



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/**Najwa Yassin Ismail**

Tikrit University, College of Education for Humanities,
Department of English Language

Sahar Thair Rahim

Tikrit University, College of Education for Humanities,
Department of English Language

* Corresponding author: E-mail : St231457ped@st.tu.edu.iq
07731249570

Keywords:

Wonderlic Basic
Skills
Test
English
Efficiency

ARTICLE INFO**Article history:**

Received 1 Sept 2024
Received in revised form 25 Nov 2024
Accepted 2 Dec 2024
Final Proofreading 20 Apr 2025
Available online 22 Apr 2025

E-mail t-jtuh@tu.edu.iq

©THIS IS AN OPEN ACCESS ARTICLE UNDER THE CC
BY LICENSE

<http://creativecommons.org/licenses/by/4.0/>



Wonderlic Basic Skills Test for English and English Language Efficiency Test: A Comparative Study

A B S T R A C T

The Wonderlic Basic Skills Test and English Language Efficiency Test are two tests widely used to assess cognitive abilities for a variety of purposes applied to students to improve their English language. This study attempts to make a comparative study between Wonderlic Basic Skills Test for English and English Language Efficiency Test by EFL postgraduate students in non-specialized departments at Tikrit University. The study aims are First, finding out the difference between EFL university students' performance in the Wonderlic Basic Skills Test and English Language Efficiency Test. Second, finding out the correlation between EFL university students' performance in Wonderlic Basic Skills Test and their performance in the English Language Efficiency Test. Finally, finding out the difference between EFL university students' performance according to gender. The sample of the present study is 150. They are from University of Tikrit / Departments of Arabic, Geography, and Psychology. All of them were tested by the researcher herself. The current study is adapted to be a descriptive quantitative research design study. The study is conducted in the first semester during the academic year 2023 / 2024. The data has been gathered by using two diagnostic tests. The results of the first aim show that there is a significant difference between the two tests, in favor of the Wonderlic Basic Skills Test. The results of the second aim show that there is no correlation coefficient between Iraqi EFL Students' performance in Wonderlic Basic Skills Test and English Language Efficiency Test. The results of the third aim show that there is a significant difference between males and females in both tests.

© 2025 JTUH, College of Education for Human Sciences, Tikrit University

DOI: <http://doi.org/10.25130/jtuh.32.4.2025.25>

اختبار وندرك للمهارات الأساسية في اللغة الإنكليزية و اختبار كفاءة اللغة الإنكليزية: دراسة مقارنة

سحر ثائر رحيم/ جامعة تكريت/ كلية التربية للعلوم الإنسانية/ قسم اللغة الإنكليزية

نجوى ياسين اسماعيل/ جامعة تكريت/ كلية التربية للعلوم الإنسانية/ قسم اللغة الإنكليزية

الخلاصة:

اختبار وندرك للمهارات الأساسية واختبار كفاءة اللغة الإنكليزية هما اختباران شائع الاستخدام لتقييم القدرات

الإدراكية لمجموعة متنوعة من الأغراض المطبقة على الطلاب لتحسين لغتهم الإنكليزية. تهدف هذه الدراسة إلى محاولة إجراء دراسة مقارنة بين اختبار وندرك للمهارات الأساسية في اللغة الإنكليزية واختبار كفاءة اللغة الإنكليزية من قبل طلاب الدراسات العليا في أقسام غير متخصصة في جامعة تكريت. تهدف الدراسة إلى أولاً، اكتشاف الفرق بين أداء طلبة الجامعة في اختبار وندرك للمهارات الأساسية واختبار كفاءة اللغة الإنكليزية. ثانياً، اكتشاف العلاقة بين أداء طلاب الجامعة في اختبار وندرك للمهارات الأساسية في اللغة الإنكليزية وأدائهم في اختبار كفاءة اللغة الإنكليزية. وأخيراً، معرفة الفرق بين أداء طلاب الجامعة حسب الجنس. عينة الدراسة الحالية هي ٥٠ طالبا من جامعة تكريت / في أقسام اللغة العربية والجغرافية وعلم النفس وقد تم اختبار كليهما من قبل الباحثة نفسها. الدراسة الحالية مُعدّة وفقاً لدراسة بحثية كمية وصفية. تم إجراء الدراسة في الفصل الدراسي الأول خلال العام الدراسي ٢٠٢٣/٢٠٢٤. وقد تم جمع البيانات باستخدام اختبارين تشخيصيين. تُظهر نتائج الهدف الأول وجود فرق كبير بين الاختبارين لصالح اختبار وندرك للمهارات الأساسية. تُظهر نتائج الهدف الثاني عدم وجود معامل ارتباط بين أداء الطلبة دارسي اللغة الإنكليزية كلغة أجنبية في اختبار وندرك للمهارات الأساسية واختبار كفاءة اللغة الإنكليزية. تُظهر نتائج الهدف الثالث وجود فرق كبير بين الذكور والإناث في كلا الاختبارين.

