



Integration of Test-Taking Strategies Training in EFL Teachers' Pedagogical Practices

Abdullah Alshakhi^{*a} & Zainab Jarallah Alzahrani^a

* Corresponding author

Email: amalshaikhi1@kau.edu.sa

a. English Language Institute, King Abdulaziz University, Jeddah, Saudi Arabia

Article Info

Received: April 07, 2025

Accepted: September 13, 2025

Published: November 3, 2025



10.46303/jcsr.2025.20

How to cite

Alshakhi, A., & Alzahrani, Z. J. (2025). Integration of Test-Taking Strategies Training in EFL Teachers' Pedagogical Practices. *Journal of Curriculum Studies Research*, 7(2), 249-271.

<https://doi.org/10.46303/jcsr.2025.20>

Copyright license

This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International license.

ABSTRACT

Test-taking process and strategy training is a very significant part of teaching, and especially relevant for EFL learners since foreign [English] language test anxiety is very common among EFL learners. Teachers play a crucial role in developing their students' test-taking strategies. However, not all strategies employed by learners, and sometimes even encouraged by their teachers to use in tests, may be construct-relevant and directly contributing to the actual assessment of their language proficiency, even if those strategies may be helping them cope with exam stress, and also, sometimes helping them score well. The present paper is based on an investigation conducted at a Saudi university into EFL teachers' integration of construct-relevant/-irrelevant test-taking strategies in their instructional approaches. It was a mixed-methods research conducted with six EFL teachers as participants who, in a survey questionnaire and structured interviews, expressed their perceptions on the strategies they teach and their perceived effect on students. The findings show that although teachers make sure to teach only construct-relevant strategies, students do resort to construct-irrelevant strategies as well. The findings of the present research are very significant as they help teachers in better supporting their students to improve their overall academic achievement in Saudi EFL contexts. The study will also help ensure a supportive learning environment for students by promoting Test-Taking Strategies as a significant component of success in their language learning journey.

KEYWORDS

Test-taking strategies; construct-relevant strategies; construct-irrelevant strategies; EFL; TTS training.

INTRODUCTION

Formal assessments offer a quantifiable and objective measure of diverse linguistic competencies, encompassing both the receptive and productive language skills, i.e. listening, speaking, reading, and writing (Cohen, 1999). The significant concern in language testing, particularly in EFL contexts, is assessment validity since the assessments are directly linked to learners' academic and professional growth. The results and data derived from these tests offer teachers diagnostic insights into learner performance, enabling them to pinpoint learning gaps and tailor instructional strategies for targeted improvement. A strong interrelationship exists between testing, learning, and pedagogy as instructional goals are often determined by the test objectives. In essence, testing shapes classroom activities and practices by influencing what is taught, how it is taught, and how students learn. It is highly significant from this perspective that language teachers are prepared to inculcate test-readiness among students, preparing students to take tests periodically, without raising their stress and anxiety levels (Latif & Wasim, 2024). Researchers note that sometimes there are contradictions, discrepancies, and complexities in teachers' stated objectives for tests preparations and the actual exercised test practices (Alzubi & Nazim, 2025; Latif & Wasim, 2024).

Considering the influential nature of language testing and the inherent stress learners go through while preparing for and sitting in the tests, it is imperative that students develop effective test-taking strategies (TTS) to manage stress and navigate the examinations successfully. In the opinion of Austin et al. (1995), TTS are so important that it is essential to treat students' test anxiety if we wish to prevent student failures. Test-taking strategy training has a positive impact on EFL students' performance in tests; therefore, some researchers suggest that strategy training on test taking should be included in the regular curricula (Tunaz & Tüm, 2019). By equipping learners with effective TTS, teachers can simultaneously address both the psychological (i.e., anxiety) and academic (i.e., performance) dimensions of tests (Cohen, 1999). Scholars in the field of language education consistently emphasize that test achievement is a product of both subject matter mastery and strategic test-taking competence, with the latter being significantly shaped by learners' prior educational experiences (Cohen, 2006; Dodeen, 2015; Lee, 2018). However, test-taking strategies can be construct-relevant as well as construct-irrelevant. Construct-relevant strategies are those that aid students in displaying their actual abilities in test performances, whereas test-irrelevant strategies are those that may help students score well by chance but do not reflect on their real abilities in the performance (Bi & Wang, 2024). Therefore, with this fact as background knowledge, it is imperative upon EFL teachers to consciously integrate proper strategy instruction to their students in order to enhance their test-taking skills while, at the same time, preserving authenticity of the assessment process.

Research Problem

In the context of English language learning in Saudi Arabia, both standardized and school-based language tests have become increasingly influential in shaping teaching practices and student

learning strategies. While a considerable amount of attention has been given to general language proficiency and curriculum implementation (Alhareth & Al Dighrir, 2014; Alhawsawi, 2014; Arabai, 2016; Al-Sobhi & Preece, 2018; Alzahrani, 2017; Bashehab & Buddhapriya, 2013; Khan, 2011), there is a noticeable gap in research specifically addressing the TTS that English teachers espouse in preparing students for assessments in the four language skills—reading, writing, speaking, and listening. To date, only a small number of studies have explored TTS in Saudi Arabia (Al Fraidan, 2011, 2024; Al Fraidan, & AlSalman, 2023) or examined the types of strategies students use specifically when tackling a vocabulary (Alsafi, 2019) or reading test (Almalki, 2023), or investigated the relationship between TTS, academic achievements, and test anxiety among students. Moreover, previous studies have either focused on students (Al Fraidan, 2011; Al Fraidan & Al Salman, 2023; Alsafi, 2019) or on emotional factors in test performance (Almalki, 2023). At the same time, there is no study focused on construct-relevant/-irrelevant test-taking strategies identification or training in Saudi Arabian EFL academic contexts to date. Thus, there is no literature available on the subject either as a contribution to the existing literature or as a reference guide for further research. Even the literature on TTS is, to the best of the researchers' knowledge, mostly inconclusive on teachers' awareness and implementation of TTS, how they deliver strategy instruction or adapt it across different language skills, or their impact on learners' academic achievements (Almalki, 2023; Hamouda, 2015). The present study was aimed to fill this gap by exploring construct-relevant/-irrelevant test-taking strategies identification and integration in teachers' strategy teaching programs. The exploration was focused on Saudi Arabian English language teachers' awareness and promotion of TTS, specially construct-relevant strategies through integration in their teaching programs.

