Academia Journal of Educational Research 6(12): 296-305, December 2018
DOI: 10.15413/ajer.2018.0131
ISSN 2315-7704

Research Paper

Factors affecting students' English language receptive skills

Jargaltuya Ragchaa

Doctoral School of Education, University of Szeged, Szeged, Hungary.

E-mail: rjargaltuya@yahoo.com.

Accepted 15th November, 2018

ABSTRACT

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. The respondents for this study were English language teachers (N=22), and 6th and 8th grade students (N=214). A survey was conducted using a questionnaire for information gathering about teaching and learning strategies and an online test. The results showed that 6th grade students had more positive attitudes towards English listening skill than 8th grade students and as such, influenced positively their listening test performance. 8th graders had difficulties on reading tasks that may be influenced by their negative reading attitude. Students' learning strategies and attitudes were related to their test performances. Traditional teaching material and parental education were shown to be the best indicators of students' achievement. Internet connection and devices were also significant predictors of online test performance.

Key words: Test performance, achievement, teaching strategies, learning strategies, factors.

INTRODUCTION

In this globalized and technological era, education is considered as a first step for human success in life. Therefore, students' educational performance remains the most important consideration for educators. Researchers have been interested in exploring variables contributing effectively to quality of performance of learners. Crosnoe et al. (2004) termed factors as student, family, school, and peer factors. Lightbown and Nina (2013) and Macaro (2010) identified two main factors: internal factors (age, personality, intrinsic motivation, experiences, cognition, and native language) and external factors (curriculum, instruction, culture and status, extrinsic motivation, and access to native speakers) that influence students' second language acquisition. Additionally, some international assessment projects like the Trends in International Mathematics and Science Study (2015), The Progress in International Reading Literacy Study (2016) and the Program for International Student Assessment (2015) have also focused on these core topics.

English language learning and teaching is always under discussion in Mongolia since the Mongolian government added English as a second language to its language policy in 2005. Factors affecting English language learning in Mongolia have not been well researched yet. The ministry of education makes English language learning and teaching a priority in Mongolia. Many projects, standards, and curriculums have been used successfully. The core curriculums for primary, basic, and complete secondary education are the most important documents guiding English language teachers. The core curriculum for basic education (Ministry of Education, Culture and Science, 2015) includes grades 6-9 and provides guidance for each subject including syllabus, teaching methods, and assessments. In this curriculum, English language students in 6th-8th grade are required to meet the English language A1 to A2 levels of the Common European Framework of Reference for Languages (CEFR, 2001) and students are taught to learn to work on unseen text using acquired receptive skills. The main assessment criteria of English receptive skills in this core curriculum for 6th and 8th grades are focused on the ability to follow activity instructions, to understand personal information, to distinguish an author's

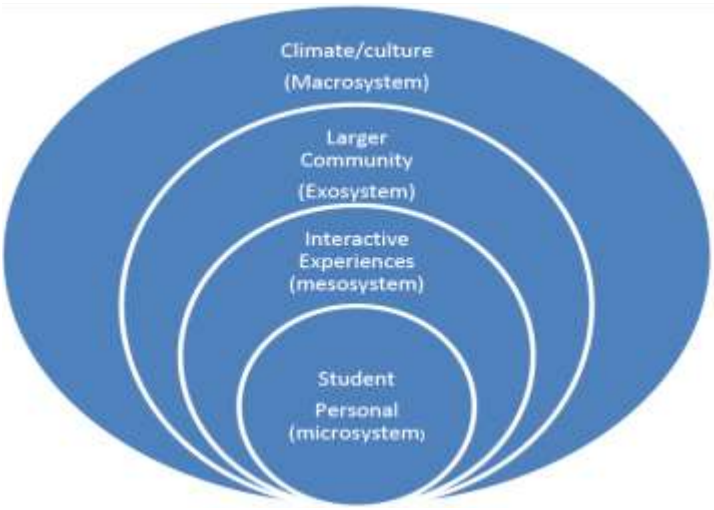

Figure 1: Bronfenbrenner's bio-ecological model (1979).

main and supporting idea, to guess the main idea/content of information, and to recognize different types of texts. This study used these criteria to test student performance and examine some factors that might influence students' English language receptive skills' achievement in an urban setting.

