

# **Exploring the Relationship between General Self-Confidence and Test Taking-Strategies among EFL Graduate Students at King Khalid University**

**By**

**Dr. Ismail Khalil Alrefaai**

**English Department, Faculty of Languages and Translation, King Khalid University, Kingdom of Saudi Arabia**

## **Abstract**

The purpose of this study is to explore the relationship between general self-confidence and test-taking strategies among EFL graduate students at King Khalid University, Saudi Arabia. The sample consists of (75) MA students (20 males and 55 females). Data have been collected through a questionnaire developed for this purpose. The results indicate that the majority of students have a high level of general self-confidence and the majority of them also frequently use test-taking strategies. Additionally, the results show that there is no significant difference between male and female students in general self-confidence and the use of test-taking strategies. Furthermore, it has been found that there is a significant correlation between general self-confidence and the use of test-taking strategies. The study concludes with some practical suggestions such as providing guidance and training to students on the efficient use of test-taking strategies through open forums, workshops, and seminars. Also, it is necessary to involve students in collaborative learning activities and extracurricular activities provided by the university through establishing a partnership with the community which plays a crucial role in building self-confidence.

**Keywords:** General self-confidence, test-taking strategies, EFL graduate students

## استكشاف العلاقة بين الثقة العامة بالذات واستراتيجيات التعامل مع الاختبارات

لدى طلاب الدراسات العليا بقسم اللغة الانجليزية بجامعة الملك خالد

اعداد

د. اسماعيل خليل الرفاعي

قسم اللغة الانجليزية، كلية اللغات والترجمة- جامعة الملك خالد

### الملخص

استهدفت هذه الدراسة استكشاف العلاقة بين الثقة العامة بالذات والاستراتيجيات المتبعة في تناول الاختبارات لدى طلاب الدراسات العليا في جامعة الملك خالد بالمملكة العربية السعودية. تتكون العينة من ( 75 ) طالب ماجستير ( 20 ذكرا و 55 طالبة). تم جمع البيانات من خلال استبيان تم تطويره لهذا الغرض. تشير النتائج إلى أن غالبية الطلاب يتمتعون بمستوى عالٍ من الثقة بالنفس بشكل عام، وغالبيتهم يستخدمون بشكل متكرر استراتيجيات التعاطي مع الاختبارات. كما تظهر النتائج أنه لا يوجد فرق كبير بين الطلاب والطالبات في الثقة العامة بالنفس واستخدام استراتيجيات تناول الاختبارات. وعلاوة على ذلك، فقد وجد الباحث أن هناك علاقة ملحوظة بين الثقة العامة بالنفس واستخدام استراتيجيات تناول الاختبارات. و تخلص الدراسة إلى بعض الاقتراحات العملية مثل توفير التوجيه و التدريب للطلاب حول الاستخدام الفعال لاستراتيجيات تناول الاختبارات من خلال المنتديات وورش العمل و الندوات المفتوحة. أيضا ، من الضروري إشراك الطلاب في أنشطة التعلم التعاونية والأنشطة غير الصفية التي تقدمها الجامعة من خلال إقامة شراكة مع المجتمع الذي يلعب دورا حاسما في بناء الثقة بالنفس.

الكلمات المفتاحية: الثقة العامة بالنفس؛ استراتيجيات تناول الاختبارات؛ طلاب الدراسات العليا

## Introduction

Many students do not pass the test or get low marks although they have studied hard. The reasons for this failure are not related to students' academic abilities; they might be related to the way they approach the exam. Evans (2009) attributed such failure to some techniques such as poor planning, ineffective revision, poor note keeping, failure to read questions correctly, and failure to manage time efficiently during the exam. (Evans, 2009, 9-10). Evans added that 50% of chances count for at 50% of chances (Evans, 2009, 9-10).

The performance of students in tests is affected by many factors such as teacher, teaching methods, learning resources, study habits, motivation, test-anxiety, general self-confidence and dealing strategies. The current study deals with two of these factors, namely general self-confidence and test-taking strategies. Carver et al. (1994) defined general self-confidence as an overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike (Al-Hebaish, 2012). Many researchers (Dörnyei, 2001; Glenda & Anstey, 1990; Al-Hebaish, 2012) in the field of language pedagogy stress the significant role of general self-confidence in

language learning. This important role of confidence arises from the fact that it influences success at work, social life and relationships with others and it has a great effect on achievement. Preston (2001, 6).