LITERATURE REVIEW

Literature on TTS shows diversity in approach, scope, and findings. However, before we delve deep into the relevance of previous literature to the present study, we'll apprise ourselves of some important concepts employed in the study.

Test-Taking Strategies

McPhail (1981) raises three questions related to test-taking skills – what the skills are; can they be taught; and how to teach them. Test-taking strategies (TTS) are the techniques, psychological and physical, test-takers use to cope with the stress and anxiety caused by the apprehension of taking a test, and the resultant preparedness for a test. These techniques are students' cognitive abilities, independent of the test content knowledge, but they do affect test grades (Dodeen, 2015). According to Bruch (1981), a test-taking strategy is any specific approach, rule, or procedure that contributes to effectively understanding and solving test questions, such as multiple-choice items. This definition remains applicable across different subjects and course content. Allan and MacLennan (1997) state that TTS are about the learner's ability to find answers using keywords regardless of the knowledge content the questions are deployed to

assess. In the context of the present study, TTS refers to deliberate cognitive, metacognitive, and behavioural techniques employed by learners before, during, and after an assessment to enhance performance and manage test-related challenges.

Construct-Relevant/-Irrelevant Strategies

Construct-relevant test-taking strategies in EFL contexts would be the strategies that help students employ their linguistic competence effectively during an assessment. For instance, time management, note-taking and paraphrasing, giving structured responses, and reading comprehension strategies aligned well with the test at hand (Bi & Wang, 2024; Katalayi, 2018). On the other hand, construct-irrelevant strategies are the techniques that may occasionally inflate students' scores in tests but will not exactly help them demonstrate their actual proficiency, such as doing guesswork in the tests, cracking a test pattern and becoming familiar with repeated questions, heavy reliance on memorized phrases, structures and lexis, employing elimination technique in multiple-choice tests, etc. (Amer, 2007; Katalayi, 2018).

Test-Taking Strategies Research

Researchers in the field of language education have been interested in TTS and learner strategies for second language acquisition since the 1970s. Rubin's (1975) study was one of the earliest studies carried out on TTS. It revealed that guessing is a distinct strategy utilized by skilled learners. Further studies on TTS were conducted by several researchers in the early 1980s. The work of Dollerup et al. (1982) addressed the methods that test-takers employ to complete tasks and assessments, such as cloze tests and multiple-choice questions. Their study was conducted on high school and college students' responses to three multiple-choice tests. They found that each question produced a unique set of strategies.

The existing literature on TTS underscores the significance of research explorations bringing out the impact of training on learners' test-taking strategies development (Bachman, 1991; Barati & Kashkouli, 2013; Fakhli & Sawai 2021). Barati & Kashkouli (2013), for instance, find a pattern in Iranian EFL learners' use of TTS, while Bumbálková, E. (2021) observe that EFL learners employ more strategies in reading comprehension tests compared to listening comprehension tests. Similarly, Ghafournia's (2013) findings are that more proficient learners frequently use strategies better suiting to the task compared to less proficient learners. Guessing is also a very common test strategy among less proficient learners. Previewing is found not to be a very effective strategy with high language proficiency learners (Guo et al., 2016), particularly for syntactical comprehension tasks. Teachers' training in assessment literacy prepares them to support students' learning (Ambrose et al., 2010; Magaji & Ade-Ojo, 2023). Nurjain et al. (2023) find that if assessment practices are learner-oriented, learners learn to manage test-taking anxiety well. In EFL contexts, teachers as well as learners perceive strategy training as a positive step towards helping students cope with text anxiety and other related issues (Alavi & Bordbar, 2012; Alzubi & Nazim, 2025; Amer, 2007; Assiri, 2014; Attia, 2012; Austin et al., 1995; Makeleni et al., 2023). Hu and Trenkic (2021) report that student coaching and frequent test-taking help them score better in exams. On similar lines, Zhang et al. (2014)

found that college test takers' strategy use affects their lexico-grammatical reading ability significantly.

TTS Research in the Saudi Context

Research conducted on TTS in Saudi Arabia has primarily focused on three topics: the unconscious use of TTS (Al Fraidan & Al-Khalaf, 2012), common strategies used by learners (Alsafi, 2019; Alavi & Bordbar, 2012; Al Fraidan, 2011; Al Fraidan & AlSalman, 2023), and the impact of using TTS on addressing test anxiety and improving students' performance (Almalki, 2023; Assiri, 2014). Two studies have addressed the instruction of TTS (Al Fraidan, 2024; Hamouda, 2015), indicating a lack of research in the area.

Al-Fraidan and Al-Khalaf (2012) observe that Saudi EFL learners use TTS unknowingly. Their TTS may have been unnamed or unconsciously employed. This is attributed to lack of instruction in TTS. Accordingly, many students unknowingly apply them to improve their test performance. In such cases, it is not considered a test-taking strategy but rather a natural problem-solving technique that students have developed on their own. Cohen (1999) suggests that an unconsciously employed strategy is regarded as a normal problem-solving process, not a strategy. Furthermore, Ellis (1994) states that when strategies become automatic, students no longer benefit from them as learning tools. This highlights an urgent demand for formal instruction in TTS in EFL classrooms, particularly in the Saudi contexts, to enable the students to deliberately use these skills in exams.

The review of literature presented above is not exhaustive in nature, however, it reveals certain gaps in research. First, the studies reviewed above have largely explored the usage of TTS from the learners' point of view. While this is an important aspect to investigate, it leaves a significant gap in our understanding of the specific strategies endorsed by teachers of English, especially in the Saudi context, hindering our ability to support their teaching practices and optimize student success. Conversely, the reviewed studies also lack exploration of teachers' perspectives, including their attitudes towards TTS instruction and the methods they employ in their classrooms. Second, there is almost negligible research on construct-relevant/irrelevant strategies. The research gaps need to be addressed.

