The Relationship between Jerash Private University English Majors' Test Strategies and their Academic Achievement Level

Dr. Al- Mu'tassim A. Al-Darayseh*
Email: darasam566@yahoo.com

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* Faculty of Arts, Jerash Private University

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Dr. Al- Mu'tassim A. Al-Darayseh

Abstract:

This study aims at investigating the relationship between the test strategies and the academic achievement of the fourth year English majors at Jerash Private University. The sample of the study consisted of 50 male and female students randomly selected from a population of 167 fourth- year English majors enrolled at the English department of Jerash Private University. The subjects were asked to fill in a questionnaire which included 30 items divided into three domains: test preparing strategies, test anxiety relieving strategies and test taking strategies. The results revealed that the test-taking strategies, the test relieving strategies and the test preparing strategies occupied the first, the second and the third ranks successively. The findings also revealed that there were significant differences among students' test strategies attributed to their academic achievement levels. Moreover, the results of this study showed significant relationship between test strategies and the students' academic achievement levels.

Keywords: strategies, student's test strategies, test anxiety, academic achievement, academic performance.

العلاقة بين استراتيجيات الامتحان المتبعة من قبل طلبة تخصص اللغة الإنجليزية في جامعة جرش الأهلية ومستوى تحصيلهم الأكاديمي

د. المعتصم أحمد الدرايسة

الملخص:

تهدف هذه الدراسة إلى معرفة مدى وجود علاقة ذات دلالة إحصائية بين استراتيجيات الامتحان المتبعة من قبل طلبة السنة الرابعة لتخصص اللغة الانجليزية في جامعة جرش الأهلية في الأردن ومستوى تحصيلهم الأكاديمي. وتكونت عينة الدراسة من 50 طالباً وطالبة تم اختيارهم عشوائياً من بين 167 من مستوى السنة الرابعة مسجلين في دائرة اللغة الانجليزية في جامعة جرش الأهليه، وقد طلب من أفراد عينة الدراسة تعبئة استبانة تضمنت ثلاثين فقرة مقسمة إلى ثلاثة مجالات هي: استراتيجيات الإعداد للامتحان، استراتيجيات التخلص من قلق الامتحان واستراتيجيات أخذ الامتحان، وقد استخدم الباحث التحليلات الإحصائية المناسبة لإيجاد النتائج والوصول لأية استنتاجات تربوية ممكنة. وقد كشفت النتائج بأن استراتيجيات أخذ الامتحان واستراتيجيات التخلص من قلق الامتحان واستراتيجيات الإعداد للامتحان قد احتلت المراتب الأولى والثانية والثالثة على التوالي، كما بينت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين استراتيجيات الامتحان المتبعة من قبل الطلبة تعزى لاختلاف مستوى تحصيلهم الأكاديمي، وكذلك أظهرت النتائج وجود علاقة ذات دلالة إحصائية بين تلك الاستراتيجيات ومستوى تحصيل الطلبة الأكاديمي.

مصطلحات أساسية: االاستراتيجيات، استراتيجيات اختبار الطالب، قلق الاختبار، الإنجاز الأكاديمي، الأداء الأكاديمي.

Introduction

Testing is an inevitable instrument utilized by teachers as well as students to measure a person's ability or knowledge in a given area. Yorky (1982: 209) states: «Until some other way of judging a student's progress has been found, exams will be an unavoidable part of the educational system.»1 Testing is so important for teachers as well as for students. For teachers, testing shows to what extent the teacher has achieved his objectives; it shows the areas of strength and weakness and it measures the achievement of students. For students, testing is also important because it shows them whether they are progressing; it indicates the areas which need extra work and it forces them to revise the material seriously.

The inappropriate strategies and techniques used by students whether to prepare for tests or to get rid of the high level of test anxiety or while they are having a test actually lead to unsatisfactory results. Many students claim that they spend a great deal of time preparing for an exam, yet never seem to get good grades.