The present study discusses how teacher-related factors (teaching strategies, teaching materials, teachers' encouragement of out-of-class activities, and teachers' experience), student-related factors (learning strategies, students' attitude, study hours), school-related factors (school location, school technology supply), and demographic factors (students' age, gender, and parents' education) affect students' test performance of English language receptive skill (ELRS).

THEORETICAL BACKGROUND

Bertolini et al. (2012) explained that different levels of factors that impact on students' achievement can be shown on Bronfenbrenner's (1979) bio-ecological model. The model depicts different levels that surround a student. Factor levels include students' personal factors; their interactions with others (such as parents, teachers, and administrators); and, lastly, the larger systems such as school districts, neighborhoods, local economy, political policy, and multicultural relations that impact the student. According to this model, the students' personal factor is the most influential factor, and then school, family, and neighborhood would be the next most influential factors. Thereafter, family friends, social services, and social, cultural, and historical influences could be considered (Figure 1).

Similarly, Széll (2013) identified several factors affecting student achievement. At the level of the student, he included gender, place of living, family background, attitudes to learning, motivation, and network of connections. For the level of schools, he included infrastructure, location, size of school, atmosphere, and number and composition of students. And, regarding teachers as another level, he included professional training, attitudes to teaching, motivation, and cooperation. Santiago (2002) classified teaching technology as an important factor and defined it as the interaction between teachers and students and the materials and resources used in the classroom. Other relevant factors Santiago explored included curriculum content, methods for assessing student progress, class size and teaching loads. For the school environment, he included parental and community involvement, peer effects, internal organization of schools, leadership, academic norms, safety, and quality of facilities. Crosnoe et al. (2004) termed factors as student, family, school, and peer factors. Lightbown and Nina (2013) and Macaro (2010) identified two main factors: internal factors (age, personality, intrinsic motivation, experiences, cognition, and native language) and external factors (curriculum, instruction, culture and status, extrinsic motivation, and access to native speakers) that influence students' second language acquisition. Additionally, some international assessment projects such as the Trends in International Mathematics and Science Study (2015), The Progress in International Reading Literacy Study (2016 and the Program for International Student Assessment (2015) also focused on these core topics.

Teacher-related factors

The relationship between teachers' instructional techniques and student achievement is one of the most studied areas in elementary and secondary education. Numerous studies have investigated the influence of teaching-related factors on student learning achievement,

not only for English language achievement, but also for other science subjects as well. Schroeder et al. (2007) identified the extant body of recent studies in science teaching to provide research-based evidence of effective teaching strategies. The largest effect size of their study was labeled "Enhanced Context Strategies" relating topics to previous experiences or learning and engaging students' interest; the next largest effect was collaborative learning, involving activities such as group inquiry projects. Fidler (2002) examined which teaching strategies and techniques observed in the classroom were significant predictors of student achievement in 2nd and 3rdgraders in a large US school system as measured by the spring 2000 SAT/9 scores on reading, mathematics, and language subjects. Fidler's results indicated that there were specific observed teaching techniques that impact student achievement in reading and language. The use of classroom management skills was also a significant predictor of reading achievement and language achievement. Their results also indicated that students who had experienced teachers scored significantly better in math and language.

Quantitative research has suggested that teacher quality and good classroom practices have greater effect on students' achievement, while qualitative literature has emphasized the value of individualizing instruction, teachers' professional development, and authentic assessments (Wenglinsky, 2002). Klem and Connell (2004) reported that teachers' support of student engagement by creating a caring, well-structured learning environment has been shown to be a strong predictor of students successfully learning. Ganyaupfu (2013) stated that it is more effective when the students are tasked to perform rather than just asked to remember something, and he also, found that teacher-student interactive method was the most effective teaching method, followed by student-centered method, while the teacher-centered approach was the least effective teaching method on students' academic performance. However, having good classroom practices depends on teachers' professional development, and teachers' professional development is also connected with school policy. Hayes (2014) indicated a good school system was one that supported teachers' professional development, allowed teachers adequate time to reflect on new information about teaching-learning and encouraged teachers to incorporate new information into classroom instruction.