Objectives of the Study

Considering the gaps identified in literature, the primary objective of the current research was to investigate what the construct-relevant/-irrelevant test-taking strategies integrated in EFL teachers' strategy teaching in Saudi Arabian university contexts are. The corollary objective of the study was to identify the methods Saudi EFL instructors employ to integrate TTS into their instructional practices for the four language skills: listening, speaking, reading, and writing. Yet another corollary objective of the study was to investigate Saudi EFL instructors' perceptions regarding the effectiveness of different TTS on students' test performance and test anxiety levels.

Research Questions

To achieve the stated objectives, the study was designed to answer the following questions:

RQ1: What are the common construct-relevant/-irrelevant TTS taught by English language teachers in Saudi Arabia?

RQ2: What methods do English teachers employ to integrate TTS into their instructional practices for the four language skills: listening, speaking, reading, and writing?

RQ3: What are English teachers' perceptions regarding the effectiveness of different TTS on students' test performance and test anxiety levels?

RESEARCH METHODOLOGY

Mixed-methods research methodology was employed to conduct the present research. Numerical data were collected through a survey questionnaire, while qualitative data were collected through structured interviews. The qualitative nature of the study ensures a richer understanding of how and why teachers adopt certain strategies, reflecting pedagogical reasoning, classroom realities, and cultural considerations unique to the Saudi educational system. The benefit of this methodology lies in its deep exploration of how teachers employ these strategies, leading to recommendations that enhance assessment preparedness, teaching effectiveness, and learning outcomes in EFL classrooms.

The study was conducted at King Abdulaziz University, Jeddah, in Saudi Arabia.

Participants

The study involved female EFL instructors working at English Language Institute (ELI) at the university as participants. The English language program at the ELI caters to students with varying linguistic levels on diverse academic tracks, such as health sciences, general and academic English, communications and media, geoscience, arts, and economics. The ELI first-year English language program provides an ideal context to study TTS because learning English is mandatory for all first-year students. The study employed purposive sampling to recruit participants. They were female instructors of English with substantial higher education teaching experience. The study involved six teachers who had a minimum two years of experience teaching English. Their ages ranged from twenty-eight to fifty-two. Some of the participants held bachelor's degrees, while others possessed master's degrees. To assure anonymity and protect the participants' privacy, their names were changed. Participant demographics are presented in Table 1, given below.

Table 1.

Participant demographics

No	Name	Nationality	Age	Degree	Experience (in years)
1.	Elaf	Saudi	35	MA (TESOL)	4
2.	Huda	Saudi	48	BA (English)	25
3.	Afnan	Saudi	51	MA (Linguistics)	23
4.	Eman	Saudi	28	BA (English)	3
5.	Maria	British	52	MA (TESOL)	25
6.	Sofia	Spanish	35	BA (English) & CELTA	8

Research Instruments

The study data were collected using two instruments – a survey questionnaire, and semi-structured interviews. The questionnaire was used to collect data on the number of participants who taught/encouraged the use of construct-relevant/-irrelevant TTS in their classes. It was comprised of 13 statements, 7 statements on construct-relevant strategies and 6 statements on construct-irrelevant strategies. The statements measured the responses of participants on a 5-point Likert scale: 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. Strongly agree. Allotment of credit on construct-relevant statements was 1, 2, 3, 4, 5, whereas for construct-irrelevant statements it was reversed. The questionnaire was validated by Cronbach Alpha calculations, which was obtained .72, an acceptable value (Appendix D).

Semi-Structured Interviews: Semi-structured interviews were developed after a thorough literature review (Almalki, 2023; Joh & Schallert, 2014; Lee, 2019a). All six teacher participants were interviewed for data collection. The number was small as scholars agree on a minimum number of 20 interviewees for a qualitative study (Bekele & Ago, 2022), but researchers also say it depends on a number of other factors, too. So, keeping the other factors and constraints in mind, the number of interviewees was taken to be sufficient for the purpose. These interviews were aimed at exploring the types of TTS taught and how they were integrated into teaching practices, along with their perceived effectiveness from the teachers' perspective. The interview questions were validated for reliability and content by three experts in the field of language education.

Research Design

The data collection method was designed to elicit responses on construct-relevant/-irrelevant TTSs prevalently employed by language teachers. Data triangulation was employed to arrive at a more reliable interpretation of the emerging picture. Qualitative interpretation was used to make meaning of teachers' perspectives and implementation of test-taking skills in the Saudi EFL context (Merriam & Tisdell, 2015). Three interview data collection phases were adopted to understand and comprehend the research constructs more accurately (Wahyuni, 2012). Purposive sampling was used for data collection to understand the central phenomenon (Creswell, 2015).

Procedure

After gaining ethical approval, data collection took place over four phases. First, the questionnaires were emailed to selected participants. The participants returned the filled-in questionnaires within a week. The next three phases involved interviews. The first two phases were focused on the two main aspects of the research question. In the third phase, follow-up interviews were conducted with selected participants to clarify ambiguities or further explore specific topics. The interviews, whether written or spoken, were conducted online and stored digitally in cloud-based systems.

Data Collection and Analysis

The numerical data were tabulated and subjected to statistical analysis. The interviews were transcribed via Microsoft Word and saved in separate Word files. The data were cleaned to protect the participants' confidential information. The transcribed data were analysed using the ATLAS.ti software. Deductive thematic analysis techniques were employed to analyse the qualitative data (Braun & Clarke, 2006). The analysis sought to identify, evaluate, and report patterns or themes within the data. The relevant data extracts that fit within themes were collected, refined, and thoroughly reviewed. The results obtained from qualitative analysis of data were cross-checked against the results obtained from quantitative data analysis.

RESULTS

Quantitative Analysis

Table 2 (see appendix), given below, presents a summary of the number of participants responding to the five variables on construct-relevant and construct-irrelevant TTSs. Further calculations focused on arriving at the number of participants integrating construct-relevant and construct-irrelevant strategies in their strategies teaching approach are presented in Table 3, given below. The final figures are percentage figures.

Table 3.