Some other students report that they spend more time studying than their classmates; nevertheless, they obtain lower grades. Michael (1980) asserts this by saying that many students claim that they study long hours, but do not seem to get the rewards for the hours they put in. Wood (1986) also confirms this by wondering how some people seem to be able to do more in less time, and get good grades besides.

It is not sufficient to study hard; students must learn how to study effectively. Casey (1993) draws attention to the fact that students frequently underachieve because of negative attitudes, poor learning and unawareness of basic approaches to the use of books, note making, essay writing and revision. Ornstein (1993) asserts this saying that students may know the material evaluated by the test, but if they do not know how to take the test, they may perform poorly. Most students feel some anxiety before an exam. In fact, a little degree of anxiety is reasonable since it arouses students and encourages them to be alert, but when anxiety is at a high level, it is considered a serious factor behind getting low grades in some exams or complete failure in some others. Yorkey (1982: 210) states: «An exam

tests more than your knowledge. It tests your mental discipline and emotional stability too. Some students collapse under the threats of exams. Fear makes them nervous, or they suddenly become sicki 2. This may be only a psychological excuse, a subconscious way of avoiding personal responsibility for not having prepared properly.

In the light of what has already been mentioned, students' poor achievement could be attributed to inappropriate used test strategies and techniques, or to scarcity of using correct and effective study skills throughout the entire course. It could be concluded that the employment of appropriate study skills in general and appropriate test strategies in particular may have a great positive impact on upgrading students' achievement. Therefore, it is so important to investigate the relationship between students' test strategies and their academic achievement. Consequently, this study could be an attempt in the right direction.

Review of Literature

Researchers and educators have written about test strategies and have conducted studies to enhance their theoretical views. Several writers have criticized the inappropriate test strategies students follow for exams. They have suggested various strategies to prepare for tests, to relieve test anxiety and to handle the test session itself properly and effectively.

Theoretical Studies

Writers in different parts of the world have expressed several views and opinions about testing and the importance of applying appropriate test strategies by students.

Hubbard et al (1983: 279) claims that the motivating power of tests appears clear; learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully than if they had simply been told to learn it."3

This is also a useful incentive, provided there is not too much stress attached, and provided it is not too often. Frere (1994) confirms this idea by saying that tests can be good motivators. He adds that a student should think of tests as steps to success in school and in other areas of life.

Barras (1989) indicates that one of the main causes of under- achievement at

college is the student's failure to follow appropriate skills and strategies for studying and for preparing and taking tests. Kathleen (1992) stresses this saying that the strategies and techniques used to prepare for an exam primarily determine the quality of your learning.

Barras (1989: 152) states: "Hysteria, prior to an examination, which is likely to affect performance adversely, indicates a lack of confidence which may be due to a lack of well directed effort throughout the course, followed by too much work and too little recreation in the last few weeks preceding the examination."4 Yorky (1982) indicates that emotional preparation, like your body, your mind needs to be in a good state of health also. If you face an emotional block or a mental blackout, you should reexamine your study habits.

Practical Studies

Several studies have been conducted to investigate the relationship between students' test strategies and academic achievement.

Cao and Nietfeld (2007) examined the relationship between students' learning goals, performance goals, study strategies, and test performances over a 14-week undergraduate course in educational psychology. Sixty undergraduate students provided goals at the beginning of the semester and reflected course in their goals, study strategies, and test performances over the semester. Students' reflections and subsequent performances were observed through four rounds of surveys using open-ended questions and Likert scales. Results show that learning goals remained unchanged over the semester while performance goals changed towards the end of the semester. Students differentiated the importance of management, elaboration, and rehearsal strategies and tended to change strategies based on test performances. Relationships were found between goals and test performances, but not between goals and study strategies, nor between study strategies and performances.

