influence his learning. Similarly, S15 reported the influence of grade level on their learning as "the grade level we are learning in has its own impact, as we are to join university at this time. The reason might be that as Grade 12 students were closer in time to the administration of the exam, their learning might be more tied to the exam. Perhaps the grade level at which students learn might influence their learning.

Regarding the parents' educational background, as analyzed below, both educated and uneducated parents had an influence on students' learning to pass the exam. Both parents demanded that their children be successful in the exam. As a result, they tended to force students to learn for a better score in the exam. Hence, the educational background of students' parents seemed to have fewer roles to influence students' learning to be exam-targeted as the imposition appeared from both parents.

From this analysis, it was learned that the grade level at which students learn was found to have a modest contribution to influence students' learning to be exam-based. The educational background of parents did seem to have a recognized role in influencing students' learning to be exam-based, as both educated and uneducated parents pushed students to study for the exam because of their ambitions for the students' success in the exam. In general, personal factors tended to have a high contribution to make in influencing students' learning to be exam-based and have a negative wash-back effect on students' learning.

4.8.2. Contextual Factors

Students' insights about the roles of the different context-related learning factors that were thought to influence their learning were analyzed. The contextual factors that were thought to influence learners' learning were students' apparent ambition for success, teachers' teaching attitudes, awareness of exams, and apparent external pressure on learning. How do the following learning contexts influence your learning of English?

A. Apparent ambition for success

In this part, students' insights as to whether their ambition to be successful in the exam influenced their learning were analyzed. It was found to be a strong influencing factor in students' learning. Most of the participants reported that their ambition for success in the exam was a pushing factor in their learning. In this regard, S3 reported that:

Among the above-listed factors, exam achievement and ambition have a significant impact on learning. The internal motivation is more influential for each person than the external push. or incentive. As a result, our desire to pass an exam has a significant impact.

This participant tended to emphasize that the influence of apparent ambition for success in the exam was more powerful than other factors. To add more, S16 reported the strong power of his desire to be successful in the exam in influencing his learning as "Like other students, ambition for success has great influence on learning. To get a good result, I focus on exam-related activities." Reflecting his agreement with the opinions of other participants, this respondent revealed that his desire to be successful in the exam had a strong influence on his learning. The influence that generated from his ambition to be successful in the exam made his practice exam-focused.

From this analysis, it was noted that towards attaining their ambition to pass in the exam, the students tended their learning to be exam-targeted. Hence, the students' apparent ambition to be successful in the exam was found to contribute to the students' learning being exam-targeted.

B. Teachers' teaching attitude

The students' insights about the teachers' teaching tendencies were found to influence their learning. In this regard, respondents believed that teachers' teaching attitudes tended to influence

their learning. As the participants reported, they gave value to learning the areas of the language to which their teachers tended to give value. For instance, S5 reported, "Among the factors, the teachers' teaching attitudes have more influence on our learning. His selection of some exercises and ignoring of others influences our learning. This respondent disclosed that the teacher's tendencies in teaching the different language areas dictated the students' learning. S12, strengthening the influence of the teachers' teaching attitudes, reported that:

Because of the teachers' teaching philosophies, I pay attention to what they emphasize more. When he or she emphasizes grammar, I also pay attention to grammar; when he occasionally counsels us to study vocabulary; I put a lot of effort into doing so.

From the responses of these respondents, it was learned that the teachers' teaching attitudes tended to determine students' learning. The areas of the language to which the teachers gave more attention were also emphasized in the students' learning. In the same representative, the areas of the language that teachers tended to disregard in their teaching seemed to be outshined by the practices of students. This indicates that students' insights about teachers' teaching attitudes influenced their learning.

C. Apparent awareness of the exam

Students insights as to whether they had awareness about the contents and formats of the exam and how the awareness influenced their learning were analyzed in this section. Regarding their awareness of the exam, the participants had good knowledge about it. Almost all of the respondents reported that they were aware of the content and format of the exam. For instance, S2 responded, "We refer to the exams since we have remained for one year. The exams contain passage, vocabulary, grammar, and speaking. So she had awareness about the exam. She could even mention the areas of the language that the exam incorporated. Moreover, she pointed out that the students used to refer to the exam in their learning.

In a similar manner, S10 reported about the exposure that he had to the exam in such a way that "I learned that the exam contains grammar, vocabulary, type of writing, word order, and paragraph coherence. This respondent had such awareness of the exam that he could list what it contained. Similarly, S15 reported the contents of the exam, including the number of items, as follows:

The exam has 120 questions and covers reading comprehension, vocabulary, and providing synonyms and antonyms for words that are underlined, blank space, organized disordered sentences, identifying forms of writing, conversation, and other topics.

This respondent even counted the types of language items incorporated in the exam, including the total number of items that appeared every year. This indicates that the students in different grade levels had awareness of the contents of language items and the number of items included in the exam. That is, the students used to refer to the previous years' exam papers.

The students' awareness of the exam in turn influenced their classroom learning in that they were found to be selective in the language areas of their learning. As it was noted from the responses of the participants, the students were actively participating and raising questions during grammar, vocabulary, dialogue completion, and technical aspects of writing lessons. Most of the respondents reported that they were doing this purposefully to get a better concept of these contents in order to be successful in the exam. For example, S2 contends in this regard that "other skills are useful. However, we all focus on exams. Since exams focus on the mentioned areas of grammar, vocabulary, dialogue completion, and technical aspects of writing, we give more attention to such contents. Similarly, S11 reported that their purpose of participating actively while learning the stated areas of the language was:

We occasionally ask more questions about subjects that are covered in the entrance exam.

