Sudan University of Science & Technology

Faculty of Graduate Studies

The Impact of Achievement Tests on Developing Receptive Skills

(A Case Study of EFL Undergraduate Students at Sciences and Humanities College at Shaqra University, in KSA.)

A Thesis Submitted in Fulfillment of the Requirements of the Degree of
Ph.D. in Applied Linguistics

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قال تعالى :

وَقُل رَبي زِدنِي عِلماً)

(سورة طه (114)

And say: “My Lord! Increase me in knowledge.”

Surah Taha (114)

Dedication

I dedicate this work to my beloved parents, dearest wife and children. This work is also dedicated to my beloved brothers and to the souls of my sisters; Saydah and Nadia may Allah forgive and bless them.

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The skills I applied to carry out this research were not an individual endeavor. Hence, it is my pleasure to acknowledge the following for their contributions in this study.

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Abstract

This study investigates the impact of achievement tests on developing the receptive skills of Saudi undergraduate students at the College of Sciences and Humanities at Sharqa University. The researcher used two tools to collect data: a questionnaire for lecturers and achievement tests for students. The sample of the study comprised of sixty male Saudi students who were divided into two groups. In the second term of the academic year 1433H corresponding to 2012, a pre-placement test that was administered for the two groups to check the students' standard of academic proficiency. The students' scores were almost the same. In that the students of the two groups are relatively equal in their academic performance.

The experimental group was exposed to three achievement tests whereas the controlled group was not. By the end of the experiment, the two groups were exposed again to a post-placement test to check the influence of the treatment on the experimental group. By using T-test, the statistical analysis resulted in significant and positive effect of the treatment on the experimental group.

Throughout the experiment the researcher observed that the students of the experimental group were highly motivated. He also observed that neglecting mistakes and errors of learners and focusing on fluency is a means of developing self-confidence and enhancing learning process. He also observed that achievement tests encouraged Saudi undergraduate students to gain knowledge.

Thus, regular tests play a positive role in developing students' language skills. Therefore, educationists and administrators are to prepare workshops and training programmes to raise the trainees' awareness of the achievement tests and they have to consider tests as a tool of reinforcement and motivation for students to study.

تهدف هذه الدراسة إلي معرفة أثر استخدام الاختبارات التحصيلية في تنمية مهارتي الاستماع والقراءة لدى طلاب كلية العلوم والدراسات الإنسانية بجامعة شقراء بمحافظة القويعية.

اشتملت عينة الدراسة على (60) ستين طالباً سعودياً وكانت الدراسة في الفصل الدراسي الثاني من العام الجامعي 1433 للهجرة الموافق 2012 للميلاد. واستخدم فيها الباحث أداتين لجمع المعلومات: استبانة تم توزيعها على أساتذة الجامعة وأساتذة التعليم العام، وعدد من الاختبارات تم توزيعها على (30) ثلاثين طالباً يمثلون المجموعة التجريبية.

قبل الشروع في التجربة تم إجراء اختبار تحديد مستوي قبلي للمجموعتين للكشف عن مدى تجانس وتكافؤ المجموعتين علمياً. و قد وجد الباحث بينهما توافق وتشابه في المستوى العلمي وذلك بعد تحليل نتائج الاختبار.

خضعت المجموعة التجريبية خلال فترة الدراسة لثلاثة اختبارات تحصيلية بينما لم تخضع المجموعة الضابطة لأي اختبار. وفي نهاية التجربة تم اختبار المجموعتين باختبار تحديد مستوى بعدي للتحقق من مدى تأثير الاختبارات التحصيلية على تنمية مهارتي الاستماع والقراءة لدى المجموعة التجريبية ، و قد تم جمع البيانات من الاختبار التحصيلي عن طريق التحليل الإحصائي (الاختبار التائي).

وأشارت نتائج البحث إلي وجود فروقات واضحة بين المجموعتين الضابطة والتجريبية في المهارتين حيث تفوقت المجموعة التجريبية على الضابطة بعد إجراء التجربة. ومن ناحية أخرى أشارت النتائج إلى تفوق اكتساب مهارة الاستماع على مهارة القراءة عند المجموعة التجريبية.

و قد لاحظ الباحث أن الاختبارات التحصيلة ذات دور فاعل في إيجاد دافعية لطلاب المجموعة التجريبية.وكذلك تلمس الباحث ان طلاب المجموعة التجريبية كانوا أكثر حماسا واستجابة لاستعاب الدروس واستعدادا للاختبارات من المجموعة الضابطة. كما لاحظ الباحث أن تجاهل الأخطاء الطفيفة وعدم علاجها في حينها يزيد ثقة الطالب بنفسه ويشجعه على الاستمرار في التعلم واكتساب المعرفة. وعليه يوصي الباحث بالاكثار من الاختبارات التحصيلية لانها تنمي من مهارات الطالب. كما انه يوصي بالقيام بورش عمل ودورات للمعلمين في كيفية اعداد الاختبارات التحصيلية إذ أنها وسيلة لاكتساب المعرفة.

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