Anxiety has a negative effect on self-confidence. According to Brown (2002), learners make mistakes because they feel their teacher will think they are stupid or they are stupid (Brown, 2002, 26). To lower anxiety and develop self-confidence, learners should be aware of their strengths and weaknesses, and they should set plans to overcome these deficiencies. Also, learners should think positively about themselves, and they should be encouraged to ask for help from their teachers or classmates when they face a learning difficulty. Furthermore, it is the responsibility of the language teacher to build a rapport with the students by creating a friendly atmosphere in the classroom and make language learning as enjoyable as possible. Additionally, the related literature shows that certain factors such as personal experiences, community, home, school, and peers play a vital role in building self-confidence growth. (Al-Hebaish, 2012, 61).

On the other hand, Cohen & Upton define test-taking processes which respondents have selected and which they are using (Cohen & Upton, 2007, 211). Test-taking strategies represent problem-solving techniques or tactics that test takers resort to when trying to answer question items on a given language test or form of test (Cohen & Upton, 2007, 211).

BIÇAK (2013) developed a scale to diagnose exam-preparation and exam-taking strategies to be used by students preparing for the university selection examinations at the national level in Turkey. The scale is divided into two main parts: (1) test preparation and (2) test-taking strategy. The first part of the scale consists of three sub-scales: cognitive strategies, social strategies, and metacognitive strategies. The second part of the scale consists of four subscales: item analysis strategies, time management strategies, choice prediction strategies and after test strategies.

The use of test-taking strategies has many advantages such as an improvement in test scores, a reduction of exam-related anxiety and a reinforcement of students' confidence about exams. (Al-Fraidan, Al-Khalaf, 2012, 82). Hirano (2009) states that respondents use three types of strategies as they take language tests: 1) language learner strategies, 2) test management strategies, and 3) test-wiseness strategies. (Hirano, 2009, 158)

### **Statement of the Problem:**

The Faculty of Languages and Translation, King Khalid University (KKU) provides two MA programs: Master of Arts in Translation and Master of Arts in Applied Linguistics. The author of this paper, as a teacher and coordinator of these programs, has noticed that some of EFL graduate students are self-confident, follow a study plan and use effective strategies when preparing or taking tests. On the other hand, some students lack self-confidence and just cram before the exams. This study aims at describing the general self-confidence and test-taking strategies of students enrolled in the MA programs at the Faculty of Languages and Translation, King Khalid University (KKU), Saudi Arabia, and exploring the relationship between students' general self-confidence, test-taking strategies, and gender.

### **Significance of the Study:**

The significance of the present study stems from the following factors:

- 1- The teaching-learning process and understanding the variables related to the learner would help teachers improve the quality of language teaching (Al-Fraidan et al., 2013, 19).
- 2- Research in the field of language testing and assessment has proven that training and instruction of test-

taking strategies could bring about a noticeable improvement in test performance, and so attainment of

- 3- Understanding students' general self-confidence and test-taking strategies is the first step towards helping students build self-confidence and use effective strategies when preparing for or taking tests.
- 4- Understanding students' general self-confidence and test-taking strategies would help teachers to start remedial
- 5- It is of profound importance to understanding the relationships between students' general self-confidence, test-taking strategies, and gender.
- 6- The findings will help in pinpointing the most and the least used test taking strategies. Also, the findings will play a significant role in the improvement of EFL graduate students' general self-confidence and test-taking strategies.

### **Study Questions:**

This study aims to answer the following questions:

- 1- What are the levels of general self-confidence of EFL graduate students at the English Department, Faculty of Languages and Translation, King Khalid University?
- 2- Is there a significant difference in general self-confidence between male

and female students?

- 3- To what extent do students use test taking strategies?
- 4- Is there a significant difference in using test taking strategies between male and female students?
- 5- What is the relationship, if any, between general self-confidence and using test-taking strategies?
- 6- What are the most and the least used strategies?

### **Review of Related Literature:**

Smith (2002) examined the effects of confidence and perception in test-taking skills on test performance. Participants were (106) undergraduate students. The author collected data through three tools: a questionnaire, the Learning and Study Skills Inventory (Weinstein, Palmer, & Schulte, 1987), and a scale developed to assess attitudes toward test-taking skills. The findings showed that there was a relationship between confidence and test performance, but self-perception of test-taking skills was not.