We ask a lot of questions because we need our teacher to thoroughly explain these concepts to us. We engage in debate as we learn. For instance, as we learn how to write letters, we raise numerous questions regarding letter writing because it frequently comes up in exams.

From what these participants reported, it was noted that the students gave more attention to the selected areas of the language due to the awareness they had about the contents of the exam. The participants pointed out that they had awareness of the areas of the language that usually appeared in the exam. That is, they experienced what was included in the exam and what was not included in the exam. From this analysis, it was noted that the students' had good knowledge about the contents of the exam. As a result, the awareness that students had about the exam seemed to narrow their learning to the selected areas of the language that appeared in the exam. Thus, the students' apparent awareness of the exam contributed to the exam's influence on their learning.

D. Apparent external pressure in learning

In this part, the influences of the impositions forwarded from external parties on students' learning were analyzed. The external parties were mainly parents and school principals. First, the pressure they felt from their parents' on their learning was analyzed. Then, as to whether the imposition from the school principals influenced their practice, it was analyzed.

There appeared to be some evidence about the imposition of parents on the students' learning. The pressure on the students' learning was reported both from educated and uneducated parents. In this regard, S1 and S3 reported that the educational background of their parents influenced their learning in different ways. For instance, S1 reported the influence of educated parents on their children's learning as "Parents have their own influence. For instance, my father is educated, and he indicates to me where exams focus and what to study. Validating this, S3 reported how her parents dictated to him to study more, as "the educational status of parents has its own impact. For example, my parents are somewhat educated. Therefore, they advise me on where to place emphasis in my studies. They advise me to study grammar and vocabulary."

As these respondents reflected, educated parents had an imposition on students' learning to be exam-based because of their educational background. This indicates that educated parents tend to influence their children's learning. That is, they seemed to dictate to their children's practice that it be exam-tailored due to their educational background.

Exams were also imposed on students' learning by uneducated parents. For instance, S2, S5, and S8 who were from uneducated families, reflected the influence of their parents on their learning in a way that "their parents are farmers and not educated. Therefore, they give me a strong warning not to fail the exam, and this has an influence on their learning." The warning forwarded from their parents to study hard for the exam seemed to have an influence on her learning. Other respondents, such as S11 and S12, also reported that they developed frustration with their learning because of the pressure they felt from their parents. This made the students' study hard for the exam. Thus, whether the parents were educated or not, they tended to have an influence on students' learning due to the aspirations they had about their children's success in the exam. The imposition that the students felt from their parents tended to influence their learning to be exam-targeted. That is,

students were found to tackle their learning through exam-related activities to avoid deteriorating in the exam and to meet their parents' ambitions for their success in the exam. In addition to the imposition they felt from their parents, some of the respondents tended to feel frustrated by the school principal's impositions. However, they felt the imposition from these parties as a source of external motivation. For instance, S10 reported how they felt the imposition forwarded from such parties was positive; the pressure that comes from school directors is mostly in the form of advice to motivate us to prepare well for the exam. This apparent external pressure analysis reveals that there was a push from the different parties on the students' learning to work hard for a higher score in the exam. Whether they felt the imposition negatively or positively, the imposition might dictate their learning to be inclined toward exam preparation. Therefore, the pressure students felt from parents and school principals tended to influence their learning to be tailored to the exam.

To sum up, different factors were found to contribute to the change in students' learning to be exam-based. From the personal factors, grade level was not found to be greatly contributing to the change in the students' learning to be exam-based. Regarding the students' parents educational backgrounds, it was learned that both educated and uneducated parents were found to be contributing to the change in the students learning to be exam-based. Due to their ambition for the students' success in the exam, parents were found pushing the students to learn for the exam. Among the contextual factors, most of them were found to contribute to the students' learning being exam-based. Students' apparent ambition for success and their apparent awareness about the exam were reported to have strongly influenced their learning to be exam-focused. The students' apparent teachers' teaching attitudes and their apparent external pressure also played roles in influencing their practice to be exam-based.

4.9. Discussions

The main goal of this study was to examine the wash-back effect of the 2022 National Examination on teachers' teaching and students' learning of English. Data were collected using various tools from teachers and students for the study, and the data were analyzed quantitatively and qualitatively in the preceding sections. It was also planned to explore factors that facilitated the exam to influence teachers' teaching and students' learning in relation to 2022 NE. The research questions that were presented with regard to the findings were discussed. That is to say, the discussions were structured so as to address the goals of the study questions. The purpose of the first study question

was to determine how the exam affected teachers' teaching. The goal of the query was to identify the teaching domains that were impacted by the wash-back effect of the NE.