Percentage figures of participants teaching/encouraging construct-relevant and construct-irrelevant TTSs

No.	Strategies	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
1.	Construct-relevant strategies (statements 1,2,3,4,5,6, and 13)	2.3%	4.7%	9.5%	14.28%	69.04%
2.	Construct-irrelevant strategies (statements 7,8,9,10,11, and12)	19.44%	16.66%	0%	11.1%	52.77%

Qualitative Analysis

The first coding scheme and categorization of data revealed the common TTS and two main areas: familiarizing oneself with the test through content review, time management, and mock tests; and emotional support, which emphasizes the importance of psychological factors, including a supportive environment and encouragement. The second coding scheme categorized teaching practices into two main themes: techniques and challenges. Techniques are the implicit and explicit methods employed in teaching, whereas challenges identify the difficulties encountered in teaching the strategies. The third coding scheme displayed teachers'

perceptions of the effectiveness of TTSs identifying two key areas where teachers observe the impact of these strategies: test anxiety and development.

As regards students familiarizing themselves with tests, one of the instructors said that exposing students to the test format through mock tests was one of the most common TTSs she employed:

When we get closer to the test, I start talking about the test, particularly when it's like around the corner and we receive the samples, which is when I show them the sample, and I tell them that this is the format of the exam, that these are the parts of the exam. I explain the parts, and we try to do the sample together.

Likewise, another instructor stated:

I coach them on test-taking techniques with some examples and samples of previous exam questions.

In the same vein, another practice commonly mentioned as standard was providing mock exams in class: *They always provide us with, like, mock exams that we can go through with the students in class*, said another instructor.

Regarding content review, one instructor elaborated on her approach:

When I have a textbook, for example, students have certain themes or certain topics that I make sure that they are trained to write about. All of these topics will come later on the test. I familiarize them with the topics that I expect to come in a real test. That's how I train them.

For the speaking test, one instructor described that,

I usually discuss important aspects of their presentations, including the expected duration and the information they need to cover. In this speaking project, ahead of each step, I prepare a presentation where I elaborate on what they're expected to do.

Regarding emotional support, an effective helping strategy, one instructor said that,

Before reading the exam, for example, I reassure students that they can do it, chat casually, and joke with them before the commencement of the test. I always use students' first names when I address them and answer any question that they may have.

And yet another instructor observed that,

I observe students' behaviour in the classroom to identify signs of confidence, anxiety, or struggle. For example, I take note of students who frequently volunteer to read aloud or confidently answer questions. When I notice issues, I engage students in discussions to address their concerns and explore solutions together. Classroom discussions are another valuable tool for tracking students' anxiety and progress.

With respect to teaching practices, several common approaches emerged from the interviews, ranging from explicit, step-by-step teaching of test-taking techniques to more implicit, integrated methods embedded within regular classroom activities. For example, one instructor described a structured approach to teaching reading comprehension strategies that encourage students to engage in pre-reading activities and question analysis:

Whenever we tackle reading comprehension in class, we start by looking at the pictures, the titles, the headlines, and the subtitles. So, I usually ask students to first look at the reading. Then, we start analysing the questions; we read the questions first... I usually ask my students to analyse these "wh-" words. So, "what," for example, or "where;" then you need to look for a place.

Another teacher explained how she explicitly scaffolds writing instruction through modeled examples and structured stages of writing:

If learners must write a specific text, such as an e-mail or a certain type of essay, I give them an example... I ask them to start writing after explaining... brainstorming, then drafting, revising, receiving feedback and then having their final piece of writing.

Another teacher emphasized the strategic value of previewing questions in listening tasks, blending comprehension with prediction:

I underlined a critical test-taking strategy and stated that I really believe in reading the questions before watching or listening. It allows students to analyse, reason, and apply deductive thinking skills to predict and find answers.

While some teachers embedded strategies into the flow of the lesson, others preferred direct instruction. Additionally, some teachers reported conducting pre-exam sessions focused on common writing mistakes, further exemplifying structured intervention before assessments. Despite the variety of practices shared, some teachers expressed frustration and difficulty in implementing strategy-based instruction, largely due to students' lack of interest and cultural reasons. For instance, one instructor acknowledged that students often push back against methods that deviate from rote or passive learning approaches:

It's very difficult. The thing is that you find a lot of resistance coming from the students themselves. They are so accustomed to this method or this type of teaching and learning.

With regard to the relationship between teaching TTS and learners' level of English proficiency, during the second interview phase, one instructor stated that,

It depends on the level of the students, their motivation level, also, because, as you know, we have different tracks. Not all of the tracks are equal in their enthusiasm towards learning English as a foreign language; their attitudes are different.

Another instructor expressed the same idea during as follows:

If they are already good at what they need to understand, for example, if they are able to form clear, correct sentences in writing lessons and write about certain topics, then, no matter what the topic is that they are going to encounter in the test, they will be ready.

Another crucial and recurrent theme that was discussed is the development of confidence and competence, which involves how teachers perceive the effectiveness of teaching TTS. An instructor pointed out,

Most of the test takers, when you ask them to relax when you familiarize them with the test, they do relax, which is why I think that the approach is effective.

Another instructor added the following on the same topic:

If the students feel like they are familiar with the text format, familiar with something, they will feel more confident that even if they don't know the answer because they have other tools to help them reach the answer.

Regarding writing competence, another teacher asserted the following:

I usually notice that students become better and improve a lot whenever I do this. I usually tackle the most common mistakes and writing because it is applicable to the writing assignments and the final exam. So, I find improvements whenever I do this, and I tackle the most common mistakes, and I revise it again and revisit that with them in class before the final exam.

Yet another instructor asserted the importance of teaching learners TTS:

Strategies are important in language learning and assessment. So yeah, we train them. I mean, I personally help students to improve their learning and help them achieve success in the exams. Of course, these strategies are something for life and are something that's going to stay with them as long as they're students.

DISCUSSION

A cursory glance at Tables 2 and 3, above, shows that participating teachers teach both construct-relevant and construct-irrelevant TTSs to their students. However, the number of instructors who indicate teaching construct-relevant strategies is much higher (83.32%) than those who do not (7%). A few teachers (9.5%) are not sure of their teaching orientation. Similarly, the percentage of those who indicate they also teach construct-irrelevant strategies is also high (63.88%) compared to those who do not (36%). But a quick glance at construct-irrelevant strategies integrated by instructors in their teaching strategies will present a clear picture. Teaching elimination techniques in MCQ tests received the highest agreement from instructors, followed by getting familiar with repeated test questions and memorizing phrases to crack language test. So, there are a number of teachers who do encourage their students to use elimination techniques in MCQ tests and memorization of key phrases.

