



THE IMPACT OF TEST-TAKING STRATEGIES ON THE DEVELOPMENT OF READING

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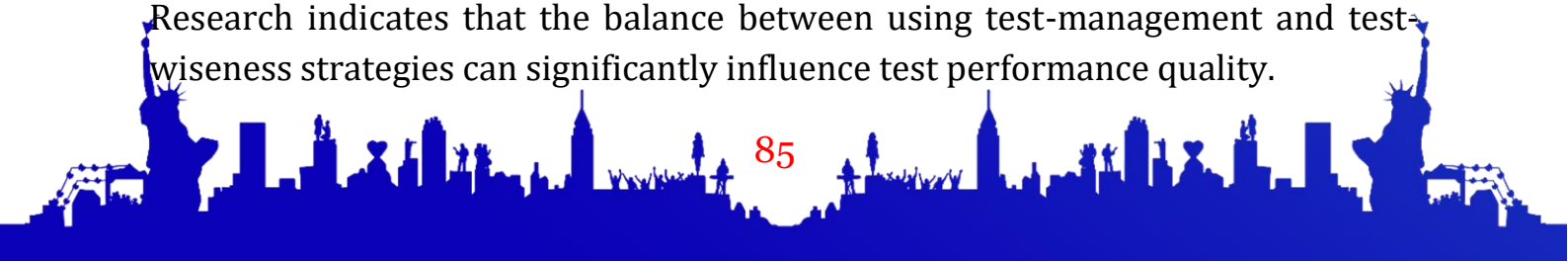
Introduction

In an era where literacy is paramount, reading skills form the foundation of academic achievement and personal development. The ability to comprehend and analyze texts is essential not only for success in educational settings but also for informed citizenship in a complex world. However, many students face challenges during assessments that can hinder their performance. Test-taking strategies are systematic approaches that can enhance reading comprehension and mitigate anxiety. This thesis aims to explore various test-taking strategies that effectively develop reading skills among students, highlighting their importance in educational practices.

Test taking strategy used in reading

Test-taking strategies are the techniques that learners employ during various forms of language assessments to enhance their chances of selecting correct answers. However, successful use of these strategies does not necessarily indicate a full understanding of the material being tested. Cohen highlights this by noting that test takers can answer multiple-choice questions correctly without fully comprehending the text. He further emphasizes that these strategies are conscious processes, where test takers actively choose methods they believe will aid them in answering questions. These strategies can be short-term, such as looking for clues linking questions to the text, or long-term, like reading the entire text after reviewing the questions.

Researchers categorize test-taking strategies into two main types: test-management strategies and test-wiseness strategies. Test-management strategies involve logical and purposeful behaviors that reflect the underlying competence related to the assessment. In contrast, test-wiseness strategies utilize the test's textual or technical elements to arrive at correct answers, often without demonstrating true competence related to the assessed construct. Rupp, Ferne, and Choi further classify these strategies into general strategies applicable across different formats, text-related strategies focused on the text itself, and item-related strategies that pertain to specific question items. Research indicates that the balance between using test-management and test-wiseness strategies can significantly influence test performance quality.





Test-taking strategies are often seen as compensatory tools, used by learners to offset deficiencies in language skills or test-taking abilities. Cohen and Upton suggest that these strategies align with the strategic competence framework proposed by Bachman and Palmer, which outlines four metacognitive processes that test takers undergo: assessing the task's goals and required knowledge (assessment), determining how to respond (goal setting), connecting task requirements to their knowledge and planning their actions (planning), and finally executing their chosen response (execution). The performance of two test takers with similar language competencies can differ based on how effectively they engage in these processes and manage their test-taking strategies. Reading is viewed as an interactive and constructive process where readers draw on various resources, including background knowledge and contextual cues, to derive meaning. Investigating strategy use among readers has provided valuable insights into the cognitive and metacognitive processes involved in reading comprehension.

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