Ngadiman (2006) conducted a study to describe strategies used by students when taking classroom tests. For data collection, the researcher distributed a structured questionnaire to thirty-six students of an English department in Surabaya, Indonesia. The findings of this study showed the 5.55% of the students were low users of test-taking strategies whereas 77.78% of them were moderate users of test-taking strategies, only 16.67% of them were high users of test-

taking strategies. The study reveals that most of the students under investigation belong to the moderate users of test-taking strategies. This study concluded that students were not good test takers and they were in need of more training.

Ohata & Christianson (2008) studied how Japanese college EFL learners conceptualize the notion of self-confidence in their language learning. Interviews were conducted with (12) first-year college students and participants were asked to reflect on what self-confidence means to them and how they felt self-confidence was related to their learning experience. The findings revealed that the participants conceptualized self-confidence as a positive evaluation of self which is important in language learning. Also, the findings suggest that cultural perceptions have a tremendous impact on conceptualizations of self-confidence.

Jamil et al. (2010) conducted a study to explore the test-taking strategies employed by female students of low and high proficiency levels in an open-ended reading comprehension test. Based on purposive sampling, ten students from one tertiary institution in Malaysia participated in this study. The results showed both levels employed almost the same total number of strategies, 24 and 22 for the high and low proficiency participants respectively.

Zhang et al. (2011) explored the use of English test-taking strategy by Chinese undergraduate non-English majors, its relationship with

test performance and differences among students in different study years. This study revealed that the students had a medium use of English test-taking strategies, and participants in this study frequently used compensation strategies. Also, they often used the metacognitive category, and there was a significant correlation between performance and compensation and social strategies; metacognitive strategies significantly correlated with test performance; significant difference emerged in the use of memory strategies among students in different study years .

Al Fraidan and Al-Khalaf1 (2012) discussed in their article test-taking strategies of Arab EFL learners on multiple-choice tests in light of the related literature in the Arab world. This study showed that Arab EFL learners use different test-taking strategies to improve their test performance on multiple-choice test items. Also, the results showed that Arab EFL learners exhibited certain strategic behaviors. These behaviors include: 1) Attempting the test in no particular order, 2) demonstrating metacognitive strategies, and 3) changing an answer frequently.

Al-Hebaish (2012) studied the correlation between general self-confidence and academic achievement in the oral presentation course. The sample consisted of 53 undergraduate female major EFL students Taibah University, Saudi Arabia. The results revealed a positive, significant correlation between general self-confidence and academic

achievement. This study emphasizes the ko rqtvcpeg"qh"dwknfkpi"wr"uvwfgpvuø"ugnh-confidence to help them develop their oral performance achievement.

Pour-Mohammadi & Abidin (2012) investigated the effect of teaching test-taking strategies on EFL undergraduates on their reading comprehension test performances. The sample of this study consisted of (66) EFL sophomores studying at the Islamic Azad University of Rasht, Iran. Students in the experimental group received additional teaching in test-taking strategies for multiple-choice reading comprehension test. The results showed that students in the experimental group outperformed their peers in the control group. This effect means that test-taking strategies instruction could have a significant impact on the reading comprehension performance of the students.

## Methodology

For data collection, the author developed a questionnaire on Google drive and circulated it through email to

all MA students at the Faculty of Languages and Translation, KKU. The uwtxg{" ycu" cfcvrgf" htqo" Dtqypøu""\*4224+"cpf"DK¥CMøu"\*4235+"vq" o gcuwtg" uvwfgpvuø"uvtcvgikgu"hqt"vcking classroom test and general self-confidence. This questionnaire consists of three parts (see appendix). The first part is related to certain variables, namely, sex, level, and major. The second part consists of swguvkqpu" tgnvcgf" vq" uvwfgpvuø" igpgtcn" self-confidence, and the third part is related to test-taking strategies used by students before, during and after the test.

As stated in Table (1) below, students were classified into four categories of general self-confidence: Low general self-confidence (who scored 8-16), average general self-confidence (who scored 17-24 ), moderate general self-confidence (who scored 25-32) and high general self-confidence (who scored 33-40). The responses to the questionnaire were analyzed to determine the categories oh"uvwfgpvuø" igpgtcn"ugnh-confidence.