To answer the first research question, the construct-relevant TTS that are being taught and employed by teachers of English in the Saudi context, identified from data analysis, are time management, notetaking, paraphrasing, structured responses, reading comprehension strategies, aligning response to test questions, and planning for the test well in advance. Whereas, the construct-irrelevant TTS are guesswork, cracking the exam pattern, familiarity with repeated test questions, memorizing the phrases, memorizing syntactic structures, and using elimination technique for MCQs. Notably, many teachers stressed the significance of familiarizing students with test formats, topics, and essential skills, such as time management. The findings of the study are comparable to those of a few previous studies on the topic. Lee (2019b) shows that students' awareness of TTS significantly improves their test performance, thus strongly endorsing the usefulness of TTS instruction. Attia's (2012) findings also put stress upon training in test-taking strategies. The findings also align well with those of Rezaei et al. (2005), who confirmed that test familiarity positively impacts test results. In the current study,

this finding was consistently confirmed by teachers as the most effective strategy. Test-taking strategy training also enhances learners' self-efficacy, that is, the strong belief in one's capability to fulfill a task (Makeleni et al., 2023).

As regards the second research question, findings of the study revealed that English teachers incorporate TTS into their regular lessons. The teachers explained that they employ a variety of methods to teach these skills, such as implicit teaching through examples and personalized exercises. Concerning the third research question, the findings show that teachers generally view these strategies as beneficial for improving students' performance on tests. Teachers perceive that effective TTSs lead to a reduction in student anxiety related to tests. Additionally, teachers believe that utilizing these strategies contributes to the development of confidence and competence in students. Teachers emphasized that TTSs enable students to improve their time management skills, reduce test anxiety, and approach different types of questions with confidence. However, they also acknowledged that the success of these strategies depends on students' individual needs and their level of proficiency. Teachers believe that when TTSs are tailored to match the students' level and integrated consistently into teaching, they can lead to a notably improved performance on tests.

CONCLUSION

To sum up, the current study aimed to examine three key areas: the construct-relevant/irrelevant TTS integrated in Saudi EFL teachers' teaching approaches, their methods of incorporating these strategies into English classes, and their perceptions of how these strategies affect students' test performance and anxiety levels. One major finding is that some teachers acknowledge that, along with construct-relevant strategies, they do incorporate construct-irrelevant strategies in their teaching. They acknowledge the importance of equipping students with effective TTS, as these strategies influence not only exam performance but also overall language learning and classroom engagement. Another significant finding is that English teachers adapt their instruction in response to students' test performance, assessment challenges, and classroom dynamics. Teachers offer various strategies to enhance students' test preparedness, such as familiarizing them with question formats, teaching time management skills, and incorporating practice tests. Their experience plays a crucial role in shaping these instructional choices, increasing their confidence and improving student outcomes. Teachers also acknowledge the complexity of test preparation, emphasizing the need to adjust strategies according to students' proficiency levels and learning styles.

Significance of the Research

The significance of the current investigation bears upon two factors. First, the research study is an attempt to assist teachers in better supporting their students to improve their overall academic achievement in Saudi EFL contexts. As for the students, the study will help ensure a supportive learning environment by promoting TTS as a significant component of success in their language learning journey. Second, the study is first of its kind in Saudi academic contexts,

and therefore, is a significant contribution to the existing literature. For policymakers, the study can provide deep insights that might lead to developing EFL curricula to meet the learners' linguistic needs.

Limitations of the Study

This study has two limitations. First, the sample consisted only of female participants. Two, owing to certain constraints, the sample was very small. Both these factors may limit the generalizability of the findings to a broader population.

Further Recommendations

To address the current study limitations, future research should consider incorporating a more diverse participant pool, including both male and female educators, to explore potential differences in TTS.

REFERENCES

- Alavi, S. M., & Bordbar, S. (2012). Are they right participants for the right strategies? A case study in the role of levels of language ability in strategy use in reading section of TOEFL iBT. *Theory and Practice in Language Studies*, 2(5), 877-886.
<https://doi.org/10.4304/tpls.2.5.877-886>
- Al Fraidan, A. A. (2011). *Test-taking strategies of EFL learners on two vocabulary tests*. Lambert Academic Publishing.
- Al Fraidan, A. A. (2024). Unveiling students test strategizing through the lens of Monitor Theory: Teaching insights. *Forum for Linguistic Studies*, 6(2), 1181-1200.
<https://doi.org/10.59400/fls.v6i2.1181>
- Al Fraidan, A. A., & Al-Khalaf, K. (2012). Test-taking strategies of Arab EFL learners on multiple choice tests. *International Education Studies*, 5(4), 80-85.
<http://dx.doi.org/10.5539/ies.v5n4p80>
- Al Fraidan, A. A., & AlSalman, A. (2023). The utilisation of test-taking strategies by Saudi EFL high schoolers in Al-Ahsa region. *World Journal of English Language* 13(2), 414-423.
<https://doi.org/10.5430/wjel.v13n2p414>
- Alhareth, Y. A., & Al Dighrir, I. (2014). The assessment process of pupils' learning in Saudi education system: A literature review. *American Journal of Educational Research*, 2(10), 883-891. <http://doi.org/10.12691/education-2-10-6>
- Alhawsawi, S. (2014). *Investigating student experiences of learning English as a foreign language in a preparatory programme in a Saudi university* [Doctoral dissertation, University of Sussex]. <https://hdl.handle.net/10779/uos.23402945.v1>
- Allan, A., & MacLennan, C. (1997). Validating a test of test-taking strategies for use in Hong Kong secondary schools. *Perspectives: Working Papers*, 9(2), 1-5.
- Almalki, M. S. (2023). Multiple choice test-taking strategies, test anxiety, and EFL students' achievement. *World Journal of English Language*, 13(2), 248-259.
<http://dx.doi.org/10.5430/wjel.v13n2p248>