Carter (2005) examined the effect of test- taking strategy instruction on the test performance of secondary school students with high incidence disabilities. The participants were 38 adolescents with high- incidence disabilities. The assessments of the study were the Tennessee Competency Achievement Program (TCAP) and the Test Anxiety

Inventory (TAI). Students demonstrated small but significant increases in test performance and decreases in ratings of test anxiety following intervention. Recommended strategies were presented to practitioners for preparing high school students with disabilities for high- stakes assessment tests.

Sweetnam (2000) tried to find out if there was a relationship between teaching test strategies and improved classroom test scores and standardized test scores for a focus of test-anxious students. The sample consisted of 22 male and female 4th and 3rd graders. The researcher taught his entire classroom specific test –taking strategies in weekly test strategy workshop approach. He employed the Iowa Test Basic Skills (ITBS) to evaluate his students' progress. The findings showed that 64% of the entire group placed in the 4th quartile as compared to 45% in 3rd grade in reading, while 68% of the classroom placed in the 4th quartile as compared to 45% in 3rd grade. Students' anxiety levels lowered according to successful applying of test-taking strategies.

Gentry (1995) investigated the effectiveness of a study- skills instructional program on the attitudes of Texas Academic Skills Program Test (TASP) students enrolled in this program and those who are not. The Pre- Posttest Control Group Design was utilized in this study. The experimental group underwent a semester of lectures which included study skills instruction, while the control group was lectured traditionally without study skills instruction during the same period. The sample of the study included four TASP classes consisted of 85 males and females whose mathematics' backgrounds from different high schools differed. The findings revealed significant effect on the total scores of students who participated in the study skills instructional program.

Vorhees (1994) analyzed the effects of the introduction of test- taking strategies on the standardized achievement scores from the Iowa Tests of Basic Skills (ITBS) of students in grades 3-8 in a rural setting. Variables considered included gender, family structure, and maturity (age at entrance into the first grade). An analysis of variance (ANOVA) revealed that there were no statistically significant differences between the treatment groups and the control groups. The researcher

recommended using the program over longer period of time using a more hitrogenous population in different locales.

Whinnery (1993) investigated the effect of training students with learning disabilities to use cognitive strategies (i.e., goal and test- taking) to improve math computation skills. The sample consisted of 40 high school students with learning disabilities and their 24 teachers who had volunteered for a 20-week Curriculum- Based Measurement (CBM) study. Analysis of variance did not indicate an effect on any of the three outcome measures. However, a test-taking strategy main effect was shown for math achievement. Students with test-taking strategy training scored high on a math- computation test than students of no test- taking strategy training.

Clegg (1993) attempted to develop a treatment program for test- anxious middle school students. The population of the study included students from seventh grade classes in the South Texas Area. The findings of the study suggested that after the treatment program was administered, the high test- anxious students in the experimental and control groups displayed the highest decline in scores for a reading comprehension test. These findings also suggested that low test- anxious students reading comprehension scores were lower when compared to that of the moderate test-anxious students. Finally, moderate test-anxious students showed no significant change in the reading comprehension test scores after the treatment program was administered.

Carter (1992) investigated whether improved academic performance would be facilitated by the teaching of learning test- taking strategies. The sample for the study was two intact classes composed of 37 sixth- grade students. Data collecting procedures utilized the strategies' pretests and post- test and teacher- made tests. No significant difference was found between the experimental and control groups overall academic performances.

Hrycak (1991) examined the effect of direct training of test- taking strategies on students' academic achievement as measured by California Achievement Tests (CAT) and the practice version of the New Jersey High School Proficiency Test (HSPT). The sample of the study consisted of 129 eighth grade boys and

girls from a suburban middle school. Findings seemed to indicate that proximity of training did not significantly influence test performance.

Lee (1990) investigated the effect of How to Study Program on the academic, military and retention status of academically underprepared students admitted to the United States Air Force Academy. The study employed a nonequivalent control group design in which inter- group comparisons were made between two treatment groups, ninety- five (95) subjects who had completed the How-to-Study Program, and a control group with forty- four (44) subjects who had not completed the program. The findings of the study indicated that the How-to-Study Program was effective in helping academically under- prepared students deal with the academic and military demands of the academy.

