Assessing EFL Learners Ability in the Recognition And Production of Homophones

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Abstract

This study deals with the orthographic processing ability of homophones which can account for variance in word recognition and production skills due to phonological processing. The study aims at: A)Investigating whether the students can recognize correct usage and spelling comprehension of different homophones by using appropriate word that overlapped in both phonology and orthography. B)Assessing spelling production word association to the written form of the homophone in the sentence comprehension task. To achieve these aims, two tests have been conducted and distributed on 50 students at first stage at the College of Education(Ibn-Rushd) for the academic year 2010-2011. The two tests are exposed to a jury of experts for the purpose of ascertaining their validity. The split-half reliabilities (Spearman-Brown corrected) from this task were .93 and .82, respectively to calculate their reliability coefficient. The results show that there are statistical differences between the two tests: the recognition test and the production test show that the testees have achieved better performance in the recognition test(75%)than in the production test (25%) .

1.Introduction

Homophonous are words that have been used in cognitive research to investigate the relative influence of phonology, orthography, and semantics during word recognition , production and retrieval, with or without context. Homophonous words in this study include homophones, or words that share some combination of phonology and/or orthography but have different meanings associated with them. Although the definitions that are associated with the homophonous words are often used interchangeably, this study uses Webster's definitions (Mish, 1991:98)*Homophones* (e.g., *beach*, *beech*) are two words that share the same sound (phonology), but differ in spelling (orthography) and meaning (semantics) (Gorfein, Viviani, & Leddo, 1982:67).

Treiman & Baron(1983:50)say that it is hardly surprising that a considerable attention has recently been given to the role of phonological processes in reading comprehension. An enormous amount of research has indicated that there are critical linkages between the development of phonological abilities and the acquisition of word recognition and production skills.

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Nevertheless, despite the importance of phonological variables in explaining variance in the acquisition of word recognition and production skills, it is possible that another class of factors could explain additional variance. Although the correlations between phonological processing skill and word recognition ability and word production ability are quite high, they still probably leave some reliable word recognition variance unaccounted for. In addition, some investigators have argued that the development of a minimal level of phonological sensitivity is necessary but not sufficient condition for the development of efficient word recognition processes (Juel, Griffith, &Gough, 1986: 56).

Recently, theoretical attention has centered on orthographic processing abilities as a potential second source of variance in word recognition ability. However, isolating individual differences on this dimension is problematic because there is little doubt that the development of orthographic processing skill must somewhat be dependent on phonological processing abilities (Barron,1986:76; Jorm & Share, 1983:87).

Speech errors are widely used as tools to understand the processes underlying spoken language production and to investigate the roles of phonology, morphology, semantics, and syntax in production (Corder,1973:98). Although considerable research has been conducted on speech errors, or "slips of the tongue", little research has investigated comparable errors in written language production, or "slips of the pen" .The present study extended research on language production errors to slips of the pen that occur when homophones (e.g., *write, right*) substitute for one another in written contexts. Specifically, the investigating of the influence of phonological and orthographic primes, as well as homophone dominance, on substitution errors.

The problem is that even if differences in orthographic processing abilities had as their proximal cause differences in exposure to print, reading practice may simply be determined by how skilled the reader is at phonological coding.

2. Defining Homophones ?

Simply stated, a homophone is a group of words that are pronounced the same, but spelled differently to give different meanings. For example the words: "to", "too" and "two". The key to getting them right is to learn the meaning of each of these words, the word "two" is the word for the number "2", and that "too" means that something is more than enough or excessive (Hotopf, 1983:76).

The problem is, not everyone is always clear about the meanings of the words they are using. These are just a few example of the most commonly misused homophones, which happen to be the ones that are simple to learn, and therefore easy to avoid (Jorm & Share, 1983:88).

2.1 Effect vs. Affect:

Perhaps the most commonly confused words are *effect* and *affect*. They look alike; they sound alike. But while they often relate to each other, they cannot be interchanged.

- *Effect* is a noun that means the result of something, the end product.
- *Affect* is a verb that means to influence.

Perhaps the easiest way to remember the difference is by mentally making the following connection: a verb is an action. Action starts with "a." *Affect* starts with "a." *Affect* is the verb.

2.2 Accept vs. Except

Accept and except sound alike, but they have very different meanings.

Accept: is a verb that can mean to agree to, respond affirmatively, receive or consent to

Except: is a preposition or conjunction that means excluding or other than Perhaps the easiest way to remember the difference is by remembering synonyms for each that start with the same beginning: Accept – agree, acknowledge, approve; Except – excluding.