- Alrabai, F. (2016). Factors underlying low achievement of Saudi EFL learners. *International Journal of English Linguistics*, 6(3), 21-37. <http://dx.doi.org/10.5539/ijel.v6n3p21>
- Alsafi, W. A. (2019). Using verbal reports to explore reading test-taking strategies of Saudi, EFL university students. *Arab World English Journal*, Special Issue: Application of Global ELT Practices in Saudi Arabia, 42-56. <https://dx.doi.org/10.24093/awej/elt1.4>
- Al-Sobhi, B., & Preece, A. (2018). Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: Problems and solutions. *International Journal of Education and Literacy Studies*, 6(1), 1-11. <http://dx.doi.org/10.7575/aiac.ijels.v.6n.1p.1>
- Alzahrani, A. (2017). Markets and language policy in Saudi Arabia: How the English language can contribute to the success of the Saudi vision 2030. *International Journal of English Language and Linguistics Research*, 5(6), 1-12.
- Alzubi, A. A. F., & Nazim, M. (2025). Unlocking the power of online assessments in EFL education: Teachers' and students' perceptions. *SAGE Open*, 15(1). <https://doi.org/10.1177/21582440241311785>
- Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass
- Amer, A. A. (2007). EFL/ESL Test-wiseness and test-taking Strategies. ERIC. <https://eric.ed.gov/?id=ED497399>
- Assiri, M. (2014). Metacognitive and cognitive strategy use and performance on a reading test with multiple-format tasks. *Arab World English Journal*, 5(4), 187-202.
- Attia, A. E. (2012). The effectiveness of a training program in test-taking strategies on proficiency test performance among EFL trainees and their strategy knowledge use and value. *Journal of Arabic Studies in Education & Psychology*, 28(3), 1-29. <http://doi.org/10.21608/saep.2012.50691>
- Austin, J. S., Partridge, E., Bitner, J., & Wadlington, E. (1995). Prevent school failure: Treat test anxiety. *Preventing School Failure: Alternative Education for Children and Youth*, 40(1), 10-13. <https://doi.org/10.1080/1045988X.1995.9944644>
- Bachman, L. F. (1991). What does language testing have to offer? *TESOL quarterly*, 25(4), 671-704. <https://doi.org/10.2307/3587082>
- Barati, H., & Kashkouli, Z. (2013). Test-taking strategies and task-based assessment: The case of Iranian EFL learners. *Iranian Journal of Research in English Language Teaching*, 1(2), 111-129.
- Bashehab, O. S., & Buddhapriya, S. (2013). Status of knowledge based economy in the Kingdom of Saudi Arabia: An analysis. *Journal of Social and Development Sciences*, 4(6), 268-277. <https://doi.org/10.22610/jsds.v4i6.761>
- Bekele, W., & Ago, F. (2022). Sample size for interview in qualitative research in social sciences: A guide to novice researchers. *Research in Educational Policy and Management*, 4(1), 42-50. <https://doi.org/10.46303/repam.2022.3>

- Bi, N. Z., & Wang, Y. (2024). Modeling the relationships between EFL learners' construct-relevant and -irrelevant strategies in listening test performance. *Acta Psychologica*, 251, 104623. <https://doi.org/10.1016/j.actpsy.2024.104623>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bruch, M. A. (1981). Relationship of test-taking strategies to test anxiety and performance: Toward a task analysis of examination behavior. *Cognitive Therapy and Research*, 5, 41–56. <https://doi.org/10.1007/BF01172325>
- Bumbáľková, E. (2021). Learners' test-taking strategies used in receptive skills tests: A literature review. *International Journal of Instruction*, 14(2), 647–664. <https://doi.org/10.29333/iji.2021.14236a>
- Cohen, A. D. (1999). Strategies and processes in test taking and SLA. In L. F. Bachman & A. D. Cohen (Eds.), *Interfaces between second language acquisition and language testing research* (pp. 90–111). Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9781139524711.006>
- Cohen, A. D. (2006). The coming of age of research on test-taking strategies. *Language Assessment Quarterly*, 3(4), 307–331. <https://doi.org/10.1080/15434300701333129>
- Creswell, J. W. (2015). Revisiting mixed methods and advancing scientific practices. In S. N. Hesse-Biber & R. B. Johnson (Eds.), *The Oxford handbook of multimethod and mixed methods research inquiry* (pp. 57–71). Oxford Library of Psychology. <https://doi.org/10.1093/oxfordhb/9780199933624.013.39>
- Dodeen, H. (2015). Teaching test-taking strategies: Importance and techniques. *Psychology Research*, 5(2), 108–113. <http://doi.org/10.17265/2159-5542/2015.02.003>
- Dollerup, C., Glahn, E., & Rosenberg-Hansen, C. (1982). Reading strategies and test-solving techniques in an EFL-reading comprehension test: A preliminary report. *Journal of Applied Language Study*, 1, 93–99.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. New York: Oxford University Press.
- Fakhli, I. A., & Sawai, P. B. (2021). Test-taking strategies: A theoretical review. *Journal of Emerging Technologies and Innovative Research*, 8(12), c690–c700. <https://www.jetir.org/view?paper=JETIR2112290>
- Ghafournia, N. (2013). The relationship between using multiple-choice test-taking strategies and general language proficiency levels. *Procedia - Social and Behavioral Sciences*, 70, 90–94. <https://doi.org/10.1016/j.sbspro.2013.01.043>
- Guo, Q., Kim, Y.-S. G., Yang, L., & Liu, L. (2016). Does previewing answer choice options improve performance on reading tests? *Reading and Writing: An Interdisciplinary Journal*, 29, 745–760. <https://doi.org/10.1007/s11145-016-9626-z>
- Hamouda, A. (2015). The effect of test-taking strategy instruction on Saudi EFL students' multiple-choice reading comprehension tests at the tertiary level. *Journal of English*