The aims of this question were addressed using the survey questionnaire and interview analysis results. Grammar and vocabulary were given more attention than they did in the syllabi, according to the results of the NE content analyses. Attention was paid to the technical components of reading, speaking, and writing abilities in addition to grammar and vocabulary. Examining the teachers' practice in light of the conclusions drawn from the analysis of the aforementioned two materials revealed that it was more exam-focused than curriculum-focused. In the various teaching domains, it was discovered that the exam had an impact on their teaching. The results of the questionnaire and interview revealed that the wash-back of the exam had a significant impact on the teaching focus area. Grammar and vocabulary were the parts of the language that the teachers focused on more when they were teaching. Time budgeting to teach the topic Analysis of all the observed lessons shows that NE had an impact on teachers' teaching and attitude about teaching and learning the contents. The nature of the NE specifically had a negative impact on teachers' responses to teaching the speaking skill (66.7%, mean 4.25), listening (66.7%, mean 4.5), and writing (66.7%, mean 4.5). The NE is found to have a favorable impact on students' responses to teaching grammar (83.3% mean 1.6), vocabulary (66.7% mean 1.25), and reading (66.7% mean 1.5).

In support of this, Alderson & Wall (1993) showed that examinations can be significant predictors of classroom outcomes, both positively and adversely. Furthermore, the national exam had a significant impact on teachers' attitudes regarding using the CLT technique to practice the textbook exercises, contents that demand the use of natural language, and language performance. Teachers consider student activities that go beyond the NE's topic, such as listening, writing, and speaking, as well as those that are connected to the syllabus's content, to be a waste of time.

Additionally, the results of the analysis of the interview data indicate that the teachers gave a lot of emphasis to teaching grammar, vocabulary, and technical aspects of reading, speaking, and writing abilities. On the other hand, it was discovered that the teachers' teaching placed less emphasis on the performance-based reading, speaking, and writing practices, which received more attention in the syllabi. Listening abilities were also disregarded. According to the analysis of the interview data, the teachers' motivation for emphasizing form-related language features in their teaching was

to get their pupils ready for entrance exams, which featured these language features more frequently. This suggests that the wash-back effect of NE had an impact on teachers' teaching, specifically in the areas of lesson planning, time management, and subject-matter classroom practice. The various outcomes of the data analysis suggested that teachers concentrated on particular linguistic features that the curricula did not place a greater emphasis on. In other words, the impact of the exam limited teachers' practice to linguistic features connected to form. According to Alderson and Wall (1993), Alderson and Hamp-Lyons (1996), Framan(2004), and Hawkey (2006), teachers' focal areas of practice were the areas of teaching that were most susceptible to being influenced by the wash-back of NE. This conclusion is in line with their findings.

Along with the teaching in the classroom, it was discovered that the exam's wash-back had an impact on the way teachers conducted classroom assessments. According to the results of the analysis of the interview data, teachers were observed paying more attention to language topics that frequently appeared on entrance exams. Grammar and vocabulary in particular predominated, followed in that order by the technical aspects of reading, speaking, and writing. Additionally, the results of the analysis of the interview data show that teachers gave these language-related questions in their classroom examinations more attention. In contrast, the classroom examinations ignored the language areas that received more focus on the syllabus. The performance-based practice of speaking and writing skills was disregarded in the classroom assessments, as the results of the interview data analyses show. Additionally, listening comprehension was not tested in the classroom. In general, the teacher-made exams had nearly identical ratios of all the task types that were present on the entrance exam. According to the results of the analysis of the interview data, teachers prepared the classroom examinations in this manner in order to acquaint students with the entrance exam. The analysis's conclusion implies that teachers' preparation for exams in the classroom was influenced by the wash-back effect of NE. This indicates that, rather than aligning with the syllabuses stated objectives, teacher-made exams were discovered to reflect the entrance exam. This finding tends to concur with that of Shohamy et al. (1996), who found that teachers' classroom evaluations were influenced by the external examination. In this regard, Alderson and Wall (1993) and Shih (2009) have also noticed that the wash-back of impact NE affects teachers' evaluations of students' academic progress.

According to survey and interview data, teachers were seen preparing students for tests with materials other than the textbook, which had an impact on their choice of teaching resources. The selection of teaching materials was the second area of teaching that was strongly impacted by the wash-back effect of the exam, according to the results of the mean analysis of the data from the questionnaire. The results of the analysis of the interview data also show that teachers were using exam-related resources, namely grammar books, to help them get their students ready for the test. Additionally, the examination of the interview data shows that the teachers were disappointed with the textbook since there were insufficient exercises and notes to get the pupils ready for the test. They reported that their students' were denied access to the required English textbook. Because of this, it appears that teachers were compelled to use exam-related materials might not have helped the students' communicative skills. This suggests that teachers did not rely on the required textbook, which was written in a communicative manner to encourage students' communicative abilities. As a result, the wash-back effect of the exam in 2022 affected the subject matter chosen by teachers. This result is consistent with Spratt's (2005) observation that when the examinations and syllabi's objectives differ, teachers often substitute exam-related materials for the required textbooks. In addition, studies by Alderson & Hamp-Lyons, (1996) and Shohamy et al. (1996) demonstrate how much teachers rely on exam-related materials to get pupils ready for important tests.

In general, the exam's wash-back effect had an impact on teaching in a variety of ways. Due to the exam's wash-back effect, teachers were forced to place more emphasis on the language's form-related components. Teachers were discovered using commercially made test preparation resources rather than communicatively produced textbooks to help their pupils study for the exam. Additionally, because the teachers' lessons were primarily exam-based, their teaching methods were impacted.