الكلمات المفتاحية: مهارات وندرك، الأساسية، اختبار، اللغة الإنكليزية، كفاءة، دراسة مقارنة.

Section One: Introduction

1.1 Statement of the Problem

According to McNamara (2000), language testing is a procedure for gathering evidence of general or specific language abilities from performance on tasks designed to provide a basis for predictions about an individual's use of those abilities in real world contexts. All such test require us to make distinction between the data of the learner's behavior, the actual language that is produced in test performance, and what this data signify, that is to say what they count as in term of evidence of proficiency, readiness for communicative roles in the real world.

The same basic understanding of the facts of language learning applies to language testing. What the student has to learn constitutes the corpus of what we have to test. Since the students have to learn language, it is language that we must test (Lado, 1961).

Proficiency testing provides a participant laboratory only with an indication of problems if they are present. It does not provide any diagnostics to help solve the

problem. Success in a proficiency test for one analyst does not indicate that a laboratory is equally competent in determining an unrelated analyst (Thompson, 2005).

The primary purpose of proficiency testing is to help laboratories detect and cure any unacceptably large inaccuracy in their reported results. In other words, it is designed as a self-help system to tell the participants whether they need to modify their procedures.

1.2 Aims of the Study

The current study aims to:

1. Finding out the difference between EFL university students' performance in the Wonderlic Basic Skills Test for English and English Language Efficiency Test.
2. Finding out the correlation between EFL university students' performance in Wonderlic Basic Skills Test for English (WBST-V) and their performance in the English Language Efficiency Test.
3. Finding out the difference between EFL university students' performance according to gender.

1.3 Questions of the Study

To achieve the aims, the following questions are suggested:

1. Is there a difference between EFL university students' performance in Wonderlic Basic Skills Test for English and their performance in English Language Efficiency Test?
2. Is there any correlation between EFL university student's performance in Wonderlic Basic Skills Test for English and their performance in English Language Efficiency Test?
3. Is there any difference between EFL university student's female and male performance in both tests?

1.4 Limits of the Study

The present study is limited to make Comparative study between Wonderlic Basic Skills Test for English and English Language Efficiency Test for EFL Postgraduate students in non-specialized departments at Tikrit University at the

Colleges of Education for Humanities during the first course of the academic year 2023-2024.

1.5 Definitions of Basic Terms

1.5.1 Wonderlic Basic Skills Test

Wonderlic Test is a standardized, self-administered assessment of general mental ability that is frequently used in industrial and business settings as an aptitude test for prospective employees. (Wonderlic, Inc)

The operational definition of Wonderlic Basic Skills Test (WBST) is a standardized test to determine math and English skill levels

1.5.2 Skill

Payne (1999) considered skills to cover everything from reading, writing reliability, communication, reasoning, problem solving and motivation to assertiveness, judgment, leadership, team working, customer orientation, self-management and continuous learning.

The operational definitions of Skills are abilities or proficiencies that the learner acquires through training and experience.

1.5.3 Test

Al Juboury (2014) defines a test as a tool that is best used for gathering information about students' performance and achievement in a given course of study. Brown (2004) points out that test is a method or procedure for measuring a person's ability, knowledge, or performance in a particular aspect of life. The construction of the test involves planning for the test, preparing the items and instructions, putting them together, and reproducing the test.

The operational definition a test is used to examine someone's knowledge of something to determine what he or she knows or has learned. Testing measures the level of skill or knowledge that has been reached.

1.5.4 Languages Efficiency Test

Proficiency refers to a person's competency in using a particular skill. Language proficiency tests assess a person's practical language skills. Proficiency

tests share some similarities with achievement tests, but rather than focusing on knowledge, proficiency tests focus on the practical application of that knowledge. Proficiency tests measure a language user's comprehension.

<https://www.languagetesting.com>

Languages Efficiency test is not limited to any one course, curriculum, or single skill in the language, rather, it tests overall ability. Proficiency tests have traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, and aural comprehension. (Macmillan Dictionary, 2012)

The operational definition of efficiency test is designed to measure people's ability in a language whether they have any training in that language or not.