2.3 Ensure vs. Insure

The definitions of ensure and insure are very similar. In some instances, they may be interchangeable. But their uses are slightly different.

Ensure means to guarantee, to make sure

Insure means to guarantee against loss or harm, as in insurance

Generally, it is safe to use insure when speaking about insurance policies and the like. Ensure should be used with most other circumstances, such as in the following sentences: *Study hard to ensure you pass the test. Put money aside to ensure you have enough for retirement* (Gorfein, Viviani, & Leddo, 1982:59).

2.4 Complement/Compliment

A complement is something that provides completion to or enhances something. In the phrase "a complement of doctors", for instance, the word refers to a number that is required to make up a whole group.

A compliment is an expression of praise or flattery.

2.5 Council/Counsel;

Jorm & Share (1983:89) show that the council and counsel are the same in sounds but differ in spelling, and meaning ,i.e. the transcription of council/`kaonsl/ , and for counsel is/`kaonsl/.

A *council* is a group that is appointed or elected to offer advice or handle administrative or legislative affairs. (Example: a student council.)

Counsel is advice or guidance on how to act or behave.

2.6 Desert/Dessert

A *desert* is an extremely dry area that is usually very sandy.

A *dessert* is a sweet food that is typically served at the end of a meal.

2.7 Discreet/Discrete

Being *discreet* is being tactful and circumspect. An example would be, "Sally did not want to make a fuss when leaving the party, so she was very discreet when she stepped out."

Being *discrete* refers to something consisting of unconnected parts that are distinct. For example, "Monitoring temperature and triggering an alarm are actually discrete functions but the modern oven integrates them seamlessly."

2.8 Principal/Principle

A *principal* refers to a main or primary person in a given situation, such as, "John put in the most money when that business was purchased so that makes him the principal owner."

A *principle* can be a rule, a standard, or the essence of something.

2.9. Slight/Sleight

Slight as a noun means a snub or an act of omission.

Sleight, nowadays, usually refers to dexterity or skill. The expression "sleight of hand" uses this word (Gorfein, Viviani, & Leddo, 1982:70).

2.10 Stationary/Stationery

Stationary describes something that is not moving.

Stationery is the name for writing materials and office supplies.

2.11 Possessive or Not?

Other commonly confused words involve the possessive adjectives "their" and "your."

2.11.1 They're, There and Their

They're, there and there are frequently exchanged for one another, but they have very different meanings.

- *They're* is a contraction for they are (or they were, but that's not as common).
- *There* is a location - "over there" or a generalized statement, such as in "there is" or "there are."
- *Their* is the possessive. It means an item that belongs to them.

2.11.2 You're and Your

As with *they're and their* , you're and your are often switched.

- *You're* is a contraction for you are (or you were)
- *Your* is the possessive. It means an item belonging to you.

In both of these cases, the apostrophe indicates the contraction. The word that ends in "r" is the possessive.

2.11.3 Its and It's

The apostrophe in *"it's"* does not indicate possession, and this is where much of the confusion lies. As in the circumstances above, the apostrophe indicates a contraction, in this case *it is* (or it was, though that is not as common). *"Its"* is the possessive word, referring to an item or characteristic belonging to it.

   It's is a contraction of *it is*.

   Its is a possessive form of the word *it*.

2.11.4 Who's/Whose

This pair works the same way as *it's* and *its* (see above).

Who's is a contraction of *who is*. For example, "John, who's very popular, will most likely get elected as head of the student council."

Whose is the possessive form of *who*. An example would be, "Sally, whose home is far from school, may qualify to ride on the school bus."(Jorm & Share, 1983:90).

2.12 Other List of Homophones

   The following is a list of homophones and their first meanings or common meanings according to Merriam-Webster dictionary(Mish,1991:45-190):

   Ad : An advertisement.
   Add : to combine, join, unite or to find a sum.

   Advice : (noun) - suggestion or recommendation.
   Advise : (verb) - to suggest.

   Affect : (verb) - to change.
   Effect : (noun) - result.

   Ate : Past tense of verb [to eat].
   Eight : number 8.

   Aisle: is a passage;
   I'll: is a contraction of the words I and will or I and shall.

   Accept : (verb) - to receive willingly, to approve, to agree.
   Except : (preposition or verb) - exclusion or leave out.