Bracegirdle (1988) investigated the relationship between the intentional teaching of independent study skills at the eighth- grade and subsequent ninth-grade academic performance. The results revealed that students in the experimental group experienced a significant increase in reading achievement as measured by a standardized achievement test.

In conclusion, the previous review of related literature (theoretical and practical) has obviously emphasized the importance and strong influence of applying proper test strategies on students' achievement. The researcher found out that not many studies have been conducted at the international level to investigate the relationship between test strategies followed by English majors and their academic achievement, while no studies (to the best knowledge of the researcher) have been carried out at the level of Arab countries. Therefore, this study is expected to be an attempt to investigate the effectiveness of proper test strategies in improving the achievement of students in general and English majors in particular.

The Problem of the Study

Most English majors complain that their results in different examinations are not as they usually expect. They Confirm that they spend long hours studying and revising the material; nevertheless, they do not usually earn top grades. This applies not only to low- achieving students, but to many high- achieving

students as well. Therefore, most students have started to ask questions about the reasons which stand behind such a problem. The staff members of English department at Jerash Private University have exchanged opinions about such a problem and have doubted the strategies and techniques students follow in preparing for the tests. Consequently, the researcher has decided to conduct this study to investigate the validity of such doubts and to find out the relationship between students' test strategies and their academic achievement.

The Purpose of the Study

This study aims at investigating the relationship between English majors' test strategies and their academic achievement level. It is also expected to highlight the most effective strategies which lead to successful results in exams and to provide students and their teachers with some important educational implications and recommendations.

The Questions of the Study

1. Which rank does each domain of strategies occupy according to the students' responses on the whole questionnaire?
2. Are there significant differences among students' test strategies due to their academic levels?
3. Are there significant relationships between students' test strategies and their academic achievement levels?

Research Method

The Sample

The sample of the study consisted of 50 male and female students randomly selected out of 167 fourth- year English majors enrolled in the English department of Jerash Private University during the second semester of the academic year 2007/2008. The cooperative English instructors were asked to distribute the questionnaires randomly. The researcher expected that the fourth-year English majors had had more experiences in handling tests than other English majors.

Data Collection and Analysis

For data collection, the researcher used a questionnaire whith 30 items adapted from different resources especially "How to improve your study skills" by Coman

and Heavers (1992) (see Appendix A). To analyze the collected data, the researcher used means and standard deviations, One-Way-ANOVA, Scheffe' Test and Pearson's Co-Coefficients Analysis.

The Validity of the Questionnaire

To guarantee the validity of the questionnaire, it was given to a group of TEFL specialists at Jerash Private University to examine the accuracy and adequacy of the suggested items. They were also asked to choose the most appropriate 30 items out of 40 to be included in the questionnaire. Their comments and views were received and their necessary modifications were made accordingly.

The Reliability of the Questionnaire

To establish the questionnaire reliability, the researcher distributed it to a pilot sample which consisted of (21) students. The Chronbach Alpha was used. Chronbach Alpha ranged between (0.81-0.89) for the domains, and (0.87) for the whole questionnaire

Limitations of the Study

The generalization of the findings of this study is limited by the following factors:

1. This study was restricted to the English fourth- year majors at Jerash Private University.
2. Evaluating students' academic achievement was restricted to their accumulative averages only since they were considered more objective than other criteria.

Definition of Terms

Test strategies

The strategies which students are supposed to follow to prepare for tests, to get rid of test anxiety and to take tests (see Appendix A).

Academic achievement

The accumulative averages of the marks which students get during their various semester tests.

Findings of the Study

This study aims at finding out the relationship between test strategies used by the fourth- year English majors and their academic achievement. To be more specific, this study tried to find the answers for three main questions (see page 11).