**Table 1**  
***The parameter of categories of general self-confidence***

No.	Score	Categories of general self-confidence
1	8-16	Low general self-confidence
2	17-24	Average general self-confidence
3	25-32	Moderate general self-confidence
4	33-40	High general self-confidence

Also, as shown in in Table (2) below, students were classified into four categories of test-taking strategy users. Low test-taking strategy users (who scored 26-52), average test-taking strategy users (who scored 53-78), moderate test-taking strategy users (who

scored 79-104) and high test-taking strategy users (who scored 105-130). The responses to the questionnaire were analyzed to determine the categories of test-taking strategy users.

**Table 2**  
**The parameter of test-taking strategy users**

No.	Score	Categories of test-taking strategies
1	26-52	Low test-taking strategy users
2	53-78	Average test-taking strategy users
3	79-104	Moderate test-taking strategy users
4	105-130	High test-taking strategy users

**Validity and Reliability of the Questionnaire:**

**Validity:**

Three distinguished referees judged the validity of the questionnaire in the light of the study questions. Based on their feedback, some items of the

questionnaire were rephrased, and some others were deleted.

**Reliability:**

To judge the reliability of the questionnaire, Alpha was calculated by the use of the Statistical Package for Social Sciences (SPSS) and the result is shown in table -3 below:

**Table 3**  
**Reliability of the questionnaire**

S. No.	Part	Alpha
1	Part 2 (general self- confidence)	0.75
2	Part 3 (test taking strategies)	0.71
3	The whole questionnaire	0.78



The obtained data score is 0.78 which indicates that the scale has an acceptable internal consistency reliability. So it is not necessary to delete any of the items to improve the reliability score of this scale.

**Sample:**

As shown in table-3 below, the sample consists of (75) participants (20 male students and 55 female students). These students are enrolled in the MA programs in Applied Linguistics and Translation at the Faculty of Languages and Translation, in 2017/2018.

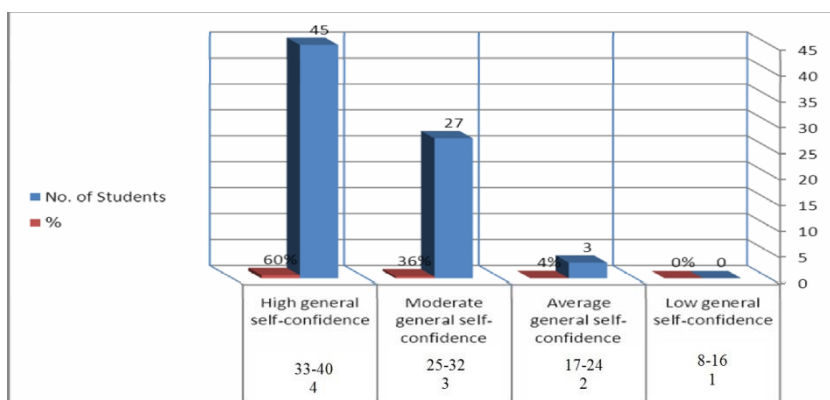
**Table 4**  
**Description of the study sample**

Major	Gender	Level		Total
		First Year	Second Year	
Applied Linguistics	Male	8	3	11
	Female	17	13	30
Translation	Male	4	5	9
	Female	13	12	25
<b>Total</b>				75

**Findings:**

Regarding the first research question related to the levels general self-confidence of graduate students, figure

(1) below shows that 60% of the students have high genera self-confidence, 36% of them have moderate general self-confidence, and 4% of them have average general self-confidence.



**Figure (1) Levels of students' general self-confidence**

As for the second question, T-test was used to measure the difference in general self-confidence between male

and female students. Table (5) below shows the results.

