

THE FACTORS AFFECTING THE TEST PERFORMANCE OF ENGLISH RECEPTIVE SKILLS: A MONGOLIAN CASE STUDY

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This study was conducted to examine different factors related to teaching and learning English language receptive skills influencing students' test performance in a metropolitan city of Mongolia. Numerous studies have investigated the influence of different factors (teaching-related, learning-related and socio-economic) on students' English language achievement. However, factors affecting English language learning in Mongolia have not been well researched yet. Therefore, there is a need to find out the influencing factors to develop the teaching and learning of the English language in Mongolia. For teaching-related factors, Fidler's results (2002) indicated that teaching methods, the use of classroom management skills and teachers' experience impact student's language achievement. Learning-related factors such as the use of learning strategies, students' attitudes, motivation, language anxiety are also related to their language achievement (Ghafournia & Afghari, 2013). Other important factors which are related to students' socioeconomic status, e.g. parental education, students' gender and age have also been found to have a positive effect on students' language performance (Farooq et al., 2011). In Mongolia, the core curricula for primary, lower, and upper secondary education are the most important documents guiding English language teachers. The core curriculum for basic education includes grades 6–9 and provides guidance for each subject including syllabi, teaching methods, and assessments. In this curriculum, English language students in the 6th to 8th grades are required to meet the English language A1 to A2 levels of the Common European Framework of Reference for Languages. This study aimed to find out how teaching and learning are related, as well as how socioeconomic factors affect students' test performance. The respondents for this study were English language teachers (N=73), and 6th and 8th grade students (N=214). The study was conducted by using a questionnaire for information gathering about teaching and learning strategies; student performance was assessed with an online test. Correlation analysis was used for identifying the relations between teaching strategies, learning strategies, and test performance. A regression analysis was also used to examine whether there were any significant predictors of students' test performance. The results of the study revealed that students' learning strategies had stronger relations with test scores than teaching strategies. A more intensive use of teaching materials was shown to be the best indication of students' achievement. Family characteristics like parental education were also significant predictors of students' performance. Understanding the factors that may contribute to the academic success of students' English achievement remains an important area of research.