The impact of the exam on students' learning was the subject of the second study question. The purpose of this question was to ascertain how the exam affected various learning domains. The results of the survey questionnaire and data analysis from student focus groups show that the exam had an impact on certain learning domains. Material selection was the learning process that the wash-back of the exam had the biggest impact on. The exam had a significant impact on the material choice, as shown by the findings of the mean analysis of the questionnaire data.

In order to acquire the language, the students were observed regularly utilizing exam-related materials as opposed to the required textbooks. The focus group discussion analysis's findings show that the students complained that the textbooks did not please them since they did not address their needs for learning in order to prepare for the test. It was noted that the texts lacked sufficient exam-based exercises and annotations/explanations/. Because of this, the pupils used commercially manufactured exam-related grammar practice books. This data indicates that the wash-back effect NE had an impact on students' material selection since they chose to use exam-related literature rather than textbooks to hone their communication abilities. The results of this study are in line with those of Shih (2007), who discovered that students used books and real test questions created by regional publishers to prepare for exams.

The language content area was the other area of learning that impacted the wash-back effect of the exam. The students focused more on the language's formal elements. Grammar, vocabulary, reading, and the specifics of speaking and writing were the language's focus areas. According to data from the focus group discussion, the students showed greater focus and interest in studying these linguistic concepts. Students were observed allocating extra study time to these linguistic regions. The results of the questionnaire's mean analysis also show that the students are willing to study the language topics that were covered in the test. This supports the findings of Alderson & Hamp-Lyons, (1996), Farman (2004), Cheng (2005) and Hawkey (2006) that students' preferences for language regions to learn were influenced by the wash-back effect of tests. Therefore, as students' practice switched to form-related components of the language for test preparation, the syllabus objectives that were meant to build their communication talents tended to be overlooked.

The third study question sought to determine the elements that led to the exam's impact on teachers' teaching and students' learning. The results of the analyses of the survey and interview data show that a variety of factors played a role in the influence of the exam on teachers' teaching being exam-based. Contextual factors accounted for the majority of the elements affected how teachers taught as a result of the exam. The results of the survey questionnaire indicate that the primary cause of the teachers' teaching being exam-based was their apparent awareness of the exam. The results of the interview analysis, which support this, show that every participant was aware of the exam. Therefore, it was discovered that the primary element motivating teachers to base their teaching on exams was their awareness of the exam's topics and structure. The results of

this study tend to support what Shohamy et al. (1996) and Alderson and Wall (1993) have found is that teachers' knowledge of the form contents and kinds of skills that will be on the exam effects their practice. Due to their exposure to the exam, teachers began to use exam-focused teaching.

Students' attitudes toward learning were the other teacher component that made a bigger difference in the wash-back effect that occurs in teachers' lessons. According to the results of the interview analysis, students had a tendency to explicitly and covertly tell teachers what they should and shouldn't teach. It was discovered that by asking good questions and actively participating in class activities, students used to put pressure on teachers to skip some exercises and spend more time on others from the textbook. Additionally, pupils were seen to be ignorant while practicing reading comprehension skills and performing task-based speaking and writing tasks while actively practicing language features connected to tests. It was discovered that these student characteristics affected the way teachers taught. The other major element that significantly contributed to the habit of teachers basing their evaluations on exams was, therefore, the perceived learning attitudes of pupils. In this aspect, students take part in the wash-back effect of NE, according to Hughes (1993) and Chen (2002). Students who are aware of the exam ask teachers to teach them so they can study for it. As a result, this study's findings appear to concur with those of a few earlier studies that found that teachers' teaching were exam-based due to students' attitudes toward learning.

The results of this study, however, go counter to those of the studies Spratt (2005) evaluated, which maintain that the teacher is in the "driving seat" during the wash-back procedure. According to Spratt (2005,p.20), who reviewed the research, "the teacher then can decide to a greater or lesser extent whether to allow the wash-back effect to operate, what areas it should operate in, and how." The results of the current study show that the wash-back effect's occurrence is not only dependent on the teacher. The students' responses to the wash-back effect of NE appeared to have an impact on the "what" and "how" of teachers' lessons. This may be a result of the tendency for student assessments of teachers' effectiveness to direct teachers to teach in a way that best prepares students for exams, disregarding the syllabus's intended learning objectives. Although the findings of the questionnaire data did not support this, the analysis of the interview data showed that teaching experience did play a mediating effect in influencing their practice to be exam-targeted. The teachers' prior experience seems to have given them knowledge of the exam's structure and

content, which in turn made their practice exams more exam-focused. This result is likely to support the wash-back effect-teaching experience association mentioned by Watanabe (1996), Shohamy et al (1996), and Ghorbani (2008). That is, there will be a greater chance of a wash-back impact on teachers' teaching as their experience level rises. This can be a result of their exposure to the exam as a result of their experience. As a result, one key factor that affected teachers' ability to teach was their teaching experience. The same practices of both experienced and inexperienced teachers may be the reason that the questionnaire results did not show teaching experience as a predictor of teachers' exam-oriented practices. In other words, both experienced and inexperienced educators may be motivated to get their students ready for the test. As a result, the participants' varied teaching backgrounds did not seem to be a reliable indicator of a wash-back effect on their practice.