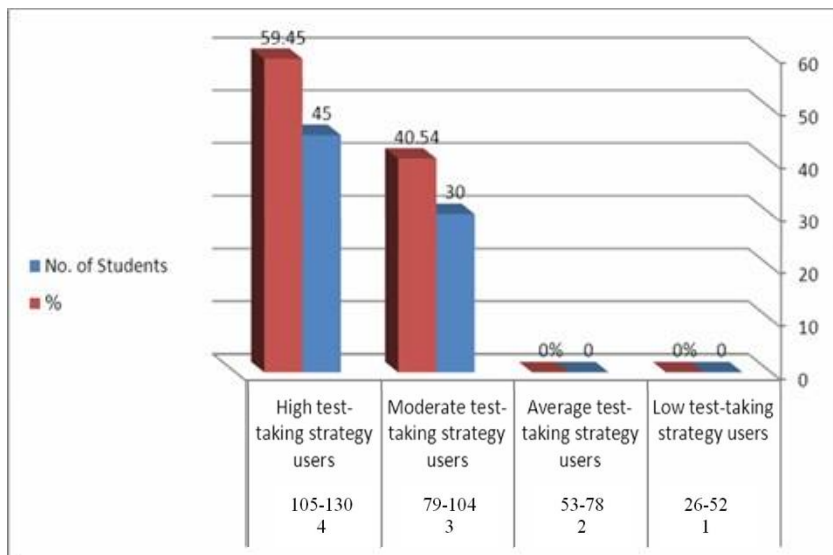
**Table 5**  
**Comparison between male and female students in general self-confidence**

Sex	Number	Mean	Std. Deviation	Std. Error Mean	Significance
Male	20	3.8938	0.60327	0.13490	
Female	55	4.1244	0.48900	0.6594	0.121

The table above shows that there is a difference in general self-confidence in favor of female students, but this difference is not statistically significant at 0.05 level of significance; as  $p > 0.05$

( $p = 0.121$ ).

Concerning the third question, figure (2) below shows how frequently students use test taking strategies.



**Figure (2). The Frequency of using test taking strategies**

The above figure shows that 59.45% of the students are high users of test taking strategies whereas 40.54% of them are moderate users of these strategies.

As for the fourth question, T-test was used to measure the difference between male and female students in using test taking strategies. Table (6) below shows the results.

**Table 6**  
**Comparison between male and female students in using test taking strategies**

Sex	Number	Mean	Std. Deviation	Std. Error Mean	Significance
Male	20	3.9692	0.35920	0.08032	
Female	55	4.0664	0.33672	0.04540	0.788

The table above shows that there is a difference in using test taking strategies in favor of female students, but the this difference is not statistically significant at 0.05 level of significance; as  $p > 0.05$  ( $p = 0.788$ ).

Question five is about the relationship between general self-confidence and test-taking strategies. Table (6)below shows the results.

**Table 6**  
**The relationship between general self-confidence and test-taking strategies.**

Variable	Number	Mean	Std. Deviation	Pearson correlation
General Self-Confidence	75	4.0629	0.52771	0.443
Test Taking strategies	75	4.0405	0.34313	

The table above shows that there is a significant correlation between general self-confidence and test taking strategies at the level 0.01 (2-talid).

As for the sixth question, tables 7 and 8 below show the most and the least test-taking strategies used by students.

**Table 7**  
***The most used test-taking strategies***

No.	Strategy	Frequency	%
1	I use the test experience to be better prepared for the next test.	350	93.33%
2	I arrive at the classroom early.	349	93.06%
3	I read the instructions of the test carefully.	345	92%
4	I arrive at the classroom early.	345	92%
5	I revise my paper before I leave the exam room.	343	91.46%

**Table 8**  
***The least used test-taking strategies***

No.	Strategy	Frequency	%
1	I review with a group of classmates.	178	47.46%
2	I quickly look over the whole test before I answer everything.	222	59.2%
3	I get so anxious or nervous while I am taking tests.	231	61.6%
4	I take practice tests on regular basis.	241	64.26%
5	I focus on memorizing the material when I study for tests.	246	65.6%

## Discussion:

This study reveals that 60% of graduate students are highly self-confident, 36% of them have moderate general self-confidence whereas 4% of them have average general self-confidence. In other words, this result shows that 40% of the students are in need of support to bolster their general self-confidence. To help students become more self-confident, teachers, academic advisers, and administrators

may develop effective plans to enhance the general self-confidence of these students, taking into consideration that many studies (Glenda & Anstey, 1990; Dörnyei, 2001; Ohata & Christianson (2008); Al-Hebaish, 2012) showed the importance of self-confidence in success and achievement.