1.5.5 Comparative Study

A comparative study is a kind of method that analyzes phenomena and then put them together to find the points of differentiation and similarity (MokhtarianPour, 2016). A comparative perspective exposes weaknesses in research design and helps a researcher improve the quality of research. The focus of comparative research is on similarities and differences between units (Holt & Turner, 1970).

The operational definitions of comparative study are used to express a difference between two or more things or entities showing the degree of difference or similarity between them.

1.6 Plan of the Study

To meet the aims and answer the questions of the current study, the following steps are followed:

1. Present a general theoretical survey about Wonderlic Basic Skills Test, Languages Efficiency Test, and some previous studies related to the current study.
2. Select a convenient sample of EFL Postgraduate students in non-specialized departments at Tikrit University at the Colleges of Education for Humanities.
3. Construct two tests to collect the required data and obtain its validity, reliability, and discrimination power.

4. Applying the two tests to the selected samples of students.
5. Analyzing the selected data statistically by using suitable statistical means and obtaining the necessary results.
6. Discuss the results, giving conclusions, recommendations, and suggestions for further studies.

Section Two: Theoretical Background

2.1 Definition of the Wonderlic test

In the 1930s, E.F. Wonderlic noticed that skills tests and interviews weren't enough to measure someone's abilities and that most general intelligence tests took more than three hours to complete. As a result, he set out to create a more efficient way to measure cognitive ability. Wonderlic created the first short intelligence test. It only takes 12 minutes to finish and has 50 questions. It is compared to other intelligence tests regarding their reliability, validity, and effectiveness (Silbiger, 2022).

Due to a growing concern for the lack of standards for testing in 1950, the APA appointed the Committee on Test Standards, led by Lee J. Cronbach. The group was tasked with developing test standards for psychological and educational measurement. Their report included recommendations for determining test validity (Cronbach & Meehl, 1955). Guided by this work, we consider two issues with the Wonderlic. First, the best demonstration of validity should be criterion validity, how well it predicts real world job performance. In addition, there should be a theoretical account for the underlying mechanisms responsible for performance on the Wonderlic. (Hicks et. al. 2015)

2.1.1 Types of Wonderlic Test

There are several types of Wonderlic tests, these tests are standardized and scored based on the number of correct answers within the time limit. Scores are typically reported as a percentile rank, comparing an individual's performance to a

normative sample of test-takers. Wonderlic scores are used as one factor in decision-making processes, such as hiring, admissions, or placement, each designed for specific purposes (wonderlic.com):

1. Wonderlic Personnel Test (WPT): This is the most common version of the Wonderlic test and is used by employers for pre-employment screening. It consists of 50 multiple-choice questions to be completed in 12 minutes.
2. Wonderlic Basic Skills Test (WBST): This test assesses basic skills in English and math, including reading comprehension, vocabulary, and arithmetic. It's often used for academic admissions and vocational training programs.
3. Wonderlic Scholastic Level Exam (SLE): The SLE is designed to assess the cognitive abilities of high school students applying for college admission. It covers math, vocabulary, analogies, and reasoning skills.
4. Wonderlic Cognitive Ability Pretest (WPT-R): This test is similar to the WPT but is administered as a practice test to familiarize test-takers with the format and types of questions they may encounter on the actual exam.
5. Wonderlic Perceptual Ability Test (PAT): The PAT measures a person's ability to quickly and accurately perceive patterns and spatial relationships. It's often used in fields such as engineering and design.

2.1.2 Characteristics of the Wonderlic Test

1. One of the fundamental characteristics of the Wonderlic test is that it is quick to apply, less annoying for the candidates, and more efficient for the evaluators.
2. Its effectiveness in supporting decision-making regarding the promotion of jobs in organizations has been widely demonstrated.
3. The results allow us to conclude that it improves the productivity of the workforce and significantly reduces staff turnover.
4. It can reduce recruiting and training costs in terms of time and money.

5. It helps to evaluate general intellectual abilities; assesses an individual's ability to understand instructions, learn, adapt to their environment, problems solving, and cope with job demands. (Evalart, 2022).

2.1.3 Wonderlic Basic Skills Test for English

The Wonderlic Basic Skills Test (WBST) for English language is a widely used assessment tool designed to evaluate an individual's proficiency in fundamental English language skills. It measures essential abilities in reading and writing, which are crucial for success in various academic and professional contexts. The WBST typically consists of two sections: reading and writing. In the reading section, test-takers are presented with passages and asked to answer questions that assess their comprehension skills, including identifying main ideas, making inferences, and understanding vocabulary in context. The writing section evaluates the test-taker's ability to express ideas clearly and effectively through tasks such as sentence construction, paragraph organization, and grammar usage. The test is used by educational institutions, employers, and organizations to assess candidates' readiness for academic programs or job roles that require proficient English language skills. It helps identify individuals who may need additional support or training to improve their language proficiency. According to Wonderlic Inc., the organization behind the test, the WBST is designed to be accessible and user-friendly, with clear instructions and a time limit to ensure efficient completion. It is available in both paper-and-pencil and computerized formats, allowing flexibility in administration. (Wonderlic, n.d.).