Student-related factors

A positive relationship has also been found between participants' reading comprehension test performance and the use of learning strategies. Ghafournia and Afghari (2013) examined reader-related and text-related factors that significantly influenced students' reading comprehension passages. Bernaus and Gardner (2008) concluded that teachers' traditional strategies were not related to their students' English achievement, but attitude, students' motivation, language anxiety, and students' perceptions of learning strategies tended to be related to their language achievement. Also, Nist and Simpson (1985) indicated that classroom instructors were responsible for actively teaching learning strategies to students and it was not enough to just realize a student's knowledge or awareness of a strategy. Teacher ingenuity, not necessarily published materials (e.g., workbooks, kits, etc.), was found to be needed to assist students in learning how to apply and regulate new strategies to future tasks. Some studies showed that students' language learning strategies also can affect students' learning achievement. Marefat and Barbari (2009) examined the potential inter-relationship between three language learning strategies (formal, functional, and monitoring), proficiency level and reading comprehension ability in a foreign language. The results indicated that students primarily used a monitoring strategy that paid attention to the use of linguistic forms and modified language responses. Further, the students with a high level of proficiency mostly used reading activities while students with middle and lower levels of proficiency used listening activities more often, meaning they used more receptive skills than productive ones.

Zhang et al. (2006) studied Chinese EFL learners' test-taking strategy use and its effect on students' test performance. They found that significant correlations emerged between compensation and social strategies and students' test performance. They concluded that teachers should encourage EFL learners to use effective English test-taking strategies whenever possible, since English test-taking strategy could, indeed, affect students' test performance, at least for certain aspects of performance in English. Hulin and Yulian (2016) have shown that students' English learning beliefs were another strong predictor of English achievement. In their study, student personality also appeared to influence learning beliefs and learning achievement. Another researcher, Pesce (n.d.), mentioned five additional factors that may affect ESL students' test scores: self-study time (extra work at home), absenteeism, test anxiety, understanding the text structure, and focus on fluency. Wise et al. (2009) showed that feelings of anxiety toward computers and lack of experience using computers had a debilitating effect on student performance when a computer-based test was used. Also, they found that student attitude towards time allocation for study per day was positively related to their performance.

Demographic factors

Socio-economic status is frequently indicated as the main factor of students' quality of academic performance. Farooq et al. (2011) stated that a higher level of SES (socioeconomic status) is the best predictor of student

achievement. They found that education had an effect on students' achievement and students' gender also strongly affected their academic performance, with girls performing better in the subjects of mathematics and English. Hijazi and Naqvi (2006) explored factors affecting college students' performance in Pakistan. Their result showed that mother's education and age affected their children's performance. It is clear that a lot of factors have been shown to impact student performance. Some similar factors were chosen for this current study with the results being in line with those of Farooq et al.'s (2011) and Hijazi and Naqvi's (2006).

Széll (2012) indicated that the socio-economic situation of the individual and the school, together with classroom processes, and the atmosphere of the school can all be included in the socio-economic context. EI-Omari (2016) was concerned about factors which the researcher believed to have a prominent relationship with learning English in Jordan. First, students whose parents were good at English reported greater achievement of language learning than students whose parents were not good at English. Second, students from small families reported better English language learning achievement than those living in big families. Third, students of high-income families reported achieving higher grades at learning English than those of low-income families.

School-related factors

Lai et al. (2009) included the teacher-student ratio, average class size, number of years the school has been in operation, school size, playground area, number of libraries, number of computer laboratories, and number of media facilities per 100 students in their school factors. Ariyarathne (2013) similarly mentioned that school factors include school structure, student-body composition, and school climate. Students' educational outcomes and academic success were found to be greatly influenced by the type of school the students attend. His result indicated that private schools tended to have both better funding and smaller class sizes than public schools. The additional funding of private schools lead to better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement (Ariyarathne, 2013).

Schlesser (2004) examined how after-school activities may have encouraged students to excel in academics, and how teacher bias toward participating students parents' influence their children's participation. Students choose to participate in after-school activities because of their interests and a resulting achievement in academics directly contributed to student outcomes. Hasey (2014) said a curriculum is also one of the school factors which allows teachers and children to have opportunities to engage in meaningful language use and which also provides opportunities for considerable recycling of target language in new contexts. Ariyarathne (2013) added average number of computers per classroom as a factor with a high impact on learning achievement.

