

Difficulties of Electronic Tests as Perceived from the Point of View of the Students of English Department/ Basic Education College

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Abstract

The present research searches on the difficulties of electronic tests facing fourth stage students / College of Basic Education. The community of this research includes fourth students stage of the academic year(2022–2021) in the Basic Education college of the university of maysan / Department of English. The researcher used descriptive and analytical method ,and to achieve the goal of the research, the researcher made a questionnaire and showed this questionnaire to the specialist of supervisors in teaching English in order to get the validity and reliability. The questionnaire of this research includes the following area Personal difficulties, Financial difficulties and difficulties in the test questions. The total number of community is (90) students. The researcher randomly selects (30) students from the community to represent the sample of his study. The main results of this study shows that there is failure in providing internet connecting at all homes during the time of tests . Curriculum items are not suitable to the electrical teaching. Based on the findings of the current research, the researcher recommends that the College of Basic education should be asked the local government to provide city with high quality of internet package during the exams and the ministry of higher education

should ask the departments of English to summarize the contents of the curriculum as much as possible so as to suit the aims of electronic tests.

Keywords: Electronic Tests, Online Examination, Testing Difficulties, Students' Perceptions, E-learning Challenges, Assessment Methods.

صعوبات الاختبارات الإلكترونية من وجهة نظر طلاب قسم اللغة الإنجليزية / كلية التربية الأساسية

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الملخص

تبحث هذه الدراسة في الصعوبات التي يواجهها طلاب المرحلة الرابعة في كلية التربية الأساسية خلال الاختبارات الإلكترونية. شملت عينة الدراسة طلاب المرحلة الرابعة للعام الدراسي ٢٠٢١-٢٠٢٢ في كلية التربية الأساسية بجامعة ميسان، قسم اللغة الإنجليزية. استخدم الباحث المنهج الوصفي التحليلي، ولتحقيق هدف البحث، قام بإعداد استبيان وعرضه على مشرفي تدريس اللغة الإنجليزية المختصين للتأكد من صحته وموثوقيته. تضمن الاستبيان ثلاثة محاور رئيسية: الصعوبات الشخصية، والصعوبات المالية، والصعوبات المتعلقة بأسئلة الاختبار. بلغ عدد أفراد العينة ٩٠ طالبًا، اختار الباحث منهم عشوائيًا ٣٠ طالبًا لتمثيل عينة الدراسة. أظهرت النتائج الرئيسية للدراسة وجود مشكلة في توفير خدمة الإنترنت في جميع المنازل وقت إجراء الاختبارات. لا تتناسب بنود المنهج الدراسي مع تدريس الهندسة الكهربائية. وبناءً على نتائج البحث الحالي، يوصي الباحث بأن تطلب كلية التعليم الأساسي من الحكومة المحلية تزويد المدينة ببنية إنترنت عالية الجودة خلال فترة الامتحانات، وأن تطلب وزارة التعليم العالي من أقسام اللغة الإنجليزية تلخيص محتوى المنهج الدراسي قدر الإمكان بما يتناسب مع أهداف الاختبارات الإلكترونية.

الكلمات المفتاحية: الاختبارات الإلكترونية، الامتحانات عبر الإنترنت، صعوبات الاختبار، تصورات الطلاب، تحديات التعلم الإلكتروني، أساليب التقييم

1. Statement of the problem

Tests are done in education for measuring the development of the students ability in education. Achievement test is depended one some tests .These tests may be subjective or objective. All the tests are done in the Colleges of different specialists. Electronic test is one of these tests.

Electronic test is a standardized and continuous evaluation process that aims to measure students' performance electronically through the use of certified websites. This kind of tests is done for many reasons and the main reason is the covid- 19. There are some difficulties that face students in answering the questions of electronic test. Therefore, the present research tries to shed light on the main difficulties that face student in the electronic tests as well as on the remedies of these difficulties through answering the following question: what are the main difficulties that face students during the electronic tests?

