

**فاعلية استخدام مدرسات اللغة
الانكليزية لأساليب الاختبارات
الموضوعية واختبارات الاستجابة المقيدة
في التحصيل لطالبات الصف الثاني
متوسط**

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**The Effectiveness of Employing Objective and
Specific Test Techniques in Achievement Secondary
School Female Students in the English Language by
Female Teachers**

By

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Abstract

The research aims to identify the effectiveness of the use of English language teachers for the methods of objective tests and response tests restricted in achievement for second grade students average. The importance of achievement tests in providing important information on the progress of the educational process, as it works to highlight the positions of strength and weakness in the knowledge and educational skills used, which enables us to take appropriate decisions to develop teaching methods and the use of new strategies to work to improve learning and teaching to achieve the objectives as the tests can draw the attention of learners Towards or away from teaching goals may make students confined to surface study or may lead them to deep understanding. Hence the importance of the current research. The researcher chose the study population from all the second grade students in the first year (2018 - 2019), and the research community was intentionally determined from the medium of wisdom for the girls (160) students, the research sample consisted of (62) students distributed between the two groups, chose The researcher groups the two groups randomly by lot, where Division (A) represented the first group that was tested by way of questions filled in the blanks, and the number of female students (32) students and Division (C) The second group was tested in a true and false way and the number of female students (30) The total number of the two groups reached (62) students. As for the research tool, the researcher built a test in two ways, hoping the blanks, health and error were reached The first group tested by filling in the blanks outweighed the second group that was tested in a true and false manner.

مستخلص البحث

يهدف البحث الى التعرف على فاعلية استخدام مدرسات اللغة الانكليزية لأساليب الاختبارات الموضوعية واختبارات الاستجابة المقيدة في التحصيل لطالبات الصف الثاني متوسط لأهمية الاختبارات التحصيلية في تقديمها معلومات هامة عن سير العملية التعليمية اذ انها تعمل على ابراز مواقف القوة والضعف في المعارف والمهارات التعليمية المستخدمة مما يمكن من اتخاذ قرارات مناسبة لتطوير الاساليب التعليمية واستخدام استراتيجيات جديدة لنعمل على تحسين التعلم والتدريس لتحقيق الاهداف اذ يمكن للاختبارات ان توجه انتباه المتعلمين نحو اهداف التدريس او بعيدا عنها وقد تجعل الطلاب يقتصرون على الدراسة السطحية او قد توجههم نحو الفهم العميق . من هنا جاءت اهمية البحث الحالي . وقد اختار الباحث مجتمع الدراسة من جميع طالبات الصف الثاني المتوسط / الكرخ الأولى للعام الدراسي (٢٠١٨ - ٢٠١٩)، وتم تحديد مجتمع البحث قصدياً من متوسطة الحكمة للبنات والبالغ عددهم (١٦٠) طالبة، تألفت عينة البحث من (٦٢) طالبة موزعين بين المجموعتين، اختار الباحث المجموعتين بصورة عشوائية بطريقة القرعة، حيث مثلت شعبة (أ) المجموعة الاولى التي تم اختبارها بطريقة اسئلة املاً الفراغات ، وكان عدد الطالبات فيها (٣٢) طالبة وشعبة (ج) المجموعة الثانية وتم اختبارها بطريقة الصح والخطأ وكان عدد الطالبات فيها (٣٠) طالبة، وقد بلغ العدد الكلي للمجموعتين (٦٢) طالبة. اما أداة البحث فقد قام الباحث ببناء اختبار بالطريقتين املا الفراغات والصح والخطأ وتم التوصل الى تفوق المجموعة الاولى التي تم اختبارها بطريقة املاً الفراغات على المجموعة الثانية التي تم اختبارها بطريقة الصح والخطأ.

Chapter one

Research problem: Achievement is used to refer to the degree or level of success achieved by a student in a particular field of study, general or specialized. (Bertrand & Cobula, 1980: 160)

Achievement tests can be classified according to the nature of their questions or paragraphs into:

- 1 - Objective tests: which are called the selected response questions, and include the paragraphs of multiple choice and pairing, error and right.
- 2 - tests with a restricted response: A type of tests with a response established but the answer is specific and restricted words include supplementary questions, and short answer questions.
- 3 - Free response tests: The respondent is free in the length of the answer and is called essay questions in which the learner or student is asked to explain, explain and discuss the free response. (Fulford, 2003: 105) The problem of the current research is determined by the answer to the following question: The Effectiveness of Using English Language Teachers for Methods of Objective Tests and Restricted Response Tests in Achievement

research importance:

Education occupies a special place since ancient times in the life of communities and individuals. Philosophy of society and its goals and moving towards the future seeking to achieve its aspirations (Maher, 1992,16) in construction and development through the preparation of sufficient numbers of the

community and provide the necessary opportunities for the development of aspects of his personality (Tal, 1993.1) Achievement in all its forms and colors is one of the objectives of education because of its educational importance in the life of the learner. Higher education colleges or universities, and achievement is the basis for most educational decisions (methodological and administrative) in education. (Mashhadani, 2010: 38). As for linking daily life, achievement is of great importance in adapting and adapting the student to life and facing its problems. And other professional work available in the field of work. (Zeitoun and Kamal, 1995: 47-48). Some scholars argue that the poor achievement of some learners and their failure to achieve learning outcomes or learning certain subjects and subjects is not due to their inadequate or abilities to learn or their mental abilities, but because of their lack of motivation, which may have been the result of teachers' ignorance of the role of motivation in the teaching process. Shaker, 2007: 101), therefore, motivation is one of the determinants of the learner's ability to achieve and achievement because of its positive relationship with his tendencies, as it draws his attention to some activities related to his needs, making some stimuli reinforcers affect his behavior and urges him to persevere and work actively and effectively . (Ibrahim, 2004: 90). Achievement tests are of great importance in that they achieve multiple purposes. Perhaps the foremost is to provide important information about the progress of the educational process, as it enables employees and officials to make decisions about the admission of students and choose the best in the light of the information you provide (Melhem, 2000,55). Several groups so that we can join each student in the group that suits his level (Allen, 1996,85) The degree to which students get better in learning and teaching as they draw the attention of learners towards the objectives of teaching or away from them and directed students towards deep understanding (Abu Allam 1987, The tests of hope are not Restricted Response Tests A sample of short essay tests (Abu Allam, 1987,153) and true and false tests are one of the objective tests, both of which are adopted by teachers and teachers without knowing which is better in measuring students' knowledge of English. Hence the importance of the current research as it provides the answer to the question. Next in the knowledge of the effectiveness of the use of English language teachers for the methods of objective tests and response tests restricted in achievement for second grade students average.

Research Objectives:

Current research aims to find out:

1 - The effectiveness of the use of the English language school for the methods of objective tests and tests of the restrictive response in the achievement of the second grade students average.

To achieve the research objectives, the researcher formulated the following hypotheses:

1 - There is no statistically significant difference at the level of significance (0.05) between the average scores of students of the first group who are tested in the tests of hollow spaces and the average scores of the second group of students who are tested according to the tests of health and error.

search limits:

Current search is limited to:

1- Second grade students in the secondary day schools of the General Directorate of Education in Karkh / First.

2- English language textbook to be taught by the Ministry of Education.

3- The second semester of the academic year 2018-2019.

Define terms:

Achievement is defined by: -

Alderman (2007) defined him as "proving the ability to accomplish what he had gained from the educational experiences for which he was put" (Alderman, 2007: 101). (Abu Dayyah, 2011) as: the total acquired skills, knowledge, attitudes and values in a given period of time, compared to the total skills, knowledge, attitudes and values to be acquired. (Abu Dayyah, 2011: 244). (Alsalkhi, 2013) the extent to which the student acquires the facts, concepts, principles and theories of education in a class or in a particular classroom or a certain course and the extent to which he was able to do so. (Al-Sallaki, 2013: 26) **Tests to complete the blanks:**

Abu Alam (2011) defined them as those questions that require the student to answer the question a specific answer that does not exceed a few words (Allam, 2011,113)

True and error tests: It includes the provision of paragraphs submitted to the students and each paragraph includes one information is not in doubt on the correctness or error and students are required to indicate before each paragraph a reference and according to the understanding of the respondent.

Achievement Test: The concept of achievement is used to refer to the degree or level of success achieved by a student in a particular field of study. It represents the acquisition of knowledge, skills and the ability to use it in life situations. The achievement is the final result of learning and its level is influenced by several factors (Bertrand & Cobula, 1980,160). Achievement tests are an important element in the process of educational evaluation. Their results measure achievement in critical educational decisions. The more important the decisions, the greater the need for the information obtained to be accurate and relevant to the purpose for which it was prepared (Thorandike, 1982, 321). . Brown believes that achievement test measures learning that occurs as a result of experience in a controlled learning situation such as a classroom or teaching program (Brown, 1978,212).