METHODOLOGY

Participants

The populations for this study were secondary school English language teachers (N=73) and 6th (N=99) and 8th (N=115) grade students from a metropolitan city in Mongolia. At the first stage, 22 teachers were selected conveniently from a total of 73 English teachers. In the second stage, 214 students from these 6th and 8th grade teachers were selected randomly from each of 12 schools.

Procedure

The study was delimited to only teacher-related and student-related factors. Teacher-related factors included teaching strategies, teaching materials, and teachers' encouragement of out-of-class activities; while student-related factors included students' learning activities, students' attitude towards language learning, students' study time, and students' parental education. The test performance was measured by their achievement scores on an English language test delivered online using the eDia platform (eDia.hu, 2009).

Instruments

The teaching strategy questionnaire was self-made and consisted of 82 items (background 6, pre-listening 9, while-listening 10, post-listening 10, pre-reading 9, while-reading 9, post-reading 7, teaching material 12, encouragement 10) using five Likert scales (from never true of me to almost always true of me). A learning strategy questionnaire consisting of 13 blocks of questions was developed based on numerous international questionnaires (PISA, 2015; Huseynova, 2007; Leppänen, 2007) but with a few extra items added to account for Mongolia-specific differences in the educational system. Only the listening attitude and strategy for listening attitude items were different for 6thgraders. These items were based on an online test of English Language receptive skills content, which was taken after the survey questionnaire (37 items for 6th graders including background, listening and reading attitude, and listening and reading strategies; 23 items for 8th graders including background, reading attitude, and reading strategies). Strategies were assessed on a five level Likert scale (1= strongly agree; 5= strongly disagree). The English language test used in this study was developed by Csapó

Table 1: Student-related factors affecting test performance.

Independent variables		6th grade		8th grade	
		rβ (%)	p	rβ (%)	p
Background	Gender	1.1	n.s	0.0	n.s
	Parental education	11	p<0.05	0.8	n.s
	Study hours per day	0.0	n.s	0.1	n.s
Learning strategies	Reading strategies	0.0	n.s	0.0	n.s
	Listening strategies	4.8	p<0.05		
Reading attitude	Negative reading attitude	0.2	n.s	3.1	p<0.05
	Positive reading attitude	0.2	n.s	2.3	n.s
Listening attitude	Improving listening skill	6.7	p<0.05		
	Attitude towards understanding the speaker	0.2	n.s		
Explained variance%		24.2		6.3	

Note. Dependent variables: Mean scores of 6th and 8th grade performances.

and Nikolov (2001) for assessing Hungarian students' English language receptive skills. There were four tasks (two listening and two reading) in 6th grade test and five tasks (all reading) in 8th grade test.

RESULTS

Results will be discussed in terms of the following research questions:

How do student-related factors affect students' test performance?

Students' gender, parents education, study hours, learning strategies, students' attitudes towards learning English receptive skills were used in a liner regression analysis to explore links between these factors and test performance. Regarding students' background factors, their fathers mostly (60.9%) had secondary education level and only 21.8% of fathers had a higher education level and mothers (54.6%) had secondary education level and 36.2% of them had a higher education level. Students ages ranged from 11-14, and 37% of them were males and 63% of them were females. Students self-reported study hours showed that 45% of them studied 5-10 min, 20.7% studied 10-15 min, and 15.9% studied more than 15 min on listening tasks and 43.1% studied 5-10 min, 21% 10-15 min, and 17.7% studied more than 15 min on reading task for practice per day. Most of the students studied only 5-10 min on receptive skill tasks per day and only few of them spent more than 15 min. Six extracted factors, which were pointed out in section 4.2.2.3 from the learning strategy questionnaire, were run as independent variables in a multiple liner regression analysis to explore the effects on performance in both grades' tests.

The results, shown in Table 1, showed that parental education (β=0.143, p<0.05) and attitude towards improving listening skill (β=0.314, p<0.05), and listening strategies (β=0.281, p<0.05) significantly predicted the 6th grade students' test performance, while teachers' education level was found to negatively affect (β=-0.226, p<0.05) 6th grade test performance. For the 8th grade test performance, they had the attitude towards reading based on their needs which means in general, they read something in English on occasion, and this attitude (β=0.024, p<0.05) significantly impacted their performance in test.