Also, there is a difference in general self-confidence between male and female students in favor of female students, but this difference is not statistically significant at 0.05 level of significance;

as  $p > 0.05$  ( $p = 0.121$ ). This is an indication that there is a need to do further research on this point using a bigger sample and involving students from various linguistic proficiency levels.

Wpnmkg" Picfkocpøu" uvwf{" \*4228+" which showed that only 16.67% of the students were high users of test-taking strategies and Zhang et al. (2011) which revealed that students had a medium use of English test-taking strategies, the results of this study showed that 59.45% of the students are high users of test-taking strategies whereas 40.54% of them are moderate users of these strategies. The difference in the results dgvyggp" Picfkocpøu" uvwf{" cpf" vjg" current study may be attributed to uvwfgpvuø" cecfgoke" cpf" nkpiwkuvk" proficiency; as Ngadiman conducted his study on undergraduate EFL students whereas participants in the current study were EFL graduate students; they might be more mature and more experienced in the use of test-taking strategies. These differences also may be attributed cultural perceptions, as Ohata & Christianson (2008) suggest.

Furthermore, there is a difference in using test-taking strategies between male and female students, in favor of female students, but this difference is not statistically significant at 0.05 level of significance; as  $p > 0.05$  ( $p = 0.788$ ). Nkmg" Uokvjøu" uvwf{" \*4224+" vjku" uvwf{" reveals that there is a significant correlation between general self-confidence and test-taking strategies.

Therefore, it is extremely important to dqquv" uvwfgpvuø" igpgtcn" ughn-confidence and familiarize them with the effective use of test-taking strategies. According vq" Uokvj" \*4224+" øyqtmkpi" kn the classroom to increase confidence may have a positive effect on test rgthqt o cpegøø\*Uokvj." 4224." 67+0" Cnuq." classroom tasks that prepare students for examinations or that familiarize them with test formats may help students become more confident when they take actual tests.

Additionally, anxiety has a negative impact on test performance, so it becomes necessary for teachers to minimize anxiety levels in students. According to Supon (2004), teachers ujqwnf" øtgnkgxg" cpzkgv{" d{" wukpi" c" positive approach in describing the test qt" cuuguuogpv" cpf" kvu" wughwnpguuø" \*kp" Janowicz, 2007, 10).

Finally, the most frequently used strategies were: using test experience to be better prepared for the next test, rc{kpi" cvwgpvkqp" vq" vjg" vgcejgtøu" feedback on the test, arriving at the classroom early, reading the instructions of the test carefully, revising answer sheet before leaving the exam room. The least used strategies were: reviewing with a group of classmates, looking quickly over the whole test before answering everything, becoming anxious or nervous while taking tests, taking practice tests on a regular basis, and focusing on memorizing the material when studying for tests. Therefore, it is a top priority to encourage students to

work together and to take practice tests on a regular basis when studying for tests.

## **Conclusion and Suggestions:**

The importance of exploring the relationship between general self-confidence and test-taking strategies arises from the fact that there is a positive correlation between general self-confidence and academic achievement on the one hand, and also a positive relationship exists between test scores and the use of test-taking strategies, on the other hand. Additionally, test-taking strategies are teachable, and general self-confidence can be increased. Therefore, teachers and academic advisers can work together and develop a plan that helps students become more self-confident and more competent users of test-taking strategies.

This study reveals that 60% of EFL graduate students at KKU have high general self-confidence and 40% of them are in need of support and encouragement to bolster their general self-confidence. Also, the results of the current study show that there is no significant difference in general self-confidence and using test-taking strategies between male and female students. Furthermore, the majority of students (59.45%) are high users of test-taking strategies whereas 40.54% of them are moderate users of these strategies. Additionally, there is a significant correlation between general self-confidence and test-taking strategies.

This study also reveals that reviewing with a group of classmates is one of the least used test-taking strategies; therefore teachers can involve students in collaborative learning activities which can be performed through the use of the e-learning facilities provided by the university (KKU). Furthermore, the society plays a crucial role in building self-confidence; therefore it is necessary to involve students in extracurricular activities which can be achieved by establishing a partnership with the community. Additionally, it is essential to provide students with guidance and training through open forums, workshops, seminars, and webinars on test-taking strategies and how to use these strategies effectively. Further studies can also be done to find out the factors that may help students become more self-confident and more efficient users of test-taking strategies. Finally, the impact of variables such as gender, linguistic proficiency, and culture on self-confidence and test-taking strategies can be studied.