In addition to these variables, the results of the analysis of the interview data show that teachers' perceptions of outside pressure on their teaching moderated the impact of the exam on the exam-based nature of their teaching. Teachers experienced pressure from a variety of sources to get students' ready for the test. They felt pressured to teach the exam by their other teachers', the school principal, and the parents of the students'. Particularly, the pressure they felt from their fellow teachers to focus their preparation on exams seemed intense. The department made the decisions to teach exam-relevant language skills, make use of exam-related resources, and align classroom assessments with the entrance exam. In comparison to other stakeholders, principals' influence on teachers' teaching was typically perceived more strongly. As previously said, principals may have a stronger influence on teachers' teaching if they evaluate teachers' efficiency. Perhaps the principals' enthusiasm will help most students' pass the test. This may be because it is customary to judge a school's performance based on how many of its students pass the test. Teachers are risk-takers if they don't adhere to the principal's interests. As a result, they often taught the exam under risky circumstances. This result tends to concur with Shih (2007) and Ghorbani (2008), who point out that teachers are necessary for external parties like parents and principals to help students prepare for tests. As a result, teachers' insights into the imposition of outside parties cause them to base their teaching on exams.

The final research topic concerned the elements that went into how the exam affected students' learning. This question's goal was to pinpoint the student variables that had a substantial impact on the shift in students' learning to exam-based teaching. The focus group discussion and questionnaire results were utilized to determine the personal and environmental factors that affected students' learning to be exam-based. The students' obvious desire for exam achievement was one of the elements that most influenced the shift in their practice to exam-based learning. It was discovered that exam-based success was the pupils' top priority. The results of the data analysis of the focus group discussions show that the students' desire to do well on the test was the main driver behind their decision to prioritize studying language skills for tests over other purposes. Thus, it was discovered that students' apparent desire for exam performance was the primary driver behind the shift in their practice toward exam-based learning. According to Bailey (1996) and Shih (2007), students' intense desire to ace the test drives their preparation toward exam-based strategies. In particular, Bailey (1996) points out that students practice items that were formatted similarly to those areas of the language on the test, study vocabulary and grammar rules, apply test-taking strategies, enroll in test preparation courses, and skip language classes in order to study for the exam because they want to succeed on it. The exam's seeming importance was what caused students to focus their practices on it. The students' drive to do well on the test may result from their realization of how significant the test is to their lives. Additionally, the results of the data analysis from the focus group discussions show that students focused more of their study on the exam. As a result, the students' perceptions of the exam's significance tended to direct their studies toward that goal. This result supports Buck's (1988) claim that students instinctively focus their study on the exam's topics, especially when the test affects the students' advancement in their academic careers.

It was discovered that the students' apparent awareness of the exam affected how exam-focused their learning was, just like the teachers' did. Additionally, the results of the data analysis of the focus group discussions show that every responder was aware of the exam. Some even attempted to compile a list of the exam's components, including the number of items that were included each year. Because they were aware of the exam's format, they tended to tailor their practice to the kinds of language questions that were asked on the entrance exam. But when they were learning reading, performance-based speaking, and writing exercises aspects of the language that did not show on the test students were observed to be less receptive and involved. Therefore, it was discovered that

the students' apparent awareness of the exam had an impact on how they practiced paying attention to it in class. According to Buck's (1988), students adjust their EFL practices to the exam when they are aware of the format and content of the exam they will be taking, just like their teachers do.

External pressure was also another factor in the shift in students' study habits toward exam-focused behavior. The results of the data analysis on the questionnaire demonstrate that parental and institutional pressure to focus on exams had an impact on students' study habits. The outcomes of the data analysis of the focus group conversations support the notion that such parties felt some pressure to make their practices exam-oriented. In fact, the respondents did not see such parties' burden as being as heavy as their seeming desire for success. Thus, the pressure that seemed to come from outside had some impact on how pupils learned to concentrate on their exams. The study's findings concur with those of Ferman (2004) and Cheng (2005), who found that students must put in a lot of effort if they are to improve their test scores. Therefore, it was determined that the elements most strongly impacting students' learning to be test-focused were their apparent passion for exam success, their perceptions of the exam's significance in their lives, and their understanding of the exam's contents and formats. The other elements of the teaching styles of the professors and the external pressure students felt on their learning also had an impact on how exam-focused students' learning was.

The analyses' overall conclusions imply that the exam affected both teachers' teaching and students' learning and that the domains of teaching and learning were discovered to be exam-based. In their daily work, teachers tended to concentrate on language features that would be tested, relied on exam-related teaching resources, and took an exam-focused approach to teach. These elements of the teacher's teaching appeared to depart from the syllabus's goals. Their practice became test-based due to several teacher-related elements that were mediated by the exam. The variables included students' learning attitudes, their teaching experiences, and their apparent awareness of the exam. Students were also discovered to be concentrating on exam-related terminology when using exam-related resources for practice. The influence of the exam on their preparation was influenced by a variety of context-related elements. Exam-based learning was discovered to be influenced by the students' apparent desire for exam success, awareness of the exam, external learning pressure, and apparent teacher teaching attitudes.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Introduction

The study's overview, findings, and suggestions are presented in this chapter. The key results of the data analysis, the instruments used, the study participants, and the explanations of the findings are given in the first section. The conclusions derived from the findings are presented in the following section. The suggested recommendations are presented in the concluding section.

5.2. Summary

The major goal of this study was to ascertain how the 2022 National Examination would impact teachers' teaching and students' acquisition of the English language. Additionally, it was designed to look into the elements that affected how teachers taught and how students learned in order to prepare for the exam. The study was conducted on two secondary schools. Student focus groups, teacher interviews, and questionnaires for both students and teachers were used to gather data. The validity and reliability of the study's tools are examined by reviewers before they are used.