   Ail: means sick;
   Ale: is an alcoholic beverage.

   Allowed: means to allocate or permit;
    Aloud: means in a loud manner.

Beach: Sides of a river.
Beech: Kind of tree.

Buy : (verb) - to purchase.
By : next to something, by way of something.
Bye : Used to express farewell. Short for [goodbye].

Choose : (verb) to make a choice or selection.
Chose : past tense of the verb [to choose].
Choice : (noun) choosing; selection.

Cite : to mention something or to quote somebody as an example or proof.
Site : the location of an event or object. A website.
Sight : ability to see, a thing that can be seen.

Decent : kind, tolerant, respectable, modest.
Descent : family origins or ancestry. Also the process of coming or going down.
Dissent : (verb or noun) disagreement with a prevailing or official view.

Eat : to put food into the mouth, chew it and swallow it.
It : the thing, animal or situation which has already been mentioned.

Four : number 4
For : to indicate the object, aim, or purpose of an action or activity.

Here : in, at, or to this place.
Hear : to perceive (sound) by the ear.

Knew : past simple of the verb [to know].
New : recently created.

Know : (verb) to be familiar with someone or something.
Now : at the present time or moment.
No : negative reply, refusal or disagreement.

Mail: is material sent or carried in the postal system;
Male: refers to a man or a boy.

Many : consisting of a large number, numerous.
Money : currency or coins issued by a government that can be exchanged for goods and services.

Off : away, at a distance in space or time.
Of : belonging to or connected with someone or something.

Pail: is a bucket;
pale: is a light shade.

Pair: means two things designed to work together;
Pare: means to trim;
Pear: is a fruit.

Peace : freedom from war and violence.
Piece : a part of something.
Then : refers to time or consequence.
Than : used to compare or contrast things.

Right: means correct;
Write: is the act of writing.

Road: is an open path for vehicles;
rode: is the past tense of ride.

To : preposition (I went to school) or part of an infinitive (to go, to work).
Too : also (I like you too) or in excess (That is too much).
Two : number 2

Wander : to walk aimlessly or without any destination.
Wonder : (noun) feeling of surprise and admiration. (verb) desire to know.

Weather : the atmospheric conditions in area, with regard to sun, cloud, temperature, wind and rain.
Whether : introduces indirect question involving alternative possibilities.

Where : to, at or in what place.
Were : past tense of the verb [to be]
Wear : to have clothing, glasses, etc. on your body.

waist: is the narrow part of the body above the hips;
waste: is a sparsely populated area and means to destroy or damage gradually.

Write : (verb) To form letters, words, or symbols on a surface (like paper) with a pen or pencil.
Right : morally good, proper. Also opposite of left.

3.1. Phonological representation of homophones

There are distinct representations for homophones at the semantic level and syntactic level, but a shared representation at the word form level. These three levels of representation are necessary to access a whole lexical entry, which subsequently activates its corresponding phonemes at the segment level (Treiman & Baron,1983:126).

Corder (1973:87) states that lexical level incorporates both syntactic and phonological features and is connected to a segment level .However, the feedback links between word form and segment level, whereby activation can spread in both directions between these two levels.

3.2 *Orthographic Processing* :

The homophones must have separate orthographic representations, but not necessarily two phonological representations. it is difficult to infer whether having two orthographic representations might influence the extent of generalization for homophones. More generalization might occur because of feedback mechanisms between orthography and phonology, with orthographic providing greater feedback and hence a stronger correct effect. However, it is also possible that there could be inhibition between orthographic entries for homophones, which might lead to less generalization than for homophones. In order to understand how these inhibition and activation processes might work, for visual word recognition and reading aloud (Coltheart et al., 2001:87).

This independent orthographic variance was related to performance on a new measure of individual differences in exposure to print, the Recognition Test , theoretical attention has centered on orthographic processing abilities as a potential second source of variance in word recognition ability. However, isolating individual differences on this dimension is problematic because there is little doubt that the development of orthographic processing skill must somewhat be dependent on phonological processing abilities (Barron,1986:65; Jorm & Share, 1983:57).

3.3 Homophone Recognition Test

A homophone recognition test was constructed to assess participants' knowledge of the spelling comprehension and meaning of individual homophones. For each of the sentence was constructed ,there are two or more homophone ,so that it could only be completed with the contextually appropriate homophone (e.g., *The surfers arrived early at the (beach),* or *(Beech) nuts are a good addition to any salad.*). Sentences were visually presented with a blank space in place of each homophone. Both members of the homophone pair followed each sentence so that participants could circle the correct homophone to fill in the blank. Counter balancing of the sentences and homophone order resulted in four versions of the recognition test (Galbraith and Taschman ,1969:12).