## **Acknowledgment**

The author would like to express his gratitude to King Khalid University, Saudi Arabia for providing administrative and technical support.

The role of computer-mediated communication in the language classroom

## References:

- Al Fraidan, A. & Al-Khalaf1, K. (2012). Test-taking Strategies of Arab EFL learners on multiple choice tests. *International Education Studies*, 5(4), pp. 80-85. [Online] available at: doi:10.5539/ies.v5n4p80, URL: <http://dx.doi.org/10.5539/ies.v5n4p80>
- Al-Hebaish, S., M. (2012). The correlation between general self-confidence and academic achievement in the oral presentation course, 2(1), pp. 60-65.
- Alrefaai, I. K. & Abdul Rab, S. & Saiful Islam, M. (2013). The general study habits of major EFL students in King Khalid University and their relationships with GPA, gender and certain social factors, *Umm Al-Qura University Journal of Languages and Literatures*, Vol.10, pp.9-63.
- ASSIRI, M. S. (2011). Test-taking strategy use on the reading section of the TOEFL IBT: A study of Arab ESL learners, Unpublished PHD dissertation, Oklahoma State University.
- BIÇAK, B. (2013). Scale for test preparation and test taking strategies. *Educational Sciences: Theory & Practice*, 13(1) pp. 279-289.
- Brown, H. D. (2002). *Strategies for success: a practical guide to learning English*, New York: Pearson Education.
- Cohen, A., & Wrvqp."V0"\*4229+0"δK" ycpv" vq" iq" dcem" vq" vjg" vgzvök" Tgurqpug" strategies on the reading subtest of the new TOEFL. *Language Testing*, 24(2), pp. 209-250. [Online] Available: <http://dx.doi.org/10.1177/0265532207076364>.
- Dörnei, Z. (2001). *Motivational strategies in the language classroom*, Cambridge: Cambridge University Press.
- Evans, M. (2009). *How to pass your exams: proven techniques for any exam that will boost your confidence and guarantee success*. Oxford: How to LTD.
- Glenda, L & Anstey, B. (1990). *The Relationship of self-esteem and classroom communicative potential in early French immersion*. MA Dissertation, Memorial University of Newfoundland.
- Gulek, C. (2003). Preparing for high-stakes testing. *Theory into Practice*, 42(1), pp. 42-50.
- Hirano, K. (2009). Research on test-taking strategies in L2 reading. *Bulletin of Joetsu University of Education*. Vol.28, pp. 157-170.
- Jamil, A. & Abd. Aziz, M. S. & Razak, N. A. (2010). The utilization of test-taking strategies among female students in a tertiary institution, *IGOC" Qpnkpg Î" Lqwtpcn" qh" Language Studies*, 10(3), pp.105-125 [Online] Available at: <http://journalarticle.ukm.my/2339/>
- Janowicz, T., J. (2007). *Teaching test taking strategies to improve self-efficacy and academic achievement*, Unpublished Master Dissertation, Chapman University.
- Picfko cp." C0" \*4228+0" Uvwfgpvuø" atrategies for taking classroom tests, *KaTa*, 8 (2), pp.127-136. Available at: <http://puslit2.petra.ac.id/ejournal/index.php/ing/article/view/16576/16568>
- Ohata, K. & Christianson, M. Y. (2008).

- Learner conceptualizations of self-confidence in a Japanese EAP program. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), *JALT2007 Conference Proceedings*, Tokyo: JALT.
- Peng, Y. (2003). Test preparation strategies and test taking strategies use in Chinese high school students. Unpublished M.A. Thesis, College of Education, University of Nevada.
- Pour-Mohammadi, M. & Abidin, M. J. Z. (2012). Does instructing test-taking strategies significantly enhance reading comprehension test Performance? The case of Iranian EFL learners. *International Journal of Linguistics*. 4 (3), pp.286-304. [online] available at: doi:10.5296/ijl.v4i3.1964, URL:<http://dx.doi.org/10.5296/ijl.v4i3.1964>
- Preston, D. L. (2001). *365 steps to self-confidence*. Oxford: How To Books Ltd.
- Smith, L., F. (2002). The effects of confidence and perception of test-taking skills on performance, *North American Journal of Psychology*, 4 (1), pp.37-50.
- Zhang, W. & Liu, M. & Xie, Q. & Zhao, S. (2011). English test-taking strategy [wug"cpf"uwvfgpvuø"vguv"rgthqt o cpeg0 Asian EFL Journal](http://asian-efl-journal.com/category/volume-13-issue-2), 13(2). pp.133-168 [Online] available at: <http://asian-efl-journal.com/category/volume-13-issue-2>