1.1. Aim of the study

This research aims to:

- 1- identifying the main difficulties which face students of English department/ fourth stage in electronic tests.
- 2- finding out some solutions and suggestions which reduce the effect of these difficulties on the electronic tests.

In order to achieve the aim of the current research, the research tries to answer the following questions:

- 1-What are the main difficulties that occur in electronic examinations, from the point of view of the students of the fourth stage / Department of English Language?
- 2- How could we reduce the effect of these difficulties on electronic tests of English language ?

1.2.limited of the study

This study is limited to verifying the main difficulties which meet the students in electronic tests/ fourth stage students/English department/Basic Education College/University of Misan in the year (2021-2022) .

2.Theoretical Background:

2. 1 Features of electronic tests

The features components of computer based tests of knowledge. The interactively Multimedia items; New opportunities to answer: Show and hit (point and click), – Download and run (drag and drop), Development (performance – based); independence of space and time; A one–man–testing: an opportunity to respond immediately retesting; Self–control of students; Need for feedback; Online Resources; Accessibility to information on the Internet – to increase achievement; Security – issues disconnect; Lower price. It is necessary to develop a system which: 1. Permits the rapid production of a variety of question types. 2. Is flexible enough for staff (teachers) to author and maintain question banks and retain some measure of ownership of the material; 3. Provides (the course of events) a courseware management system to maintain a range of assignments and classes with associated marking and grading schemes, accordingly difficulty and syllabus. (Hmdi, 2011: 27).

2.2 Types of tests: The main tests are:

1. Ability test :It is intended to measure people’s skill in a language without having any guidance in that language it is named as ability test.
2. Situational test Placement tests are designed to place students at an opposite level in a programmer or course on the basis of their present level of proficiency.
3. Achievement test Achievement test is related to a particular course of study or programmer.
4. Investigative test The most popular test to pinpoint the areas of difficulty the students faced as well as the strengths and weaknesses of the students is known as investigative test.
5. Aptitude test Aptitude test assesses learner’s aptitude for learning a language. This type of test tries to measure the students probable performances in a foreign language which he has not started to learn. (Ahmed, 2015:80– 85) .The sub–tests of this test are:

5.1. Placement tests: Placement tests, as their name suggests, are intended to provide information that will help to place students at the stage of the teaching programme most appropriate to their abilities.

5.2. Diagnostic Tests: Diagnostic tests reused to spot the learners' strengths and weakness. Heaton (1990:13) compares such type of test with a diagnosis of a patient, and the teacher with a doctor who states the diagnosis.

5.3. Progress or achievement tests: Progress or achievement tests aim to measure what has been learnt over a longer period of time. Jeremy Harmer in his "The Practice of English Language Teaching" writes: "These tests are designed to measure learners' language and skill progress in relation to the syllabus they have been following."

5.4. Proficiency Tests: Proficiency tests give a general picture of a student's knowledge and ability rather than measure progress. Longman Dictionary of LTAL suggests: "A proficiency test is not linked to a particular course of instruction, but measures the learners general level of language mastery." (Hughes, 1989: 5)

3. Population and sample:

The total numbers of the involved sample (30) students of college of Basic education at English department. This sample has been selected randomly from its community which was (90) students.

3.1 Construction of the Questionnaire

The first thing to be made is the selection of the study instrument . The researcher has constructed a questionnaire which includes twenty four items distributed among three major areas : personal difficulties, financial difficulties and difficulties in the test questions, The questionnaire is used to collect the required data which have been treated statistically as follows: each item which is "agree" takes (3) , each item which is assigned "strongly agree" takes (2) and each item which is assigned "abstained" takes (1). See table (1).