At its core, the Wonderlic Basic Skills test is simply a measure of your basic language skills. The test itself is composed of two different sections, a verbal section (Test of Verbal Skills) and a quantitative section (Test of Quantitative Skills). In accordance with ATB determination requirements, the tests will be administered in sequence, with the verbal test being taken before the quantitative test. It has been found this sequence helps put applicants at ease, as the verbal

section presents questions that can be answered using the skills already used on a daily basis. (Rench, 2023).

2.1.3.1 Types of WBST

1) Test of Verbal Skills

Questions on the WBST Test of Verbal Skills are presented in three different formats - explicit, applied, and interpretive. Explicit questions require knowledge of word meanings, grammar, and sentence construction. Applied questions involve general reading comprehension and knowledge of word meanings, grammar, and sentence construction in the context of passages involving practical applications. Interpretive questions require the understanding and use of information in diagrams, charts, tables, and graphs. The WBST Verbal Form contains 50 questions which help measure a broad range of language skills across the three primary content domains.

2) Test of Quantitative Skills

Questions on the WBST Test of Quantitative Skills are also presented in three different formats - explicit, applied, and interpretive. Explicit problems require direct math computation, quantitative evaluation, and algebra. Applied problems involve identifying and performing appropriate math operations in the context of practical applications. Interpretive problems require the evaluation and use of quantities presented in diagrams, charts, tables, and graphs. The WBST Quantitative Form contains 45 questions which help measure a broad range of mathematic skills across the three primary content domains.

2.2 English Language Efficiency Test

English Language Efficiency tests are primarily testing the ability of a candidate in the four skills of English Language. The commonly used tests are IELTS, TOEFL, Duolingo English Test, OET, CPE (C2 Proficiency), CAE (C1 Advanced), PTE (Pearson Test of English Academic), TOEIC, ITEP, CELPIP,

CAEL, MTELP. The base of this academic literacy is English language proficiency. Canale and Swain (1980) identify this proficiency in the form of four competencies. They are “grammatical competence” that ensures the knowledge and competency in the format of language, “socio linguistic competence” which is the ability to use language with apt vocabulary and meaning in different social environment, “discourse competence” that Journal for Educators, and finally, “strategic competence” that explains one’s ability for self-correction and adapt themselves to the correct usages of language both by form and meaning. The lack of proficiency to communicate in English affects the academic achievement of learners (Ramsay, Barker, & Jones, 1999, Daller & Phelan, 2013).

2.2.1 Types of English Language Efficiency Test

A) IELTS

The “International English Language Testing System” (IELTS) is a predominant test to work, study or migrate to an English native country like Canada, US, Australia or UK. On an average, there are 60,000 people appeared for this exam in a week all over the world (IELTS, n.d.). The primary purpose of this test is to assess the proficiency of the migrant in English in a uniform and systematic manner. It tests their ability and excellency in listening, speaking, reading and writing English language. It tests the practical communication ability in academic and non-academic scenarios. Therefore, it divided into two - test for academic purpose and general purpose. Even though, the listening and speaking tests are same, reading and writing tests are different for academic and general tests.

General test aims the migrants who are seeking a course below degree level as well as for employment. The duration of these tests are 2 hours and 45 minutes. Except speaking, all other skills test either by the mode of paper or computer. Speaking would be conducted either offline or online mode in a face-to-face interview by a trained IELTS trainer. (IELTS, n.d.).

B) TOEFL

“Test Of English as a Foreign Language” is conducted by Educational Testing Service to test the ability of LSRW skills in English as the way these skills are used in a classroom. As per the data of ETS, 35 million test takers have gone through this exam (The TOEFL Tests, n.d.) since it is launched. It can be either internet based or paper based. Total points for the test are 120 and 30 points for each section. The reading section would have Journal for Educators; The TOEFL scores are valid for 2 years. 0-31 in TOEFL score would be equal to 1-4 bands in IELTS. Similarly, 118-120 would be similar to band 9. The score 35 to 110 falls from band 5 to 8. Speaking and writing will have 6 and 2 tasks respectively. The reading questions will test the ability of the user to understand academic reading materials which includes Factual information, inference questions, rhetorical questions, vocabulary questions and sentence simplification. Listening will test the ability to perceive the spoken English in a classroom context via lectures and conversations. Speaking tasks test the ability to speak in an academic setting through an opinion based and interaction activity and writing test checks the user’s ability to write coursework. (The TOEFL Tests, n.d.)