## Appendix

### Questionnaire

**Dear Student,**

The attached questionnaire is related to your general self-confidence and test-taking strategies. Please read the questions carefully before writing down your answers. Please be assured you that your answers will be treated confidentially and will be used only for academic research purposes.

***Part I - Personal Information:***

Please fill in the form below.

**Student's Name (optional)** 0 í 0

**1. Sex:**    5 Male        5 Female

**3. Level**                    5 A. 1 & 2  
     5 B. 3 & 4

***Part II- General Self-Confidence***

Please read these questions carefully and tick the appropriate answers.

General Self-Confidence	Always	Often	Some-times	Rarely	Never
1. I understand my own personality.	5	4	3	2	1
2. I make good judgments and choices in life.	5	4	3	2	1
3. I make good use of my time.	5	4	3	2	1
4. I enjoy other people.	5	4	3	2	1
5. I can succeed in goals that I really want to accomplish.	5	4	3	2	1
6. I am optimistic about the future.	5	4	3	2	1
7. I think for myself and I defend my own beliefs and values.	5	4	3	2	1
8. I am a happy person most of the time.	5	4	3	2	1

### **Part III- Test-Taking Strategies**

<b>Test-Taking Strategies (Before the Test)</b>	<b>Always</b>	<b>Often</b>	<b>Some-times</b>	<b>Rarely</b>	<b>Never</b>
9. I discover everything I can about the test.	5	4	3	2	1
10. I create a plan for review.	5	4	3	2	1
11. I review the material thoroughly.	5	4	3	2	1
12. I take practice tests on regular basis.	5	4	3	2	1
13. I focus on memorizing the material when I study for tests.	5	4	3	2	1
14. I focus on understanding the material when I study for tests.	5	4	3	2	1
15. I take notes while studying for tests.	5	4	3	2	1
16. I summarize the material when I prepare for tests.	5	4	3	2	1
17. I review the material again and again until I feel ready for the test.	5	4	3	2	1
18. I review with a group of classmates.	5	4	3	2	1
19. I prefer to study alone when preparing for tests.	5	4	3	2	1
20. I ask my friends for help when I do not understand a subject while preparing for exams.	5	4	3	2	1

<b>(During the Test)</b>	<b>Always</b>	<b>Often</b>	<b>Some-times</b>	<b>Rarely</b>	<b>Never</b>
21. I arrive at the classroom early.	5	4	3	2	1
22. I read the instructions of the test carefully.	5	4	3	2	1
23. I quickly look over the whole test before I answer everything.	5	4	3	2	1
24. I examine carefully all alternatives before attempting to choose the correct answer.	5	4	3	2	1

The role of computer-mediated commwplecvkqp"qp"GHN"eqnng i g"uvwfgpvuø" y tkvkp i

<b>(During the Test)</b>	<b>Always</b>	<b>Often</b>	<b>Some- times</b>	<b>Rarely</b>	<b>Never</b>
25. I concentrate on the testing material very carefully.	5	4	3	2	1
26. I get so anxious nervous while I am taking tests.	5	4	3	2	1
27. I leave enough time at the end to check all my answers.	5	4	3	2	1
28. I attempt first the questions which I can answer best.	5	4	3	2	1
29. I watch my clock to control the time.	5	4	3	2	1
30. I revise my paper before I leave the exam room.	5	4	3	2	1
<b>(After the Test)</b>	<b>Always</b>	<b>Often</b>	<b>Some- times</b>	<b>Rarely</b>	<b>Never</b>
31. I think of the test as an opportunity to learn something.	5	4	3	2	1
32. I look for questions that I did not answer.	5	4	3	2	1
33. I pay cvvgpvkqp"vq" o { "vgcejgtøu feedback on the test.	5	4	3	2	1
34. I use the test experience to be better prepared for the next test.	5	4	3	2	1