Table 1: Means and Standard Deviations for the Strategies Students Use for their Exams

No.	The domains of strategies	Rank	Mean	Std. Dev.	Degree
1	Preparing for test	3	3.67	0.49	Usually
2	Relieving Test Anxiety	2	3.70	0.58	Usually
3	Taking Tests	1	3.98	0.52	Usually
Total		-	3.79	0.41	Usually

Table (1) above presents the answer to the first question concerning the rank which each domain of strategies occupies according to the students' responses on the whole questionnaire. It shows that the third domain of strategies «Taking Tests» achieves the first rank with a mean of (3.98), and a standard deviation of (0.52), followed by the second domain of strategies «Relieving Test Anxiety» which achieves the second rank with a mean of (3.70) and a standard deviation of (0.58), while the first domain of strategies (Preparing for Test) achieves the third rank with a mean of (3.67) and a standard deviation of (0.49). The mean of the total questionnaire is (3.79), while the standard deviation was (0.41).

Tables (2, 3, 4) provide the answer to the second question of the study concerning whether there are any differences among students' test strategies due to their academic achievement level.

Table 2: Means and Standard Deviations for the Strategies Students Use for Exams According to their Academic Achievement.

No.	The Strategies	Achievement Level	Freq.	Mean	Std. Dev.
1	Preparing for test	Less than 68	28	3.49	0.46
		Between 68-78	15	3.88	0.42
		More than 78	7	3.91	0.47
2	Relieving Test Anxiety	Less than 68	28	3.48	0.46
		Between 68-78	15	3.92	0.65
		More than 78	7	4.11	0.37
3	Taking Tests	Less than 68	28	3.81	0.55
		Between 68-78	15	4.23	0.33
		More than 78	7	4.16	0.49
	Total	Less than 68	28	3.60	0.35
		Between 68-78	15	4.01	0.32
		More than 78	7	4.06	0.38

Table (2) indicates that there are observed differences between the means of the participants' responses according to their achievement levels. To test the significance of these differences, One-Way-ANOVA test was used as shown in Table (3).

Table (3): One- Way- ANOVA Test Results for the Differences between the Mean of the Students' Responses According to their Achievement Levels.

Strategies	Source	SS	df	MS	F	Sig.
Preparing for test	Between Groups	1.993	2	0.996	4.769	0.013*
	Within Groups	9.819	47	0.209		
	Total	11.812	49			
Relieving Test Anxiety	Between Groups	3.212	2	1.606	5.998	0.005*
	Within Groups	12.587	47	0.268		
	Total	15.799	49			
Taking Tests	Between Groups	1.948	2	0.974	4.071	0.023*
	Within Groups	11.245	47	0.239		
	Total	13.193	49			
The Total	Between Groups	2.299	2	1.150	9.198	0.000*
	Within Groups	5.874	47	0.125		
	Total	8.173	49			

- Significant at ($\propto = 0.05$).

A cursory look at Table (3) shows that there are significant differences between the students' means attributed to their academic achievement levels at all strategies. To determine the sources of these differences, Scheffe' Test was used as shown in Table (4).

Table 4: Scheffe' Test Results for the Differences between the Students' Responses according to their Academic Achievement Levels

Domain of Strategies	Academic Achievement Level	Means	Less than 68	Between 68-78	More than 78
			3.49	3.88	3.91
Preparing for test	Less than 68	3.49		0.39*	0.42*
	Between 68-78	3.88			0.03
	More than 78	3.91			
Domain of Strategies	Academic Achievement Level	Means	Less than 68	Between 68-78	More than 78
			3.48	3.92	4.11
Relieving Test Anxiety	Less than 68	3.48		0.44*	0.63*
	Between 68-78	3.92			0.19
	More than 78	4.11			
Domain of Strategies	Academic Achievement Level	Means	Less than 68	Between 68-78	More than 78
			3.81	4.23	4.16
Taking Tests	Less than 68	3.81		0.42*	0.35*
	Between 68-78	4.23			007
	More than 78	4.16			
Domain of Strategies	Academic Achievement Level	Means	Less than 68	Between 68-78	More than 78
			3.60	4.01	4.06
The Total	Less than 68	3.60		0.41*	0.46*
	Between 68-78	4.01			0.05
	More than 78	4.06			

- Significant at ($\propto = 0.05$).