- Language and Literature*, 2(2), 69-96. <https://joell.in/wp-content/uploads/2015/08/TEST-TAKING-STRATEGY.pdf>
- Hu, R., & Trenkic, D. (2021). The effects of coaching and repeated test-taking on Chinese candidates' IELTS scores, their English proficiency, and subsequent academic achievement. *International Journal of Bilingual Education and Bilingualism*, 24(10), 1486–1501. <https://doi.org/10.1080/13670050.2019.1691498>
- Joh, J., & Schallert, D. L. (2014). How conception of task influences approaches to reading: A study of Korean college students recalling an English text. *TESOL Quarterly*, 48(4), 715–737. <https://doi.org/10.1002/tesq.147>
- Katalayi, G. B. (2018). Elimination of distractors: A construct-irrelevant Strategy? An investigation of examinees' response decision processes in an EFL multiple choice reading test. *Theory and Practice in Language Studies*, 8(7), 749-758. <http://dx.doi.org/10.17507/tpls.0807.05>
- Khan, I. A. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research*, 2(7), 1248-1257. <https://ssrn.com/abstract=2857304>
- Latif, M. W., & Wasim, A. (2024). Investigating EFL instructors' approaches to classroom-based assessment culture: An explanatory sequential mixed-method approach. *Language Testing in Asia*, 14, 57. <https://doi.org/10.1186/s40468-024-00332-x>
- Lee, J.-Y. (2018). The use of test-taking strategies and students' performances in answering TOEIC reading comprehension questions. *Taiwan Journal of TESOL*, 15(2), 33-64. [https://doi.org/10.30397/TJTESOL.201810_15\(2\).0002](https://doi.org/10.30397/TJTESOL.201810_15(2).0002)
- Lee, J.-Y. (2019a). Pedagogical effects of teaching test-taking strategies to EFL college students. *Reading in a Foreign Language*, 31(2), 226–248. <https://nflrc.hawaii.edu/rfl/item/426>
- Lee, J.-Y. (2019b). Teaching test-taking strategies to EFL student readers with different language proficiencies: An empirical reassessment. *ESP Today*, 7(2), 165-181. <https://doi.org/10.18485/esptoday.2019.7.2.3>
- Magaji, A., & Ade-Ojo, G. (2023). Trainee teachers' classroom assessment practices: Towards evaluating trainee teachers' learning experience in a teacher education program. *Social Sciences & Humanities Open*, 7(1), 100467. <https://doi.org/10.1016/j.ssaho.2023.100467>
- Makeleni, S., Mutongoza, B., Linake, M., & Ndu, O. (2023). teacher self-efficacy and learner assessment: A perspective from literature on South African indigenous languages in the foundation phase. *Journal Of Curriculum Studies Research*, 5(3), 44-64. <https://doi.org/10.46303/jcsr.2023.30>
- McPhail, I. P. (1981). Why teach test wiseness? *Journal of Reading*, 25(1), 32-38. <http://www.jstor.org/stable/40030492>
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey Bass

- Nurjain, A., Salazar-Espinoza, D. E., Saenko, N., & Bina, E. (2023). Learner-oriented assessment matters: Testing the effects of academic buoyancy, reflective thinking, and learner enjoyment in self-assessment and test-taking anxiety management of the EFL learners. *Language Testing in Asia* 13, 30. <https://doi.org/10.1186/s40468-023-00247-z>
- Rezaei, A. (2005). Test-taking strategies and performance in language achievement tests. *Pazhuhesh-e Zabanha-ye Khareji*, 20, 27-50. Scientific Information Database (SID). https://journals.ut.ac.ir/pdf_12413_3cc5ade2452e5a7ace2c5e9a1ea86922.html
- Rubin, J. (1975). What the “good language learner” can teach us. *TESOL Quarterly*, 9(1), 41-51. <https://doi.org/10.2307/3586011>
- Tunaz, M., & Tüm, G. (2019). Test-taking strategies and students’ achievement in EFL reading tests. *Journal of Language and Linguistic Studies*, 15(1), 140-150. <http://doi.org/10.17263/jlls.547674>
- Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. *Journal of Applied Management Accounting Research*, 10(1), 69–80. <https://ssrn.com/abstract=2103082>
- Zhang, L., Goh, C. C., & Kunnan, A. J. (2014). Analysis of test takers’ metacognitive and cognitive strategy use and EFL reading test performance: A multi-sample SEM approach. *Language Assessment Quarterly*, 11(1), 76-102. <https://doi.org/10.1080/15434303.2013.853770>

APPENDIX

Appendix A

Consent form and Semi-structured interview Questions Guide

Dear Participant, please read the following information and instructions before starting the interview:

The Research: This interview is part of a research study conducted by Zainab Alzahrani, a researcher at King Abdulaziz University. The interview aims to collect data on teachers’ usage and perception of construct-relevant/irrelevant test-taking strategies in the Saudi EFL context. The interview will be conducted in three phases, first via email to encourage thoughtful responses, the second phase will be conducted in a Zoom meeting for recording purposes and the last phase will be a follow-up interview to ask for more clarification via Zoom with a selective sample. There is no right or wrong answer. If you need any clarification about a specific point during the interview, please do not hesitate to ask the researcher.

Time: This interview will take approximately 30 minutes.

Recording: The interview will be recorded (Only Audio Recording). The recordings will be used for research purposes only. All recordings will be deleted immediately after finishing the

research. The recordings will not be shared with any institute or person. You have the full right to ask the researcher to delete the audio recording at any time.

Participation: Your participation is highly appreciated. Your participation in the interview is voluntary. Anonymity and privacy of all participants in the interview will be ensured. No data will be shared with any institute or person. The data will be only used to achieve the research purposes. For further information or questions about this research project, you can contact the researcher via email at zaizahrani0016@stu.kau.edu.sa or phone. No.: 0554774059

Thank you for your participation!

Consent Form

Please read the information and the attached interview instructions sheet. If you are willing to participate in the study, please sign below.

I confirm that the researcher has provided me with the following information:

- I was reassured by the researcher about the estimated time of the interview.
- I was informed by the researcher of the purposes and details of the research.
- I was reassured that my details as a participant would be anonymous and private.
- The researcher assured me that no data would be shared with any institute or person.
- The researcher assured me that data would be used only for research purposes.
- I was reassured that I have the right to withdraw from the interview at any stage.
- I was informed that the conducted interview will be recorded (Only Audio).

By signing this form, I agree that my participation in this study is voluntary.

Name:

Signature: Date:

Researcher's Signature:

Appendix B

Interview Questions

Phase One Interview Questions (Exploratory Interview)

Demographic information

Age..... Gender.....