3.4   Homophone production Test

A homophone productive test was constructed to assess participants' knowledge of the spelling production and meaning of individual homophones, such as sun-son, night-knight, etc. An ambiguous word of one spelling and homophone when the ambiguity is in the spoken form responses for homophones presented aurally to those presented in written form. To do this, using productive measures of homophones: which required participants to decide if the written form of a homophone made sense given either an appropriate or inappropriate sentence context, and frequency in writing (Gorfein, Viviani, & Leddo, 1982:95).

Whereas White and Abrams (2004:5) say that the association responses to visually presented homophones, others have used auditory presentation. One advantage of using auditory presentation is that one can obtain association responses simultaneously with a second indicator of homophone dominance: spelling. Participants were asked to write the correct spelling of the word they heard alongside the printed cue on the answer sheet. The responses were scored for correctness. Consistent with the purpose of the methodology it was discovered that participants were not always able to supply the correct spelling for the auditory homophone-written word combination.

3.5 Homophone Effects:

In order to account for homophone effects in terms of this inconsistent feedback explanation, further, that lexical decisions must be made primarily on the basis of patterns of activation in the orthographic units. (Jorm & Share, 1983:27).

Gorfein, Viviani, & Leddo(1982:97) argue that the basic impact of using homophone word was to make the lexical decision task more difficult, which then increased the chances that the existence of a homophonic mate would interfere with interactive sets of processing units representing orthography, phonology, and semantics. In this. For example, one could certainly propose that these competition effects arise at the semantic level. That is, if a phonological code played a primary role in early processing, homophones would activate multiple semantic representations (e.g., for both MAID [servant] and MADE [created]. The result of the semantic units and, thus, semantic ambiguity appears to have a facilitator effect, rather than an inhibitory effect, when processing individual words.

Homophone effects must be phonologically based and specifically are due to the fact that homophones generate inconsistent feedback from phonology to orthography. The result is that homophones create competition among orthographic units. The idea that inconsistent feedback from phonology to orthography can affect processing , the notion is that initial orthographic processing of a letter string feeds forward to create a pattern of activation in phonological units, which, in a fully interactive model, in turn feeds back to the orthographic units.(Corder,1973:92).

4.Research Design and Method of the Study
4.1Population and Sample of the Study

The population is Iraqi EFL College students at University of Baghdad, and the total number of first year students` population enrolled in this University is (240). The sample is randomly selected from the College of Education (Ibn-Rushd) 50 first stage students for the academic year 2010-2011 ,they expose to two tests of recognition and production of homophone pair or more words. .

4.2 Instrument

The instrument used in this study involve: two tests of recognition and production homophone words, the two tests have been constructed from the data gathering from the available resources.

4.2.1 Description of the Tests:

The last procedure carried out by the researcher is the application of two achievement tests; one is the recognition homophone test, and other the production homophone test.(Appendixes 1,2).

The recognition homophone test is constructed of 10 pair sentences and in the production homophone test is constructed of 15 sentences, each item contains two words the same pronunciation but they have different meanings and spellings and the students must choose the one correct spelling homophone. They are closed-ended, i.e. multiple-choice items and restricted-response where the answers are formulated by the testees themselves; scoring is objective. The two tests have been tried out on a sample of fifty students at first stage.

The statistical correlation between the scores of two tests as well as an external criterion are established to find an efficient criterion, since these tests are measuring language usage in an educational context.

4.3 Correlation Coefficient (of Validity and Reliability)
4.3.1Validity

Richard and Schmidt(2002:575) define the validity as the degree to which a test intended to measure or what it is supposed to measure. Validity of the tests are verified by exposing them to a number of experts in the field of EFL who agreed on the suitability of the instrument to measure the aims of the present study consisting of a number of prominent figures in the field of language teaching methodology and linguistics to decide how the test looks to specialized linguists and educators. The jury members are:
  1. Prof. Riyadh Khalil Ibrahim,(Ph.D.), in Linguistics ,College of Languages, University of Baghdad.
  2. Asst. Prof. Abdul Kareem Fadhel,(Ph.D.) in Linguistics ,College of Education(Ibn-Rush), University of Baghdad.