Achievement tests can be classified into:

1- Objective tests: They are called selected response questions and include multiple choice paragraphs, pairing, right and wrong

2. Tests with restricted response It is a type of test with a response established, but the answer to it is specific and limited by certain words, including supplementary questions and short answer questions

3. Free response tests

They are also of the established response, but the answer to them is free in length and called the article ((Fulford, 2003,105

Questions to supplement or fill in the blanks This type of test is one of the closest types of response questions established to the questions of the selected responses (objective) is a very restrictive type of response where it requires the student to write a word or two words only so called article short or restricted (Ahmad, 1981, 441)

Terms of building supplementary questions

1. The paragraph is formulated so that it requires only one answer
Failure to transfer the phrase directly

3 - prefer not to have more than one vacuum

4 - to be known more than the unknown in the paragraph

5 - not to put the blanks in front of the phrase

6. The word that completes the vacuum should not be trivial or fleeting (Touk and Adass, 1984, 341).

Questions right and wrong (false and true) This type of test consists of phrases or questions to which the learner responds with one of the two specific answers (true, false).

Rules of building questions right and wrong

1- It should include one idea

2. The phrase should be formulated with provisions either true or false

3 - Avoid phrases that contain negation

4 - Avoid unspecified words such as always or almost

5 - not to quote phrases literally from the book

6 - The false statements and the correct in length

7- The wrong and correct statements should be equal in number (Abu Alam, 1987, (194,

previous studies

Hamouri's Education Detecting the effect of different test pattern according to the type of response required from its established or selected paragraphs in global honesty The sample of the study consisted of 224 students and 230 students from the sixth grade students in Amman schools The researcher prepared two achievement tests in mathematics in multiple choice and supplementary questions and found that they do not differ in the prediction and both showed simple ratios in variation (Hammouri, 2000). Maghames 2018's Education Discrepancy between Recognition and Recall in Measuring Knowledge in the Light of Discrimination and Honesty of Paragraphs among Sixth Grade Students in No Science The present research aims to differentiate between the two types of recognition measured by multiple-choice questions, and the recall, which is measured by the questions of supplementing the blanks in the measurement of near remembering among sixth grade students in science.

To achieve the research objectives:

1 - The researcher analyzed the content of the book adopted in the current research, a book of science for the sixth grade primary has been derived (30) goal

2. The paragraphs of the scale were prepared in two modules.

3. Correcting the test, this is done by giving one score for each of the multiple choice questions for each correct choice and giving zero wrong choice and the psychometric properties of the paragraphs were verified.

The researcher came to

The psychometric characteristics of the supplementary test questions for the recall pattern are better in their strengths or grades than they are in the recognition mode. Multiple choice questions ie supplementary questions are better than multiple choice questions to measure the level of recall.

Chapter Three

Study procedures

Search procedures:

This chapter includes a presentation of the research methodology in terms of selecting semi-experimental design and identifying the research community and sample

Experimental design of research:

Since the current research has an independent variable is (different test methods) and a dependent variable (achievement), so the researcher adopted the semi-experimental design of partial control in two groups (first and second) with the post-test of the achievement test.

Tablet 1 Experimental design of research

	the group	Equivalence	Independent variable	The dependent variable	Post test
	First	Age in months Intelligence Test the previous information Scientific thinking test Previous achievement of Arabic language	Tests complete sentences	Collection	Collection
	Second		True and false tests		

Study population:

The current research community consists of all 160 second grade students / first Karkh for the academic year (2018 - 2019) and the number (160) students, and the research community was determined from the average wisdom for girls intentionally.

The study sample:

The study sample was taken randomly from Wisdom Intermediate Girls for the following reasons:

- 1 - The readiness of the school administration and staff in expressing assistance and cooperation with the researcher, and provide all facilities to carry out the experiment.
- 2 - The school meets most of the conditions of success of the experiment in terms of building, and the availability of appropriate classrooms to conduct tests.
- 3 - The school contains four divisions for second grade students.

The research sample consisted of two second-grade students. The researcher chose the two groups (first and second) randomly by drawing lots, where they represented the first division which tested the questions of completing sentences, and the number of female students was (43) students and (C). The number of female students was 38, and the total number of the two groups was 81. The researcher excluded the female students who failed (11) from the first group and (8) students from the second group. Table (2) shows that.

Table (2)

Distribution of research sample between the two groups and the number of female students before and after exclusion

no	Group	Number of female students before exclusion	Number of excluded students	The final number of female students
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The first group Complementary test	43	11	32
the second group True and false testing	38	8	30

Thus, the number of members of the research sample (62) students distributed between the two groups.

Building Search Tool:

This research requires the preparation of two tools to measure the achievement of a test type of true and false and a test of the type of completion of the blanks and following the following steps:

1-Determination of scientific material:

1-Formulation of test paragraph: Prepared paragraphs of achievement test of the type of objective tests true and false, because they are not affected by the self-corrector and characterized by honesty, consistency and comprehensiveness of the subject, and the answer to them specific, short and quick. The same paragraphs have been rewritten in a different way of completing the blanks, as this type of test is flexible in measuring different levels of goals, and the ability to control the level of difficulty The test paragraphs were set at 40. Two grades were allocated for each correct answer (zero) for each wrong answer. The abandoned answer was treated as the wrong answer, instructions for answering the test were prepared, and a key to correct the test was prepared.