The experts reviewed the questionnaires, teacher interviews, and student focus group discussion items. Then, these tools were used together to collect data for the main study; different numbers of participants were selected according to the types of tools. In order to examine what the wash-back effect of teachers teaching and students learning language looked like. To collect data regarding teachers' apparent influence of the exam on their teaching and to identify the factors that facilitated the wash-back effect on their teaching, six teachers filled out the survey questionnaire. In a similar manner, 209 randomly chosen students from the two secondary schools responded to the survey questionnaire in order to collect information regarding the apparent influence of the exam on their learning and to pinpoint the factors that contributed to the wash-back effect on their learning.

Interviews with six teachers from the school were conducted in addition to the teacher survey questionnaire in order to further investigate the teachers' apparent influence of the exam on their teaching and to pinpoint the variables that facilitated wash-back effect on the exam. Focus group talks were held with 16 students chosen from a selected school in order to further explore students' apparent influence of the exam on their learning and to find the characteristics that permitted wash back effect to happen on their learning. to determine the effects of the 2022 national exam on English language instruction by teachers and student learning.

Both quantitative and qualitative analyses of the collected data were performed. To ascertain the areas of teaching and learning that were significantly impacted by the exam's wash-back effect and to pinpoint the variables that made it easier for the effect to affect teachers' teaching and students' learning, respectively, percentage, frequency, and mean analyses of the survey questionnaires were conducted. While the information gathered through teacher interviews and student focus groups was qualitatively examined, following a thematic organization, the data underwent a qualitative analysis. To address the posed research topics, discussions were held fusing the outcomes of the quantitative and qualitative data analyses. The main goal of the results talks was to look at how the 2022 national test affected the teaching and learning domains. Additionally, efforts were made to pinpoint the elements that the exam used to affect teachers' instruction and students' learning. According to the responses to the study questions, a summary of the discussions of the findings was created. The following is a summary of the talks that were had regarding the answers to the fundamental research questions.

The wash-back effect of the exam was shown to have an impact on teachers' instruction, with their main areas of attention being grammar, vocabulary, reading, and technical aspects of speaking and writing abilities. Teachers frequently used exam-related materials to instruct students on these language-related topics. In addition, it was discovered that the classroom examinations mimicked the admission exam rather than aligning with the curriculum. Additionally, rather than emphasizing communication skills development, their teaching strategies were focused on getting pupils ready for the exam. Overall, teachers' instruction was discovered to be exam-specific.

The wash-back effect of the exam was also discovered to have an impact on students' learning. Similar to how the teachers taught, they placed a strong emphasis on language characteristics relating to form. They were observed to learn only the parts of the language that were tested selectively. Grammar, vocabulary, reading, and technical components of speaking and writing skills were primarily the focus of their education. They allocated more time to learning these linguistic topics. They weren't just using textbooks, but exam-related materials as well, to master these linguistic concepts. This is because the textbooks did not offer similar approaches to the exam; therefore, the students were not interested in using them. Students' learning was typically focused on getting ready for exams.

A number of elements were found to be responsible for the exam's influence on teachers' instruction. Exam-based teaching was shown to be made possible by the personal and environmental

aspects that teachers experienced. Exam-based teaching was found to be influenced by human characteristics, including teaching experience. Regarding the contextual elements, it was discovered that students' learning attitudes, teachers' apparent awareness of the exam, and apparent external pressure on teaching all contributed more to influencing teachers' teaching to be exam-based. In general, teachers tailored their teaching to be exam-targeted due to their knowledge of the exam's format and content, the students' desire to learn exam-related language areas, and the pressure they faced from outside parties.

The exam's influence on students' learning to be exam-focused was influenced by a variety of contextual circumstances. The students' evident desire for exam success was the first element that had a significant impact on their ability to learn to focus on the exam. The intense desire that pupils had to ace the test caused them to focus their studies on the test. Their realization of the significance of the exam in their lives was the second aspect that encouraged students' learning to become exam-focused. Teachers' awareness of the exam was the third element that affected their learning to be exam-specific. The pressure pupils felt from their parents and teachers to learn for exam score improvement was another element that affected their learning to be test-targeted. Finally, it was discovered that their perceptions of the teachers' teaching styles influenced how exam-specific their learning was.

5.3. Conclusions

The study concentrated on the wash-back effect of the 2022 National Examination on teachers' teaching and students' acquisition of the English language in two secondary schools. The goal of the study was to determine how the exam affected both the instructional tactics used by teachers and the study habits of their pupils. The results show that the exam's wash-back effect had a considerable impact on both teachers' instruction and students' learning. Grammar, vocabulary, reading, and other form-related language skills, as well as technical speaking and writing skills, were the main areas that teachers focused on while teaching students. Instead of matching them with the syllabi, they frequently used exam-related materials and created classroom assessments that mimicked the entrance exam. As a result, rather than emphasizing the development of communicative language abilities, teachers began to adapt their lessons to certain exams.