Table (4) Signals that there are significant differences between the means of the participants' responses due to their academic achievement level in all domains of strategies (less than 68) and (between 68-78 and more than 78) in favor of the means of the participants' responses (between 68-78 and more than 78).

To answer the third question concerning whether there are significant relationships between students' test strategies and their academic achievement levels, Pearson's' Co-Officients Analysis was performed as shown in Table 5 below.

Table (5): Pearson's' Co-Officients between Students' Test Strategies and their Academic Achievement Levels

Academic Achievement / Strategies	Academic Achievement Level	
	Pearson's Co-coefficients	Sig.
Preparing for the test	0.67	0.002*
Relieving Test Anxiety	0.72	0.001*
Taking Tests	0.76	0.001*
Total	0.82	0.001*

- Significant at ($\propto = 0.05$).

A quick look at Table 5 above clarifies that there are significant relationships between students' test strategies and their academic achievement levels.

Discussion of the Findings

The findings of the study indicate that the "Test- Taking Strategies" occupy the first rank with a mean of (3.98) and a standard deviation of (0.52), the "Relieving- Anxiety Strategies" occupy the second rank with a mean of (3.70) and a standard deviation of (0.58) , while the "Preparing for Test Strategies" occupied the third rank with a mean of (3.67) and a standard deviation of (0.49).

The above results show that students give enough attention to the test session itself. Students know that when they apply appropriate strategies in handling the questions and arranging their priorities, they will surely obtain good results. This finding is in harmony with what Casey (1998), Michael (1980) and Wood (1989) Confirm. This finding also goes with Carter (2005), Sweetnam (2000) and Whinnery (1994), but it doesn't go with the findings of Voorhees (1994) and Hryeak (1991). In addition, the findings of this study assert that students recognize the real effect of relieving anxiety and getting settled during the test upon their ability to answer the questions of the test properly. This goes with Yorkey (1982) who indicates that an exam tests the mental discipline and emotional stability. This result is not in harmony with Clegg (1993) whose study revealed no significant effects of test anxiety on students' achievement. Nevertheless, students are really in need to be more aware of the importance of applying the correct and proper strategies for preparing and studying for their tests since this domain "Preparing for Test Strategies" occupy the third rank which indicates that students who do not pay enough attention to these important strategies may not be able to get satisfactory marks. This result is in harmony with Cao and Nietfeld (2007) whose result showed no significant effects of study strategies on academic performance, but it is not congruent with that of Gentry (1995) whose study revealed significant effects of a study skills instructional program on the total scores of the participants. Also, this result does not go with the findings of Lee (1990) whose study showed significant effect for his "How to Study Program" on students' academic achievement. Out of

this result, we can conclude that students do not give evaluative attention for this domain since it is not a main priority for them. Moreover, students believe that they are at ease, and they are not in a hurry. This belief should be seriously reviewed by students since all educators and researchers assert the importance of regular preparation for tests and stress the need for following effective and appropriate strategies while reviewing the test material.

The findings of the study also reveal that there are significant differences among students' test strategies attributed to their academic achievement levels. These results are shown in Tables (2, 3, 4). One- Way ANOVA showed that the observed differences between the students' responses are significant. The use of Shchieffe' Test determine that the significant differences between students' means attributed to their academic levels were at the level of (less than 68) and the levels of (68- 78 and more than 78) in favor of the students' levels (68-78 and more than 78).