How do teacher-related factors affect students' test performance?

Teaching strategies, teachers' education level, work experience, teaching hours, teachers' encouragement and teaching materials were included in teacher-related factors. Teaching strategies were recorded into a scale with two values (1=inefficient, 2= efficient). Teachers' encouragement of out-of-class activities and teaching materials were made composite indexes based on factor analysis before performing the regression analysis (6th grade R^2=72%, F=1.710, p>0.05; 8th grade R^2=35.7%, F=2.259, p<0.05). English teachers' background responses indicated 54.8% of English teachers had bachelor's degree and 42.5% masters. These 22 teachers (27.4%) taught 19 h on average per week. The mean of teachers' work experience was 10 years (M=9.9). The result of the regression analysis revealed that teachers' work experience (β=1.615, p<0.05) showed a positive predictor, while teachers' education (β=-1.338, p<.05) seemed a negative

Table 2: Teachers' background and teaching listening strategies affecting test performance.

Independent variables		6th grade		8th grade	
		rβ (%)	p	rβ (%)	p
Background	Teachers' education level	-1.7	p<.05	0.9	n.s
	Teachers' work experience	32.8	p<.05	-3.5	n.s
	Teaching hours per week	10.9	n.s	-0.0	n.s
Explained variance%		45.4%		2.6%	
Pre-listening	Students' discussion	(1.11)	n.s	4.79	n.s
	Preparation for the text	2.56	n.s	1.66	n.s
While-listening	Developing cognitive skills	1.24	n.s	8.44	p<.05
	Developing metacognitive skill	0.09	n.s	1.42	n.s
Post-listening	Students' reflection	0.21	n.s	0.25	n.s
	Checking comprehension	5.99	p<.05	0.07	n.s
Explained variance%		8.9		16.6	

Note. Dependent variables: Mean scores of 6th and 8th grade performances.

Table 3: Teaching reading strategies affecting test performance.

Independent variables		6th grade		8th grade	
		rβ (%)	p	rβ (%)	p
Pre-reading	Students' discussion	3.49	n.s	0.36	n.s
While-reading	Using general reading scales	(1.11)	n.s	7.26	p<0.05
	Specific reading strategies and activities	- 6.51	p<0.05	-1.18	p<0.05
Post-reading	Checking comprehension	0.94	n.s	0.04	n.s
Explained variance%		6.3		6.1	

Note. Dependent variables: Mean scores of 6th and 8th grade performances.

Table 4: Teaching materials and out-of-class activities affecting test performance.

Independent variables		6th grade		8th grade	
		rβ (%)	p	rβ (%)	p
TM	Virtual materials	(0.70)	n.s	4.04	n.s
	Traditional materials	8.12	p<0.05	6.33	n.s
ENC	After class activities	1.17	n.s	0.43	n.s
Explained variance%		8.5		10.7	

Note. Dependent variables: Mean scores of 6th and 8th grade performances.

predictor for 6th grade test performance. Teaching listening strategies of checking comprehension after listening significantly affected 6th graders' test performance (β=0.348, p<0.01) while developing cognitive skills during listening (β=0.469, p<0.05) also significantly affected 8th grade test performance (Table 2).

For teaching reading strategies, using specific reading strategies and activities to link reading skill with other skills during reading (β=-0.452, p<0.05; β=-0.406, p<0.05) negatively affected both grade tests, while using general reading scales (β=.579, p<.05) positively influenced 8th grade test performance.

Table 5: Computers and labs in each school.

Schools	The number of students	The number of student groups	The number of computers in schools	The number of classes equipped with computers	The number of computers in each ICT room
1	1600	52	50-	2	20,20
2	292	11	10-20	1	20
5	1567	51	50-	2	17,16
6	520	23	10-20	1	20
8	955	32	30-40	2	19,19
11	386	18	20-30	1	18
12	953	41	30-40	1	30
Khan-uul	1414	48	30-40	2	15,10
Shine-hogjil	1260	45	20-30	2	11,20
Bayan-uul	844	25	10-20	1	18
Bulgan	135	9	10-20	1	10
Bayantumen	110	9	1-10	1	10

Table 6: School-related factors affecting students' test performance.