Similarly, the exam's wash-back effect had an impact on students' learning. They used selective learning techniques, concentrating primarily on the language areas tested on the exam, including grammar, vocabulary, reading, and the technical elements of speaking and writing. Since the textbooks did not correspond with the exam's strategies, they made extensive use of exam-related

information. Students' learning thus became exam-focused, with a strong desire for exam performance and a thorough understanding of its significance in their lives.

The wash-back impact on teachers' teaching and students' learning was influenced by a number of factors. While contextual factors like their awareness of the exam, students' learning attitudes, and outside pressure encouraged their teaching to be exam-based, teachers' personal characteristics like teaching experience also played a role. Similar to this, students' learning was influenced by their desire to succeed on the exam, their perceptions of the exam's significance and knowledge of its subject matter, the pressure their parents and school officials put on them to do well, and their opinions of the way their teachers approached teaching language skills.

5.4. Recommendations

Based on the findings of this study, it is essential for educational policymakers and curriculum developers to be aware of the potential wash-back effect of high-stakes examinations on teachers' teaching and students' learning. The study argues that rather than concentrating primarily on exam-oriented information, a more balanced approach to language teaching and learning is required to improve broader language skills, including communication and critical thinking. Teacher preparation programs should place a strong emphasis on the value of using communicative language teaching approaches that enable students to use the language in authentic contexts in order to address the problem.

Moreover, textbooks and classroom assessments should be aligned with the intended learning outcomes, fostering a holistic understanding of the English language and encouraging students' motivation for learning beyond exam requirements. Furthermore, efforts should be made to raise students' awareness of the importance of language learning for personal and professional development rather than solely focusing on exam success. Encouraging a growth mindset towards language learning can help students perceive language proficiency as a lifelong skill rather than a short-term goal for passing exams. Overall, educators may design a more balanced and thorough language learning experience that equips students for success in both tests and real-life language use by taking the wash-back effect into account in educational policies and procedures. Finally, the teachers' should value grade 12 transcripts when students are assigned to universities and fields of study, and teachers should take into account all of the course materials when grading students in the classroom.

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Appendix A

Teachers' questionnaire

Dear teachers, this questioner has been prepared to get first-hand information on teachers' reaction towards the wash-back effect of 2022 grade 12 National Examination on EFL teachers' teaching and Students' language learning. As teachers' your genuine response to each of the items in the questioner will contribute a lot to the study. So, the result of the study may help teachers to look their activities with regard to the English language national examination.

Thank you in advance

Part I; Background information

NB: No need of writing name.

Please tick / ☐ / in the appropriate box.

1. Sex: Male ☐ Female ☐
2. Name of school Fitch Secondary School ☐ Abdisa Aga Secondary ☐
3. Educational background Diploma ☐ BA degree ☐ MA ☐ Above ☐
4. Experience of teaching English at secondary schools (in years including this year):
1-5 ☐ 6-10 ☐ 11-15 ☐ 16 and above ☐
5. The grade level you are currently teaching in: Grade 11 ☐ Grade 12 ☐

Part II; Main questions

Direction I: The following is a set of statements about which need your reactions towards grade 12th National Examination and its effect in English language teachers' and students' language learning. For each statement please use the following 5-points where:

Keys 1=strongly agree 2= agree 3= neutral 4= disagree 5=strongly disagree

with it and thick /☐/ in the appropriate box.

NO	Activities	1	2	3	4	5
	Apparent Effect of the National Examination on Teachers' teaching					
6	After the national examination of 2022, I changed my teaching style well					
7	I change my teaching methods to help students to succeed in the National examination					
8	I neglect/disregard/ some teaching methods that would not assist me to prepare my students for the National Examination					

9	The national examination (2022) negatively impacted my teaching practices on					
9.1	Preparing teaching materials					
9.2	Assessing my students' language performance					
9.3	Preparing my lesson plan					
9.4	Covering contents of my subjects					
10	The national examination of 2022 positively impacted my teaching practice on					
10.1	Preparing teaching materials					
10.2	Assessing my students' language performance					
10.3	Preparing my lesson plan					
10.4	Covering contents of my subjects					
	Time budgeting					
11	I spend time to classroom activities that help my students perform well in the National Examination					
12	I Spend more time to practice grammar activities.					
13	I Spend more time to practice vocabulary.					
14	I spend less time to practice speaking skills					
15	I spend less time to practice listening skills					
16	I spend less time to practice writing skill					
17	I spend less time to practice reading skills					
	Content and using materials					
18	I use the textbooks prepared by the Ministry of Education to prepare for the National examination					
19	I practice doing previous years' exam questions (National Examination)					
20	I include some relevant contents in my teaching other than the contents of the textbook					
21	I give exercises to the students that review contents of the expected National Examination					
	Classroom assessment					
22	I adapt test items from the previous years' National Examination for my classroom tests					
23	I sometimes include speaking skills tests in my classroom tests					
24	I adjust my classroom assessment to the formats of the National Examination					
25	I advise my students to practice previous years' National examination questions					
26	I include different assessment techniques to evaluate my students' language performance					
	Teachers' Insight on their learning					
27	I do not evaluate my students' writing skills					
28	I do not include listening skills tests in my classroom tests					

Appendix B

Students' questionnaire items

Dear Student

This questionnaire is designed for a research entitled. Wash-back effect of 2022 grade 12 National Examination on EFL teachers' teaching and Students' language learning, and its effect in the learning teaching process in our high schools. Your genuine response to each of the items in the questionnaire will contribute a lot to the study so that the result may help enhance effective language testing.