Nationality.....

Qualifications/Certifications in English language teaching

Length of experience as an English language teacher.....

The English track and proficiency levels you primarily teach

Interview Questions

1. Prior to a test, do you try to help students overcome test anxiety? If so, what do you do?
2. What is your approach in preparing your students for reading, listening, speaking and writing exams?
3. How do you help students overcome speaking test anxiety?

4. How do you define “test-taking strategies” in the context of teaching English language?

Phase 2 (Focused Phase) Questions

1. Walk me through a normal English teaching class.
2. Can you explain how you use listening/reading strategies to help students to understand what they are listening/reading?
3. Based on your previous responses, could you elaborate on how you apply specific strategies in teaching speaking/writing skills?
4. What steps do you take to ensure that strategy instruction does not overshadow overall learning objectives?
5. Have you noticed differences in effectiveness between strategies used for receptive skills versus productive skills?
6. Can you provide examples of how certain strategies work more effectively for listening (receptive) compared to speaking (productive) or vice versa?
7. In your experience, how effective do you believe the test-taking strategies you teach are in supporting student success?
8. What indicators or methods do you use to determine whether students are benefiting from these strategies?
9. Can you describe a case where a particular strategy significantly improved a student’s performance or reduced their anxiety? What do you think made this strategy successful?
10. Is there anything else you would like to add?

Phase 3 (Follow Up)

1. You mentioned that students’ anxiety persists despite your effort to alleviate it, what other approaches have you tried to further reduce it?
2. In addition to formative assessments and exam performance you mentioned, are there any other ways to evaluate the long-term impact of test-taking strategies you teach?
3. Have you ever received feedback from students regarding the usefulness of test-taking strategies? Do they feel more confident and prepared after learning these strategies?
4. What are some of the challenges you’ve experienced when trying to teach test-taking strategies to students? How do you overcome resistance or confusion from students who may struggle with to adopt these strategies?
5. You mentioned that the effectiveness of test-taking strategies depends a lot on the student’s motivation and attitude. What techniques or approaches have you tried to try to increase your students’ engagement and investment in developing these important skills?
6. Given the challenges you described with the preparatory year students, do you have any suggestions or recommendations for how the curriculum or teaching approach could be improved to better support these learners in developing effective test-taking strategies and reducing test anxiety?

Appendix C

Questionnaire

Please rate your agreement/disagreement with the test-taking strategies you teach /encourage your students to use in a test. As your response, circle the number, as follows:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

1. I encourage students to learn time management for tests.

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

2. I encourage students to learn notetaking to prepare for exams.

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

3. I teach students to paraphrase the difficult texts in tests.

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

4. I encourage students to give structured responses in tests.

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

5. I teach my students reading comprehension strategies.

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

6. I encourage my students to align their responses to test questions.

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

7. I encourage students to guess the answer in tests if they are not sure of the correct response.

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

8. I encourage my students to crack the patterns in tests.

Strongly						Strongly
Disagree	1	2	3	4	5	Agree

9. I encourage students to become familiar with repeated test questions.

Strongly Disagree 1 2 3 4 5 Strongly Agree

10. I encourage students to rely on memorized phrases to crack a test.

Strongly Disagree 1 2 3 4 5 Strongly Agree

11. I encourage students to memorize syntactic structures and lexis for tests.

Strongly Disagree 1 2 3 4 5 Strongly Agree

12. I encourage students to use elimination technique in multiple-choice tests.

Strongly Disagree 1 2 3 4 5 Strongly Agree

13. I encourage students to plan for tests well ahead of time.

Strongly Disagree 1 2 3 4 5 Strongly Agree

Appendix D

Raw scores obtained from survey questionnaire

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1															
2															
3		S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	
4	1	5	5	4	3	3	5	5	4	4	4	4	1	4	51
5	2	5	4	5	4	4	4	5	5	5	1	4	2	4	52
6	3	4	4	2	4	4	4	5	5	2	2	2	2	4	44
7	4	4	4	1	4	4	4	5	2	2	2	2	2	4	40
8	5	4	3	4	2	4	4	4	2	2	2	2	2	4	39
9	6	3	2	4	5	4	4	2	1	2	2	1	2	4	36
10															
11	Mean	4.16	3.66	3.33	3.66	3.83	4.16	4.33	3.16	2.83	2.16	2.5	1.83	4	43.6
12	SD	.75	1.03	1.50	1.03	.40	.40	1.21	1.72	1.32	.983	1.22	.408	0	6.59
13	Varian ce	.472	.88	1.88	.88	.138	.138	1.22	2.57	1.47	.805	1.25	.138	0	36.2
14															
15	K	13													

16	Σ var	11.84													
17	Var.	36.2													
18	α	.72													

N = 6

Cronbach Alpha Calculation

$$\alpha = (K \div (K-1)) \times (1 - \Sigma \text{ var} \div \text{Var.})$$

$$= (13 \div (13-1)) \times (1 - 11.84 \div 36.2)$$

$$= .72$$

Table 2.

Number of participants responding to the five variables on construct-relevant and construct-irrelevant TTs

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I encourage students to learn time management for tests.	0	0	1	3	2
2	I encourage students to learn notetaking to prepare for exams.	0	1	1	3	1
3	I teach students to paraphrase the difficult texts in tests.	1	1	0	3	1
4	I encourage students to give structured responses in tests.	0	0	1	4	1
5	I teach my students reading comprehension strategies.	0	0	1	5	0
6	I encourage my students to align their responses to test questions.	0	0	0	5	1
7	I encourage students to guess the answer in tests if they are not sure of the correct response.	4	1	0	1	0
8	I encourage my students to crack the patterns in tests.	2	1	0	2	1
9	I encourage students to become familiar with repeated test questions.	1	1	0	4	0
10	I encourage students to rely on memorized phrases to crack a test.	0	1	0	4	1
11	I encourage students to memorize syntactic structures and lexis for tests.	0	2	0	3	1
12	I encourage students to use elimination techniques in multiple-choice tests.	0	0	0	5	1

13	I encourage students to plan for tests well ahead of time.	0	0	0	6	0
----	--	---	---	---	---	---

N=6

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).