Factors	Independent variables	6th grade		8th grade	
		β	p	β	p
School-related	School location	0.590	n.s	-0.039	n.s
	Computer supply	-0.156	n.s	-0.584	n.s
	Labs	-0.293	n.s	-0.940	n.s
	Internet connection	0.577	n.s	0.801	p<0.05
	Devices	0.944	p<.05	1.108	n.s
Explained variance %		67.2%		64.3%	

Note. Dependent variables: Mean scores of 6th and 8th grade performances.

Using traditional materials in teaching receptive skills (β=0.381, p<0.05) was a useful predictor of 6th grade test performance. However, no significant explained variance was found in teaching materials and after-class activities on 8th grade test performance. Note, it was expected that virtual materials and after-class activities would be the best indicators of students' test performance since these are very important for developing receptive skills. However, no effects were found from those factors.

How do school-related factors affect students' test performance?

School location, the number of computers, labs, internet connection, and the number of devices (headphones and microphones) were considered as school-related factors in this study. Twelve information technology (IT) teachers from 12 schools responded to a questionnaire about school infrastructure. Three of the schools were in a rural area in some distance from the center of the city. The schools usually have 15-20 computers in one or two labs except the schools in rural areas which had only 7-10 computers in one lab. Table 5 shows the number of computers and labs in each school.

For the internet connection and useful devices such as microphone and headsets, only eight schools (66%) out of 12 were connected to the internet. Informal discussions with teachers indicated that the internet was used only in administrators' and teachers' rooms, and in some special cases, they could use it in labs for limited time because paying for the internet was one of the problems faced by these schools. Also, most schools had only 1-5 headphones and 1-5 microphones, and they said they received such devices as part of some national and international projects but they were easily broken. Graph in Figure 2 shows the percentage of schools with internet connection and the percentage with limited number of devices in schools.

Regression analysis was done to explore how these school infrastructure factors affect students' online test performance. The results showed that the number of devices (headphones and microphones) influenced online test performance on 6th grade test performance and the internet connection impacted 8th graders' online test

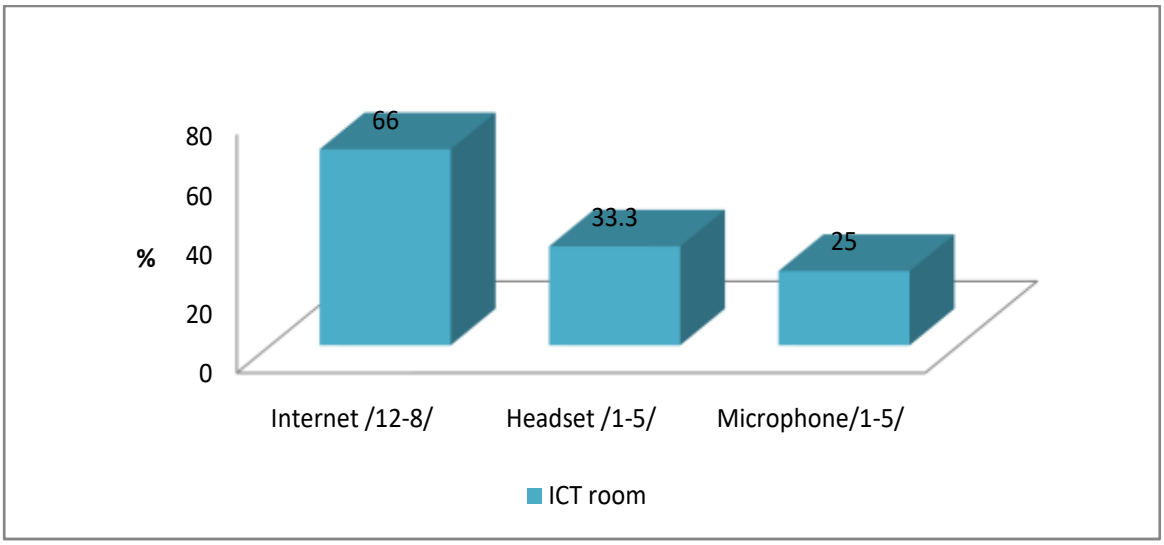

Figure 2: Internet connections and devices of schools.