C) Duolingo

English Test Duolingo is basically a language learning platform via games and fun. Their test assesses the English proficiency of international students as a part of their admission process. Their language certification is accepted by many institutions worldwide. Compare to other tests, its affordable and convenient. The duration of the test is 1 hour and the result will be published in 48 hours. The test results will be valid for 2 years. The score scale ranges from 10 to 160. The overall scores are the description on your ability in general to use the language and sub scores specifically measure the proficiency in specific areas. The sub scores of Literacy section assess the ability to read and write, comprehension assess the ability to listen and read, the conversation checks with the ability to speak and listen

and production section tests the ability to write and speak. (Shiny & Karthikeyan, 2022)

D) OET Occupational English Test

The purpose of “Occupational English Test” (henceforth: **OET**) is to test the English proficiency of healthcare professionals. The high scores of OET exam shows that candidates have English language proficiency in clinical communication setting and they can provide good care and ensure safety for the patients. Its primary focus is to test the language proficiency in health care working places thus ensure mobility and development in health care field. Primarily, it tests the four skills of English language in 170 minutes. The listening test has 3 types of listening subsets where they provided different conversation extracts from working places like consultation, presentation etc. Generally, these questions belong to note completion and multiple-choice questions. The reading test has 3 subsets that test the ability to locate specific information, detail, gist, main points, skim and scan. The writing test assesses candidate’s ability to convey the message with clarity, precision and organization. The speaking test analyses the candidate’s ability to understand and communicate in a clinical setting, build a rapport with the patients, provide and gather information etc. The total score is 500.

E) Pearson Test of English Academic

Pearson Test of English Academic (henceforth: PTE) This test reliably measures the reading, writing, listening and speaking abilities of test takers who are non-native speakers of English and who want to study at institutions where English is the principal language of instruction. PTE Academic field testing provided data to create the automated scoring models for the spoken part of the test, just as it did for the written part. Nearly 400,000 spoken responses from more than 10,000 test takers were collected. These included test takers’ spoken performances when describing figures or graphs, and re-telling lectures or presentations. Test takers’ responses were recorded and sent to human raters to be scored. Human raters scored

test takers' responses on a number of traits. The traits included content, vocabulary, language use, pronunciation, fluency and intonation. Aspects of the test takers' responses, which were objectively observable by the advanced speech processing system, such as rate of speech, rhythm and word choice, were then compared with the raters' scores. Scoring models were then built, which are used to predict how trained human raters would score any "new" incoming response. The correlation between the human scores and the machine scores for an overall measure of speaking was 0.96 thus proving the reliability of the measure of speaking in PTE Academic.

By combining the power of a comprehensive field test, in-depth research and Pearson's proven, proprietary automated scoring technologies, PTE Academic fits a critical gap by providing a state-of-the-art test that accurately measures the English language speaking, listening, reading and writing abilities of non-native speakers. (Pearson Education, 2019)

F) International Test of English Proficiency

The International Test of English Proficiency (henceforth:ITEP) was developed by Boston Educational Services to measure how well you communicate in English. We designed it to be an efficient test that accurately represents your English skill level. ITEP Academic scores are used by colleges and universities for admission and placement, student and course progress assessment, and eligibility for scholarship and exchange programs. The test is specifically designed for the higher education environment, whereas our ITEP SLATE is used by middle and secondary schools, and ITEP Business is used by companies and organizations. There are two versions of the ITEP Academic. The ITEP Academic-Core takes 50 minutes to complete. It tests reading, listening, and grammar skills through multiple-choice questions. The ITEP Academic-Plus exam takes 80 minutes to complete and tests reading, listening, grammar, writing, and speaking skills through multiple-choice questions and writing and speaking samples. Both exams allow 10 minutes for the

ITEP administrator to provide pre-test instructions. (ITEP Academic Orientation Guide, 2012)

G) Michigan Test of English Language Proficiency

“Michigan Test of English Language Proficiency” (henceforth:MTELP) is for the non-native speakers of English who want to pursue their education in English speaking countries especially in South America (Michigan Test of English Language Proficiency (MTELP), 2021). It’s a paper-based test that assesses the proficiency in English Writing, Grammar, Vocabulary, Reading, Listening and Speaking in 6 hours. The results will be published in 6 weeks and the scores ranges from 23 to 100. A score of 76 is necessary for UG programs and 81 for hospitality admissions. (Shiny & Karthikeyan, 2022).