Thank you in advance

Part I. Background information

Direction: please put a tick (✓) mark for choice in the boxes

1. Parents' educational background :

Illiterate ☐ Attended school from grade 1-8 ☐ Attended school up to grade 11 ☐
Certificate graduate ☐ Graduated in diploma ☐ graduated in degree and above ☐

2. Grade level currently you attend :Grade 11 ☐ Grade 12 ☐

Part II: Apparent effect of the NE on students' learning

Directions I: Please read each of the following statements and put a tick (✓) mark in front of the statement that best describes the degree of frequency in your practices in time arrangement, materials you are using to learn, and the type of content you cover. Use the following key for the scale.

Keys 1=strongly agree 2= agree 3= neutral 4= disagree 5=strongly disagree

No	Activities	1	2	3	4	5
	The national examination (2022) negatively impacted my learning on					
1	Feeling Nervous					
2	Cannot Sleep					
3	Feeling Fright					
4	Feeling Confused					
5	Feeling Nothing					
6	plan to cheat					
7	All the exercises from the teacher					
8	All the homework from the teachers					
	The national examination of 2022 positively impacted my learning on					
9	Asking friends if there is difficulties					
10	Studying with Friends					
11	Grouping with low achiever and high achiever students					

13	Working homework individually					
14	Bringing the textbook in the class					
15	Doing the assignment individually					
16	NE generally affects my wish to learn English in a positive way.					
17	NE generally have a positive effect on my learning and improving English					
18	NE help me learn the topics that I do not know or misunderstanding					
19	I eager to asking my EFL teachers if they have difficulties					
	Time budgeting					
10	I spend time to classroom activities that help my students perform well in the National Examination					
11	I Spend more time to practice grammar activities.					
12	I Spend more time to practice vocabulary.					
13	I spend less time to practice speaking skills					
14	I spend less time to practice listening skills					
15	I spend less time to practice writing skill					
16	I spend less time to practice reading skills					
17	National examination forces students to devote more time to the study of English					
	Content and using materials					
18	I use the textbooks prepared by the Ministry of Education to prepare for the National examination					
19	I practice doing previous years' exam questions (National Examination)					
20	Using other accessible and helpful resources					
21	Reviewing all the materials from the teachers					
22	Review and study all the materials, including the exercises					
23	Students take notes as quickly as possible of what the teacher is teaching					
24	The students doing a lot of homework and more tasks to prepare them encountering NE					
25	The students' uses extra-curricular materials besides textbook					
26	Students ask for learning tactics to answer multiple choice questions					
27	The content of National Examination shows parallelism with the subjects taught in classes.					
28	I am familiar with the question types in the NE as we practice the same types in classes.					
	Students Insight on their learning					
27	Frequency of the NE is beneficial for me in terms of seeing my level and weaknesses.					
28	The students prepares themselves towards having active role in the NE					
29	The students try to find any escape information about NE					

30	Students do not see any other choices for themselves except for being accepted passing the NE					
31	Students need an educational counselor for NE					
32	The students' Reviewing and checking their understanding					
33	Our teacher hands out previous NE and gives us feedback about our incorrect and correct answers, which has a positive impact on my learning English.					

Appendix C

Teachers' Interview

Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is intended to gather data about the Effect of 2022 grade 12th National Examination on teachers' teaching English and students learning language. I kindly request you to forward your ideas genuinely to the questions I am going to rise.

Main points of interview

- 1) To which skill(s) do you give more emphasis when you prepare your lessons after national examination? Why do you give more emphasis to this/these skill(s)?
- 2) To which skill(s) do you give less emphasis while you are teaching? Why do you give less emphasis to this/these skills?
- 3) Do you use materials other than the textbook? If your answer is yes, why do you use the materials/books? If you use other materials, can you mention the materials you commonly use?
- 4) In your classroom tests, which skills are mainly included? Why do you include these skills in the tests?
- 5) In your classroom tests, which skills are less emphasized or excluded? Why do you give less emphasis or exclude the skill(s) in the test?
- 6) How do the following personal factors influence your teaching of English?
A) Teaching experience B) the grade that you are teaching in
- 7) Which of the following teaching factors (situations) influence your teaching practices?
How do they influence your practice?
A) Awareness of exam B) Students' learning attitudes C) external pressure in teaching

Appendix D

Student Focus Group Discussion Items

Welcome to this interview. Thank you very much for your willingness to participate in this interview. This interview is intended to gather data about the effect of 2022 National Examination on teachers' teaching and students learning language.” I kindly request you to forward your ideas honestly to the questions I am going to rise.

1. Outward Influence of the exam on students' learning

1.1. To which skill(s) do you give more emphasis when you practice or learn in the classroom?

Why do you give more emphasis to this/these skill(s)?

1.2 To which skill(s) do you give less emphasis while you are studying English? Why do you give less emphasis to this/these skills?

1.3. Do you use materials other than your textbook? If your answer is yes, why do you use the Materials/books and could you mention some of the materials you commonly use?

2. Related factors influencing students' practices

2.1. How do the following personal factors influence you English language learning?

A) family educational background B) the grade that you are learning in

2.2. How do the following learning contexts influence your learning of English?

A) Ambition for success B) Teachers' teaching attitudes,

C) Apparent awareness of the exam

D) Apparent external pressure of the exam