To explain and justify this result, it could be said that regular preparation and using effective test strategies is usually reflected upon the marks which students get in their exams and their accumulative averages as well. Preparing for tests, relieving test anxiety and following the correct strategies in handling the questions of the test will naturally lead to distinguished success.

Moreover, the results of this study show that there are significant relationships between students' test strategies and their academic achievement levels. These results are shown in Table (5). To show these relationships, Pearson's Coefficients are computed. The result indicates clear and significant relationships between students' means and their academic levels. To interrupt and justify this result, the researcher can say that the more effective strategies students follow to prepare for tests, to relieve test anxiety and to take tests, the better grades they may get and the higher accumulative averages they will achieve. Sitting for a test without any kind of preparation will surely push students to be highly nervous and make them lose their concentration. This of course will naturally lead to incorrect handling of the questions

Conclusions and Recommendations

The following conclusions and

recommendations can be drawn from this study:

- Students should use examinations as incentives to study regularly and as good reasons to review.
- The results of an examination should be used as a measure of how much students understand and where they need extra effort.
- In addition to studying hard, students must learn how to study effectively.
- Good study strategies and techniques are an aid to effective study.
- Different study techniques should be used on different occasions: different subjects, different lectures and different methods of assessment.
- The strategies and techniques students use to prepare for examinations primarily determine the quality of their learning.
- The use of effective study and revision strategies and techniques should help students to gain confidence.
- The best way to avoid anxieties about course work or examinations is to have a positive attitude to life at college and good test preparation.
- Further research is required to investigate the test strategies followed by students at different other levels.
- Further research is also required to investigate the effect of specific test strategies programs.

Appendix A: The Questionnaire

Students' Test Strategies

Dear student:

Read each item carefully and place the check (√) in the column that seems most appropriate for you.

Domain One: Preparing for Tests

Item	Always	Usually	Often	Rarely	Never
1. I organize my study room and get rid of all the distractions.					
2- I do not start studying unless I have the desire for that.					
3- I ask or anticipate what material will be covered on the test.					
4- I look at past tests to discover my instructor's test usual format and the types of questions.					
5- I organize my notes and discover how much of the test is based on them.					
6- I use different study techniques for an essay test than for objective questions.					
7- I review the material three to six days prior to the test.					
8- I prepare myself the night before the test.					
9- I briefly review the material one more time when I wake up.					
10- I have a shower before leaving my house.					

Domain Two: Relieving Test Anxiety

Item	Always	Usually	Often	Rarely	Never
11- I get enough sleep and rest prior to a scheduled exam.					
12- I eat a good meal prior to the test in order not to feel weak or tired.					
13- I try to exercise or reduce tension and stimulate thinking.					
14- I allow enough time to arrive at the class early, relax and compose myself.					
15- I feel confident that I have prepared well for the exam.					
16- I plan my time and pace to answer all the questions.					
17- I begin by filling in the answers I know.					
18- I don't worry if others are busy writing and I'm not, or if they finish before I do.					
19- I don't worry if I forget an answer because I may remember it later on.					
20- I am calmly able to recall what I know during an exam.					

Domain three: Taking Tests

Item	Always	Usually	Often	Rarely	Never
21- I bring with me all the materials I need for the exam.					
22- I listen carefully to my instructor's directions.					
23- I look over the test and read the directions carefully.					
24. If allowed, I inquire about any unclear points.					
25- I write down key facts or formulas in the margin.					
26- I answer easy questions first then difficult ones.					
27- If I don't know the answer of a question, I make a mark next to it to try to answer it later.					
28- I guess the answers I don't know unless there is a penalty for wrong answers.					
29- I change answers only if I'm sure they are wrong.					
30- I use all the time allotted if I finish early checking my paper for errors.					

Endnotes

1. Richard C. Yorkey , Study Skills, 209.
2. Richard C. Yorkey , Study Skills, 210.
3. *Peter Hubbard, A training course for TEFL,* 279.
4. Robert Barras, Study, 152.

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