H) Standardized English Proficiency Test

The Standardized English Proficiency Test (henceforth:SEPT) is a test that is based on the Common European Framework of Reference (CEFR) which is an international benchmark used to describe language ability. SEPT is designed to measure the communicative language ability of individuals for whom English is a second or foreign language. The scores obtained for the SEPT are used for placement decisions of learners into the different levels of the School of Continuing Education (SCE) CEFR-aligned English Language Program, Graduate School of Education and School of Business (Executive Education) programs. The scores can also be used for additional purposes such as occupational appointments, promotion, travel abroad and scholarships. Three language skills are covered by this test, namely listening, reading and writing. These skills address four main contexts of language use as defined by the CEFR, namely personal, social, occupational and educational. SEPT is a paper-and-pencil test that is divided into three parts: Listening, Reading and Writing, each with its own time limit. The three parts are

always given in the same order. The test takes two hours and 45 minutes to complete. The first two parts consist of multiple-choice questions (MCQs) while the third part includes writing tasks. The following table shows the test components and time required in detail (ibid).

Section Three: Methodology

3.1 Research design

Research design can be considered as the structure of research. It is the “Glue” that holds all of the elements in a research project together. In short, it is a plan of the proposed research work (Akhtar, 2016). The design of this study is descriptive quantitative research. The reason for choosing this research design is that the researcher wants to know the level of comparative between two variables based on statistical quantitative coefficient comparative.

3.2 Population and Sampling

Population and sampling are considered a basic step in the procedure of the study. Population refers to all the individuals or units of interest; typically, there is not available data for almost all individuals in a population (Hanlon and Larget, 2011). In addition, (Shukla ,2020) defines Population as a set or group of all the units on which the findings of the research are to be applied .The population in the present study is 170 Master's students from the Department of Arabic Language, Geography and Psychology, College of Education for Humanities at Tikrit Universities for the academic year 2023-2024.

A sample is a small part of total population taken for representative of all population. Population is the whole subject of the research, while sample is a part of the studied population (Arikunto, 1997). A sample is a group of people, objects, or items that are taken from a large population for measurement. So, to get accurate results, sampling is done (Bhardwaj, 2019).

For the current study, the sample has been randomly selected to be truly representative of population characteristics without any bias and to obtain valid and reliable results. The sample of the study from Tikrit Universities is 150 consisting of 78 males and 72 females, it has been chosen intentionally and randomly. The intentional choice is represented through choosing a college and random choice is achieved by selecting a representative number of students from the Department of Arabic Language, Geography and Psychology, College of Education for Humanities at Tikrit Universities for the academic year 2023-2024.

Table (1)
The Population and Sample of the Study

University	College	No. of Population	No. of Pilot study	No. of the Sample		Total	Percentage
				M.	F.		
Tikrit	The College of Education for Humanities	170	30	78	72	150	88%
Total		170	30	150			

3.3 Test Construction

The construction of the test involves planning for the test, preparing the items and instructions, putting them together and reproducing the test (Brown, 2004: 47). The research instrument in the current study is a diagnostic test. Hughes (1989: 15) illustrates that the construction of the diagnostic test is viewed basically as the persons' competence in the area of content and this competence is the result of many intellectual variables. In order to achieve the aims of the present study, a diagnostic test has been constructed. Includes four questions; that assess the students' performance at the production level.

As a test of basic skills, the WBST is not designed to provide discrimination among examinees with extreme skills levels. Some examinees have extremely modest skills and are not suited for any type of independent work. Others may have extremely strong skills and are suited for very complex jobs. These types of examinees have skills levels which are outside the range of skills accurately measured by the WBST.

The Wonderlic test includes six questions, all of which are considered objective. The first question includes an analysis of the use of students' cognitive ability in analysis, while the second question includes evaluation and error correction. The third question is based on remembering, and the fourth question is rearranging the sentences in the correct way to measure the students' intelligence. The fifth and sixth questions are considered multiple choice questions.

The Efficiency test includes five questions, all of which are considered objective. The first question involves the students understanding the answer correctly, while the second question includes applying and correcting the sentences. The third and fifth questions also depend on evaluation and choosing the correct answer from multiple options. The fourth question is rearranging the sentences in the correct manner to measure the extent of the students' intelligence.

3.4 Face Validity

This examines if the test seems to test what it is intended to test from the learner's perspective, is a notion that is very closely connected to content validity. A student must be persuaded that the exam is really testing what it is supposed to be measuring in order to perform at their "peak" level on it (Brown, 2000).