Table 7: Difference between two groups of attitudes' test performance of ELRSs in each grade.

	6th grade							8th grade						
	Positive attitude		Negative attitude		M_{diff}	t	p	Positive attitude		Negative attitude		M_{diff}	t	p
	M	SD	M	SD				M	SD	M	SD			
Reading test performance	0.15	0.12	0.13	0.18	0.01	0.16	n.s	0.48	0.26	0.43	0.30	0.05	0.38	n.s
Listening test performance	0.31	0.18	0.10	0.18	0.21	1.14	n.s							

Table 8: Difference between two groups of use of learning strategies' test performance of ELRSs in each grade.

	6th grade							8th grade						
	Effective		Ineffective		M_{diff}	t	p	Effective		Ineffective		M_{diff}	t	p
	M	SD	M	SD				M	SD	M	SD			
Reading test performance	0.17	0.13	0.05	0.04	0.05	4.58	p<0.05	0.48	0.25	0.43	0.29	0.04	0.66	n.s
Listening test performance	0.29	0.15	0.36	0.24	-0.07	n.s								

performance.

What is the difference between students who have positive and negative attitude's test performances of ELRSs?

It is important to know how students' attitudes towards learning are matched with their test performance. To determine this, students were divided into two groups: those who have positive attitudes and those with negative attitudes, recording scales into 1-2= positive attitude and 3-5= negative attitude. Their differences were identified in their test performances using an independent sample t-test. Table 7 shows, that students with positive attitudes performed better than students with negative attitudes in both grades' test performance.

What is the difference between the students who have effective and ineffective use of learning strategies' test performance of ELRSs?

Similarly, it is also important to know how students' usages of learning strategies are matched with their test performances. To determine this, students were divided into two groups: those who use learning strategies effectively and those who used learning strategies ineffectively, recoding scales into 1-2= effective and 3-5= ineffective. Their differences were identified in their test performances using independent sample t-test. Table 8 shows that students who use effective learning strategies

performed well in reading tests in both grades; however, the 6th grade students who use ineffective listening strategies performed better than students who use effective strategies (M_{eff}=.29, SD_{eff}=.15; M_{ineff}=.36, SD_{ineff}=.24) on listening tests (Table 8). Based on this result, it can be suggested that the strategies students think to be ineffective can still influence the improvement of their listening skill.

SUMMARY

For 6th graders, the students showed better attitude towards willing to improve listening skills and they did better on the listening test than reading. More experienced teachers affect younger students' achievement, and the teaching listening strategies of checking comprehension after listening and using printed (traditional) materials for improving receptive skills in a class were also shown to positively impact 6th grade test performance. For 8th graders, they appeared to have problems with tasks related to real life on the reading test. Therefore, teachers need to consider providing more practice related to real life in their reading classes. However, 8th grade students also have a relatively low attitude towards learning reading based on their external motivation and needs. This kind of attitude likely affects their reading achievement. Developing students' cognitive skills and using different reading activities in reading class seem to be best indicators of 8th grade reading performance.

For both grades, reading strategies were not found to have significant effects on predicting reading test scores. For 6th graders, one listening strategy was found to be a useful predictor. Also, another problem observed in this study was that students' study hours spent on receptive skill practice per day at home was very short: Students typically spend only 5-10 min on those tasks. Family characteristics, such as parental education, were also significant predictors for 6th grade students' performance. Internet connection and devices also influenced the test performance, perhaps because of feelings of anxiety toward computers and lack of experience using computers. This might also have affected student performance in this study because the teachers considered do not use computer-based tests often. It was observed that English teachers' opportunity to use computer labs in their teaching was very limited because of the busy scheduled time of other information technology classes. This study will be used as a basis for exploring some other important factors that influence English language achievement in Mongolia using larger samples (from other provinces) in future studies.

REFERENCES

Bernaus M, Gardner RC (2008). Teacher motivation strategies, student perceptions,

Common European Framework of Reference for languages: learning, teaching, assessment (2001). Council of Europe: Cambridge University Press.