2- Validity of the test:

The validity of the achievement test was extracted as follows:

A- Virtual Honesty: The test paragraphs were presented with the content of a number of arbitrators and specialists in education, psychology, measurement, evaluation and the English language, to judge the validity of the paragraphs and thus count the test with apparent sincerity.

3- The first exploratory application: For the purpose of determining the time needed for students to answer the test paragraphs, and to ensure the clarity of the test paragraphs and instructions, the test was applied to a sample of non-research students consisting of (20) students, the researcher supervised the application and calculated the time taken to answer the test paragraphs calculation The average time, by recording the end of the answer to the test paragraphs (the first student and the last student), was the extent of time required to answer the test paragraphs (58) minutes, and some minor adjustments have been made to the paragraphs note that the instructions are clear and understandable.

4- The second exploratory application: The test was applied to a sample of (50) students, and the researcher supervised the application of the test itself, and after correcting the answers of students collected grades and arranged descending for the purpose of statistical analysis, where the high and low performance groups were adopted by (27%), as recommended (Kelly) When analyzing the vocabulary of the test relying on a percentage (27%) of individuals in each of the two groups (upper and lower category), and that the number of members of the sample analysis of vocabulary tests of (100) students. The psychometric properties of the achievement test items were extracted as follows:

The difficulty factor for the paragraph: After applying the equation of difficulty for each paragraph and found that its value ranges between (0.32 - 0.67), and thus all the test paragraphs are good, and the difficulty coefficient is appropriate. (B) Coefficient of discrimination of the paragraph: The distinction coefficient was calculated for each of the test paragraphs using the formula and found that its value ranges from 0.39 to 0.66. All paragraphs have an appropriate discrimination factor.

5- Test stability: The stability of the achievement test has been verified using the mid-fragmentation method as a good method for calculating the stability in the non-standardized tests and because they avoided the re-test. To achieve parity between the two test halves, and after using the T-test for two independent samples, there were no differences between the answers of the two halves of the test, indicating that there is parity between the scores of the odd and even numbers. After achieving parity between the two test halves, the researcher used the Pearson correlation coefficient to calculate the stability, as it reached (0.6795). The coefficient of stability by the method of fragmentation after adjustment (0.80), which is a high stability coefficient. In light of the previous procedures carried out by the researcher, the achievement test is ready for implementation.

Chapter Four: View and interpret results

This chapter includes a presentation of the results of the research and discussed and interpreted according to the objectives of the research, as well as a presentation of the researcher's recommendations and suggestions made for future studies believed to be complementary to this study.

First: Search results Collection: For the purpose of verifying the first hypothesis which states that: (There is no statistically significant difference at the level (0.05) between the average scores of students of the first group and the averages of the scores of the students of the second group

The researcher applied the achievement test after preparing it and the results are shown in table (3)

Table 3 Arithmetic mean, standard deviation and the calculated T value of the scores of the experimental and control groups in the achievement test

Group	Number of female students	SMA	standard deviation	Calculated T value	Statistical significance
first supplementation test	32	34,75	5,215	2,81	Function
second true and false test	30	29,20	4,916		

The mean scores of the first group students in the achievement test (34.75) while the average score of the students of the control group (29.20) and using the second test of two independent samples shows that the calculated T value (2.81), which is greater than the tabular value at the level of significance (0.05) and the degree of freedom (60) which equals (2), ie, the result is statistically significant in favor of the first group, and this indicates the superiority of students of the first group

Second: Interpretation of Results: It is clear from the results of the researcher that the use of the type of short essay tests (restrictive response tests) effect in increasing the achievement of students and this negates the attributed defects as it measures students' understanding for the following reasons:

- 1 - The tests of right and wrong put students in a puzzling situation between right and wrong.
- 2 - The test in accordance with the method of supplementation worked to transfer students from the case of direct reception of information to researchers on their own and make the students center of the educational process, and this is contrary to the other method, which made the student is the recipient of information and its role is limited only to the preservation and implementation of information.
- 3 - tests true and error make the student resort to guessing and away from thinking answer.

Third: Recommendations In light of the results, the researcher recommends the following:

1. Adopt the type of restrictive response tests represented by supplementary tests for their apparent effectiveness and direct impact on improving academic achievement
- 2 - The establishment of training programs and workshops to train faculty members on how to use all types of tests and when we use each type of them

Fourth: Proposals:

1. Conduct a study to know the effectiveness of other types of tests
2. Conducting a comparative study between the types of objective tests

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