3.5 Content Validity

Content validity is the extent of a measurement tool represents the measured construct and it is considered as essential evidence to support the validity of a measurement tool such as a questionnaire for research. Since content validity is vital to ensure the overall validity, therefore content validation should be performed systematically based on the evidence and best practice. (Yusoff, 2019)

The content validity of the WBST is supported by a well-focused definition of purpose, expert development of test content, and independent expert review. It is achieved through the table of specifications.

3.6 Reliability of the test

Reliability is an important characteristic of a good test. A test is said to be reliable if its degree of accuracy stays stable and consistent each time it is conducted under the same conditions for the same sample of students (Veram and Beard, 1981) .

The test-retest method is considered. Thus, the same tests have been administered to the pilot sample of twenty students. The two administrations have been performed within a period of thirteen days, taking into consideration the time, place, and quietness of the administration of the tests on the two occasions. The Alpha-Cronbach formula is used to measure the reliability of the both tests. The

coefficient is found to be (0.91), for WBST. Whereas, ET found to be (0.77), which the both tests are considered acceptable.

3.7 Pilot Study

The pilot study allows gathering preliminary knowledge about the studied phenomenon (Mutz and Müller, 2016). The main purpose of such study is to collect information (implicitly incomplete, because only core studies allow collecting all the necessary data to verify the theses adopted in the work) to verify the chosen direction, formulate assumptions for the work, or check the correctness of the developed questionnaire – in the case of surveys (Kaur et al., 2017).

To know if there is any difficulty in the items of the test, a random sample consisting of (30) male and female students from the Department of Arabic Language, Geography and Psychology, College of Education for Humanities in the University of Tikrit. The test was administrated in the first semester of the academic year 2023- 2024. The time required for the student to answer all of the questions ranges between 50 and 55 minutes.

Table (2)

Sample of the Pilot Study

University	Males	Females	Total
Tikrit	15	15	30
Total	15	15	30

3.8 Item Analysis

Bachman and Palmer (1996) mentions that item analysis is a process that comprises different statistical means directed to investigate the quality of test items that have been given to students. The purpose behind this process is to discover the difficulty level and discrimination power of the items in the test. Item analysis is a number of procedures adopted to analyze test items properties regarding difficulty level and discrimination power. The quality of the test is estimated through investigating its internal consistency in terms of the students 'responses according to a statistical formula mentioned later.

3.8.1 Discrimination Power

According to Groulund (1974:211), the discrimination power (DP) is defined as the instrument which is used to find out the items of the test whether they are effective or not. So, the DP formula is used to find out the DP of the items. The discrimination power of the Wonderlic tests items was found to have a range of 0.28 to 0.64. Whereas, Proficiency test items range between 0.33 to 0.72.

Section Four: Analysis of Data and Discussion of Results

4.1 Comparison between the Mean Scores of Wonderlic Basic Skills Test and that of English Language Efficiency Test

In order to verify the second aim which states "*Is there a difference between EFL university students' performance in Wonderlic Basic Skills Test for English (WBST-V) and their performance in English Language Efficiency Test?*" Statistics show that the mean scores of the WBST is 75.49 and those of the ET are 66.16, with standard deviation 10.55 and 12.18 respectively. By using the t-test formula for two independent variables, the calculated t-value is found to be 7.088, while the tabulated t-value is found to be 1.968 at the degree of freedom 298 and level of significance 0.05. This means that there is a significant difference between the two tests, in favour of the WBST, as shown in table (3).

Table (3)

Means, Standard Deviation, and t-Values of the Students' performance in WBST and ELET

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
WBST	150	75.49	10.55	Calculated	Tabulated	298	0.05
ELET	150	66.16	12.18	7.088	1.968		

4.2 The Correlation between Iraqi EFL Students' performance in WBST and ELET

In order to verify the second aim which states "*is there a correlation between EFL university student's performance in Wonderlic Basic Skills Test for English (WBST-V) and their performance in English Language Efficiency Test?*". Accordingly, Pearson correlation coefficient is utilized. The results calculated reveal that the r-value is 0.059 and critical one 0.194 at a level of significance (0.05) and sample size

(150). Consequently, this indicates that there is no correlation coefficient between Iraqi EFL Students' performance in WBST and ELET, as shown in Table (4).

Table (4)

The Correlation between WBST and ELET

Sample Size	R- Value	Critical value	Significance 0.05
150	0.030	0.1593	Not Sig.