3. Asst. Prof. Abass Lutfi, ,(Ph.D.) in Linguistics ,College of Education(Ibn-Rush), University of Baghdad.
4. Asst. Prof.Audul Jabbar Darwash ,(Ph.D.)   ELT, College of Basic Education, University of AL-Mustansiriya.
5. Asst. Prof. Salam Hamid,(Ph.D.) ELT, College of Education (Ibn-Rushd), University of Baghdad.
6. Asst. Prof. Mua`ad M. Saeed,(Ph.D.) ELT, College of Education (Ibn-Rushd), University of Baghdad.

4.3.2.Reliability
   Reliability is one of the necessary characteristics of any good test .It refers to stability of measurement which makes validity possible and indicates the amount of confidence that can be placed in results of the test (Oller,1979:4) .
       Two types of reliability are applied to computed the reliability of two tests, The split-half reliabilities (Spearman-Brown corrected) of the recognition test and production test spelling measures of homophones were .93 and .82, respectively.

4.4 Pilot and Final Administration of the Instruments:
       A pilot administration of the instrument has been done with a sample of 50 first stage students. The procedure has been followed to the same sample after two weeks in order to answer both tests which require from the students to choose the suitable word from multiple meaning in production and recognition response between 30-35 minutes (Appendixes1,2).All the answers have been collected by the researcher to calculate the number of correct responses, percentage of correct answer.
       Being certain that the instrument is valid and reliable, two tests have been administered at different days to the selected sample. The researcher has explain the aims behind these instrument for the testees. Then the testees answer (both tests) are collected by the researcher and then scored and tabulated in order to find out the final results.

4.5 Scoring Scheme:
   Scores for correct acceptances were calculated by dividing the number of appropriate sentences that had not been circled by the total number of participants. correct rejections occurred when both an inappropriate sentence and its corresponding inappropriate homophone had been circled

5.Results and Discussions
5.2 Recognition and Production of Homophone Test:
       The analysis of two tests, namely the recognition test and the production test show that the testees have achieved better performance in the recognition test (75%)than in the production test(25%).This confirms Corder`s stipulation that

"there   is a general belief amongst teachers that a learner's receptive ability normally exceed his productive abilities, and that recognition of a item is easier than its retrieval in production"(Corder,1973:202).

5.2.1 Recognition of Homophone Test:

This test intends to investigate whether the students can recognize correct usage and spelling comprehension of different homophones by using appropriate word that overlapped in both phonology and orthography. The test consists of ten pair sentences(Appendix 1),asking the students to choose the correct spelling in the blank. The researcher collects and calculates, the answer of homophone, No. of correct responses and percentages of homophones recognition test shown in Table 1 revealed that more words occurred for corrected(17.2%) than for uncorrected (2.2%) homophones.

Table 1 the Answer, No. Of Correct Responses, and Percentages of Recognition Homophone Test .

N	Answer of Homophone	No. of Correct Responses	Percentage
1	A. Here	39	78%
	B. Hear	23	46%
2	A. Passed	27	54%
	B. Past	30	60%
3	A. Know	39	78%
	B. No	21	41%
4	A, Bored	36	41%
	B. Board	23	46%
5	A. Allowed	26	52%
	B. Aloud	39	78%
6	A. Tales	21	41%
	B. Tails	25	50%
7	A. New	23	46%
	B. Knew	30	60%
8	A. Site	23	46%
	B. Sight	21	41%
9	A. Accept	28	56%
	B. Except	36	41%
10	A. Whether	28	56%
	B. Weather	29	58%

This test showed that both homophones did not show a significantly larger effect for words overlapping on phonology and orthography than words overlapping on orthography only.

5.2.2 Production of Homophone Test:

To achieve the second aim: Assessing spelling production word association to the written form of the homophone in the sentence comprehension context ,

The examined performance on the filler items to determine whether participants from sensibility judgments. Correct acceptances averaged 40-02, and the percentage of correct responses averaged 80%-4% . Correct rejections averaged .48-10.There were significant differences among the group for correct acceptances and correct rejections. The correct acceptance scores and correct rejection scores for the homophone sentences are reported in Table 2.