Crosnoe R, Johnson MK, Elder GH (2004). School size and the interpersonal side of

Csapó B, Nikolov M (2001). Hungarian Students' Performances on English and GermanTests: Results of a Large-scale Assessment Project. Paper presented at *ALTE European Year of Languages Conference: European Language Testing Issues in a Global Context.* Barcelona, Spain 5-7.

eDia. (2009). *Developing Diagnostic Assessments*: the Center for Research on Learning an Instruction, University of Szeged, Hungary.

education: An examination of race/ethnicity and organizational context. Social Science Quarterly. 85(5): 1259-1274.

Farooq MS, Chaudhry AH, Shafiq M, Berhanu G (2011). Factors affecting students'

Fidler P (2002). The relationship between teacher instructional techniques and characteristics and student achievement in reduced size classes, Planning, Assessment and Research Division Publication. pp.120.

Ghafournia N, Afghari A (2013). Exploring the relationship between learning strategies, Academic Disciplines, and Reading comprehension test performance. Iranian J. Appl. Linguist.16 (2): 21-51.

Hijazi ST, Naqu SMR (2006). Factors affecting students' performance. Bangladesh e-

Hulin R, Yulian B (2016). A study of the relationship between learning belief and English achievement of Chinese English major college students. J. Educ. Pract. 7(14): 99-103.

Huseynova F (2007). *Assessing students' listening and reading skills questionnaires on listening and reading skills.* Lincoln University, Nebraska.

J. Sociol. 3(1).

Klem AM, Connell JP (2004). Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. J. School Health. 74: 262-273. http://dx.doi.org/10.1111/j.1746-1561.2004.tb08283.x

Leppänen S (2007). *Study on English*, University of Jyväskylä Department of Languages/Centre of Excellence for the Study of Variation, Contacts and Change in English, Finland. from: https://www.jyu.fi/hytk/fi/.

Lightbown PM, Nina S (2013). *How Languages Are Learned*. Oxford: Oxford

Marefat F, Barbari F (2009). The relationship between out-of- class language learning strategy use and reading comprehension ability. Porta Linguarum. 12: 91-106.

Ministry of Education, Culture and Science MECS (2015). *Суурь боловсролын цөм хөтөлбөр*[National core curriculum for basic education]. Ulaanbaatar, Mongolia.

Nist SL, Simpson ML (1985). The relationship between the use of study strategies and test performance. J. Read. Behav. 17(1): 15-26.

Pesce C (2017). *Five surprising factors that may affect your ESL students' test scores*. from: http//www.busyteacher.org/14472.

PISA (2015). *Draft Questionnaire Framework*. Retrieved [20.10.2017] from: http://www.oecd.org/.../PISA-2015-draft-questionnaire-framework.pdf.

quality of academic performance: A case of secondary school level. J. Q. Technol. Manag. 7(2):1-14.

Schlesser CE (2004). *The correlation between extracurricular activities and grade point average of middle school students, A research paper*, The graduate school, University of Wisconsin-Stout.

Schroeder CM, Scot TP, Tolson H, Huang TY, Lee YH (2007). A meta-analysis of National Research: Effects of Teaching strategies on SA in science in the United States. J. Res. Sci. Teach. 44(10): 1436-1460.

students motivation, and English achievement, The Modern language J. 92(3): 387-401.

University Press Print.

Macaro E (2010). *Continuum Companion to Second Language Acquisition*. London: Continuum Print.

Wenglinsky H (2002). How schools matter: The link between teacher classroom practices and student academic performance. *Education Policy Analysis Archives 10*(12). from http://epaa.asu.edu/epaa/v10n12/.

Wise SL, Barners LB, Harvey AL , Plake BS (2009). Effects of computer anxiety and computer experience on the computer based achievement test performance of college students. Appl. Measur. Educ. 2(3): 235-241.

Zhang W, Liu M, Zhao Sh, Xie Q (2006). English test-taking strategy use and students' test performance. Asian EFL J.13(2): 133-168.

Cite this article as:

Ragchaa J (2018). Factors affecting students' English language receptive skills. Acad. J. Edu. Res. 6(12): 296-305.

Submit your manuscript at
http://www.academiapublishing.org/journals/ajer