4.4 Discussion of the Results

The current study attempts to make a Comparative Study between the Wonderlic Basic Skills Test for English and the English Language Efficiency Test by EFL Postgraduate students in non-specialized departments at Tikrit University.

The results of the current study illustrate the EFL university students' performance in the two tests is different.

The results of the first aim show that there is a significant difference between the two tests, in favour of the Wonderlic Basic Skills Test where the mean scores of the Wonderlic Basic Skills Test is 75.49 and those of the English Language Efficiency Test is 66.16.

The second aim is related to the correlation between EFL university student's performance in Wonderlic Basic Skills Test for English and their performance in English Language Efficiency Test. The Pearson correlation coefficient is utilized. The results calculated reveal that the r- value is 0.059 and critical one 0.194 at a level of significance (0.05) and sample size (150).

Moreover, the results related to the third aim, the comparison made among EFL university students' performance in the two tests according to gender at a T-test formula for two independent samples is applied to achieve the fourth aim.

The second aim is related to the correlation between EFL university student's performance in Wonderlic Basic Skills Test for English and their performance in English Language Efficiency Test. The Pearson correlation coefficient is utilized. The results calculated reveal that the r - value is 0.059 and critical one 0.194 at a level of significance (0.05) and sample size (150).

Section Five: Conclusion and Recommendation

5.1 Conclusions

The following conclusions can be formed based on the findings of this thesis:

1. Wonderlic Basic skills test enables the connection of newly learned concepts with previous ones, and also contributes to the realization of meaningful learning by linking the topics with each other and with daily life.
2. It helps EFL learners to improve their understanding of English language.
3. The use of Wonderlic basic skills in an English class is responded to positively by the learners. It is proved by the students' writing improvement through practices.
4. Wonderlic basic skills engage learners in writing activity, and increasing learner's motivation to participate actively in the writing process.
5. Using Efficiency test in the classroom enables learners to develop their writing.
6. Teachers should design different lessons that can be presented by Wonderlic basic skills to raise learners' motivations.

5.2 Recommendations

The following recommendations are suggested in light of the favorable findings of this thesis;

1. The English teachers should make the situation of teaching and learning process interesting and enjoyable, so that the learners learn at easily and comfortably in their classroom.

2. Learners must learn to write more often to increase their writing process.
3. Learners must ask teacher if there is something does not understand.
4. Learners' abilities and knowledge should be enhanced in the classroom through training and practice exercises that help them overcome any obstacles or problems they may face during the writing.

Reference

- Al-Azzawii, Istabraq Tariq, (2000). "Visual Aids and Teaching Drama" . Tikrit University, Journal for Humanities Vol.13, No.1 January
- Arikunto, S (1997). *Research Methods*. Jakarta: Gramedia Group.
- Bachman, L. & A. Palmer (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Brown, D. (2000). *Language Assessment: Principles and Classroom. Practices*. New York: Pearson Education, Inc.
- Brown, H., (2000). *Teaching by principles, an interactive approach to language pedagogy*. Pearson education.
- Graulund, N. (1974). *Individualizing Classroom Instruction*. New York: Macmillan
- Harris, D. P. (1967) *Testing English as a Second Language* .New York: MC Graw Hill Book Com.
- Hughes, A.(1989).*Testing for language teachers*. Cambridge University Press.
- Journal of the Practice of Cardiovascular Sciences, 5(3), 157.
- Kaur, N., Figueiredo, S., Bouchard, V., Moriello, C., and Mayo, N. (2017). *Where have all the pilot studies gone? A follow-up on 30 years of pilot studies in Clinical Rehabilitation*. *Clinical Rehabilitation*, 31(9), 1238-1248. <https://doi.org/10.1177/0269215517692129>.
- Lado, R. (1961). *Language testing: The construction and use of foreign language tests: A teacher's book*. Bristol, Inglaterra: Longmans, Green and Company.
- McNamara, S. (2000). *Stress in Young People: What's New and What Can We Do?* New York: Continuum.
- New Mutz, M., and Müller, J. (2016). Mental health benefits of outdoor adventures: Results from two pilot studies. *Journal of Adolescence*, 49, 105-114, <https://doi.org/10.1016/j.adolescence.2016.03.009>.
- Payne, J. (1999) *All things to all people: Changing perception of 'Skill' among Britain's policy makers since the 1950s and their implications*. SKOPE Research Paper No.1, Warwick University.
- Verma, G. K. and R. M. Beard (1981). *What is educational research? perspectives on techniques of research*, United Kingdom: Gower Publishing Company.
- Yusoff, M. S. B. (2019). ABC of content validation and content validity index calculation. *Education in Medicine Journal*, 11(2), 49-54.