Table(1)The constructed of questionnaire with its items

Items	agree	strongly agree	Abstained
Personal difficulties			
1.I feel anxiety when performing the test electronically.			
2.I have no previous experiences in electronic test.			
3.I have no experience in the internet programs.			
4. I feel up rest of hacking my personal account by another person.			
5. I am embarrassed when there is a problem in the internet connection.			
6. lack of past experience in an electronic tests that hinder me in doing my test as much as possible.			
7. Lack of personal interaction between the students and teacher in electronic test because the problem of internet connection			
Financial difficulties:			
8. I have no money to share in supra internet connection			
9.I share in the supra internet connection ,but bad internet services hinders me in sending my test easily.			
10. My financial difficulties lead me to the defect in sending my answers on internet many times.			
11. English department does not help poor students who they suffer some of the financial difficulties.			
12.I do not have any sources of electrical energy when the power is turned off during the electronic exam.			

Difficulties in the test questions:			
13. Time does not save me in answering my questions.			
14. I feel some worry because I don't get a good scores in electronic tests .			
15. I suffer from difficulty in downloading my answers through the electronic tests.			
16. I have difficulty in typing my questions through electronic tests .			
17. Some kinds of the questions do not fit with the electronic tests.			
18. Some types of the questions do not fit with limited of time.			
19. I have no past experience in answering my questions on internet programmed.			
20. I suffer from high anxiety during answering my electronic tests			
21. I have no sources to decrease an electrical problem that face me during my electronic test			
22- There is no ways of reducing cheating during electronic tests therefore this problem make me up rest during all examinations.			
23- Teachers focus on objective tests and neglect the subjective tests.			
24- Some tests of electronic tests do not measure the individual differences between students.			

3.2 Pilot Study:

Sixteen teachers of English at primary schools in the City of Missan are chosen randomly in order to find out the appropriateness of the questionnaire items to the field of this study. The following three areas

are specified as the most important ones; personal difficulties, financial difficulties and difficulties in the test questions. As a result of this pilot study, a few modifications are made to the questionnaire items.

3.3 Questionnaire Validity:

An instrument validity is a reflection of how well it measures what is designed to measure Bergman (1981:150). Validity of a test is "the extent to which it measures what it is supposed to measure and nothing else" Heaton (1988:159). Face validity is achieved by exposing the test to a jury of specialists in the fields of EFL. In the light of the juror's comments and suggestions, some items are dropped out, and others are rewritten.

3.4 Reliability:

Gronlund (1981:199) states that reliability is an important characteristic of evaluating results. Brown (1987:221) regards reliability as "the careful specification of analytical scoring instrument that can increase scorer's reliability". In order to check the reliability of the adopted questionnaire, a sample of sixteen teachers is chosen from the original population of this study. Data obtained by the researcher himself and another observer have been statistically correlated to each other by using person correlation coefficient. The correlation coefficient is 0.86 which is considered a high degree of reliability.

3.5 Administration of the questionnaire: After the questionnaire has gained its validity and reliability qualification, it has been applied to the selected sample which consists of (30) students on the 21, December 2021. Later on the questionnaires are collected to be calculated.

3.6 The Statistical Tools:

The following statistical means have been used to achieve the aim of this study:

1-Percentage

2-Pearson Correlation Coefficient:

$$R = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

3-Weighted Mean(Fisher formula).

$$X W = \frac{N_1 x_1 + N_2 x_2 + N_3 x_3 + \dots}{N_1 + N_2 + N_3 + \dots} \quad (\text{Fisher, 1955:237})$$

4. Analysis of Data:

At the end of this study and in order to realize its aims , the collected data have been analysed statistically after the administration of the questionnaire to the sample of this study.

4.1 Personal difficulties:

There is no difficulties face students in this area since the average weighted mean of this area is (2.38) which is higher than theoretical mean which is (2), moreover the results of this area is arranged as follow: Items with numbers (2,1,6,7,3,5 and 4) have the weighted means (2.9, 2.8, 2.7, 2.6, 2.3, 2) respectively which have equal or more than theoretical means , whereas item with number (4) has the weighted mean (1.4) which is less than theoretical mean which is (2).