Table 2 *Correct Acceptances and Correct Rejections of Homophones in Sentence Production Test*

N	Sentence Appropriate	Correct Accept	Percentages	Sentence Inappropriate	Correct Reject
1	Bear	26	52%	bare	25
2	Rains	08	16%	Reins/ reigns	22/ 19
3	Steal	05	10%	steel	45
4	Beech	02	4%	beach	46
5	Waste	07	14%	waist	43
6	Hair	36	74%	here	14
7	Won	40	80%	one	10
8	Capital	12	24%	capitol	38
9	Pane	08	18%	pain	32
10	Male	34	68%	mail	26
11	Root	35	70%	route	15
12	Sow	26	52%	So/sew	14/10
13	Meet	12	24%	meat	36
14	Mussel	02	4%	muscle	48
15	Plaice	05	10%	place	45

6. Conclusion:

The conclusions to be drawn here may be of two types: theoretical and practical. At the theoretical level the teachers have to enable the students how to distinguish between recognition and production correct spelling usage in sentences context choosing, This can be done by giving them the definition the word of homophone with its meaning. And a significantly larger homophone appropriate

word effect for words overlapping in phonology and orthography than words overlapping in orthography only.

The results of the study were supportive of the idea that there are individual differences in word recognition ability caused by variation in orthographic processing abilities that are in part determined by print exposure differences. At the practical level, the students need to be exposed to different pairs of homophone concentrating on the productive of spelling comprehension level; and they must know the appropriate spelling ,and correct contextual meaning of the homophone words in sentences.

7 .Recommendations:

It is recommended that there are ways to stop using the wrong word in written homophones:

1.Giving the students lists of different types of homophone words, beginning by introducing the term *homophone* to students, then explain that homophones are words that sound alike but have different meanings and are spelled differently. Pay attention to the root word *phone,* which means sound. Homophones involve sound and listening, just like when one talks on the phone. Ask students to brainstorm some homophones and write them on paper or the board .The students are also required to learn the definition of a homophone.

2.Once students have listened to the sentences' words and identified the homophones, the teacher can discuss the meaning and spelling of each homophone with students, pointing out that each homophone sounds the same but has a different meaning and spelling.

3.Giving examples of several common homophones to extend their understanding, and the correct usage of confusing homophones . Example: If a student selects the homophone *meet*, they might act out a quick sentence in which two students meet each other. The other students of the class would have to give the meaning and spelling of that homophone (*meet*). Depending on the class, the teacher says the homophone aloud in the class giving the correct spelling and meaning based on the sentence ,the students try to determine the homophone (without saying it orally first).

4.Finally, working in small cooperative groups to create short sentences demonstrating an understanding of homophones **.**

8.Suggestions:

Future research might investigate the following suggestions :

1.whether substitution errors for homophones are differentially affected by low- or high-probability spelling patterns phonology.

2. whether semantics interacts with orthographic retrieval to influence substitutions errors in sentence context.

3.Giving each sentence pictures lead to the homophone word, the students must determine and choose the correct spelling of homophones.

4.Assessing the students ability to identify whether these words are homophone or homograph.

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تقييم قابلية فهم وأداء الألفاظ المتجانسة عند الطلبة العراقيين متعلمي اللغة الانكليزية ـ لغة اجنبية

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قسم اللغة الانكليزية ـ كلية التربية (أبن – رشد) – جامعة بغداد

المستخلص :

تتناول هذه الدراسة قابلية الطلبة على المعالجة الهجائية للالفاظ المتجانسة بالاعتماد على مهارات المعالجة الصوتية. وتسعى الدراسة إلى ١ ـ تحري قابلية الفهم واللفظ الصحيح لمختلف الالفاظ المتجانسة . ٢ ـ تقييم الاداء اللفظي للكلمات المتشابهة بالشك من الناحية الكتابية وفهم الجمل التي تحتوي على الالفاظ .

تحقيق الأهد   اد اختبارين وتوزيعها على خمسين الاولى في قسم اللغة الانكليزية كلية التربية(ابن- رشد) للعام الدراسي ٢٠١٠-٢٠١١. كما تم عرض الاختبارين على لجنة التحكيم من الخبراء في علم اللغة الانكليزية ـ وطرائق تدريس اللغة الانكليزية للتاكد من المصداقية .

وتم اختبار المصداقية طبقا ل (سبيررمان بروان) وثم استخراج معامل الثبات (٠.٨٢،٠.٩٣) على لقد اظهرت النتائج وجود فروق ذات دلالة احصائية بين اختباريين اي اختبار الفهم و اختبار الاداء حيث تبين ان   % من الطلبة حققوا افضل النتائج في اختبار الفهم بينما كانت النسبة المئوية في اختبار قابلية الاداء هي   % .