Table(2) Item number, item rank, item content and weighted mean of personal difficulties

Item number	Item rank	Item content	Weighted mean
2	1	I have no previous experiences in electronic test.	2.9
1	2	I feel anxiety when performing the test electronically	2.8
6	3	lack of past experience in an electronic tests that hinder me in doing my test as much as	2.7

		possible.	
7	4	Lack of personal interaction between students and teacher in electronic test because the problem of internet connection	2.6
3	5	I have no experience internet programme.	2.3
5	6	I am embarrassed when there is a problem in the internet connection	2
4	7	I feel up rest of hacking my account by another person.	1.4
Average			2.38

4.2 Financial difficulties:

Table (3) shows that there is financial difficulties that face students in this area and these difficulties are arranged as follow: Items with number (9,10,12,11 and 8) respectively have the weighted means are (1.4,1.2,1.1,1 and1) which is less than theoretical mean which is (2).

Table(3)Item number, item rank, item content and weighted mean of financial difficulties

Item number	Item rank	Item content	Weighted mean
9	1	I share in the supra internet connection ,but bad internet services hinders me in sending my test easily.	1.4
10	2	My financial difficulties lead me to the defect in sending my answers on internet many times.	1.2
12	3	I do not have any sources of electrical energy when the power is turned off during the electronic exam.	1.1
11	4	English department does not help poor students who they suffer some of the financial difficulties.	1
8	5	I have no money to share in supra internet connection	1
Average			1.14

4.3 Difficulties in electronic tests:

Table (4) states that there is difficulties in electronic tests since the average weighted men of this area is (0.51) which is less than theoretical mean which is (2). The results in this table are arranged as follow: Item with numbers(17, 18, 21, 13, 15,22, 19, 16 ,20 ,14 ,23 and 24) have the weighted means (1 ,1 ,0.9,0.8 ,0.6, 0.5,0.4, 0.3,0.2 ,0.2,0.1 and 0.1) respectively have the weighted means which is less than theoretical degree which is (2). See table (4).

Table(4)Item number, item rank, item content and weighted mean of difficulties in electronic tests

Item number	Item rank	Item content	Weighted mean
17	1	Some kinds of the questions do not fit with the electronic tests.	1.1
18	2	Some types of the questions do not fit with limited of time.	1
21	3	I have no sources to decrease an electrical problem that face me during my electronic test	0.9
13	4	Time does not save me in answering my questions.	0.8
15	5	I suffer from difficulty in downloading my answers through the electronic tests.	0.6
22	6	There is no ways of reducing cheating during electronic tests therefore this problem make me up rest during all examinations.	0.5
19	7	I have no past experience in answering my questions on internet programmed.	0.4
16	8	I have difficulty in typing my questions through electronic tests .	0.3
20	9	I suffer from high anxiety during answering my electronic tests.	0.2
14	10	I feel some worry because I don't get a good scores in electronic tests.	0.2
23	11	Teachers focus on objective tests and	0.1

		neglected the subjective tests.	
24	12	Some tests do not measure the individual differences between students.	0.1
Average			0.51

4.5 Conclusions

1-There is no personal difficulties that face students of English department in electronic tests .

2-The are financial difficulties face students in doing electronic tests.

3-Students of English department suffer in high difficulties in electronic tests.

4.6 Recommendations

1-The responsibility of English department is to decrease the effect of financial difficulties that face students during the electronic testes and this done by contact the local governorate or even though ministry of higher education to prepare the environment of electronic tests by providing the students who they suffer from difficulties in economical sources.

2-Since the students have no past experience in doing electronic tests, therefore it should be difficulty that face them in these kinds of tests ,so how could we help them! This responsibly of mystery of higher education to prepare some technical trainers who they are specialist in electronic tests to make some workshop that help the students to overcome such as kind of difficulties in testing electronic tests.

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