

بیتکلی

دانشگاه آزاد اسلامی (Islamic Azad University)
واحد اصفهان (خوراسگان) Isfahan (Khorasgan) Branch



فرم طرح تحقیق (پروپوزال) Proposal Form

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Title Approval Application of Student's thesis

توجه: این فرم با مساعدت و هدایت استاد راهنما تکمیل شود. متن پروپوزال با قلم B Zar یا B Nazanin اندازه 12 و عناوین بصورت Bold تایپ گردد.

Note: This form must be filled by the Supervisors' collaboration

عنوان پایان نامه (فارسی): (Title of thesis (in Persian))
تعامل پویا بین راهبردهای امتحانی زبان آموزان عراقی، اضطراب امتحان و هدف‌گرایی

عنوان پایان نامه (انگلیسی): (Title of thesis (in English))

The Dynamic Interplay between Iraqi EFL Learners' Test-Taking Strategies, Test Anxiety, and Goal Orientations

کلمات کلیدی (فارسی): (Keywords (in Persian))

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این قسمت توسط حوزه معاونت پژوهشی واحد تکمیل می‌گردد (This section must be filled by research deputy staff)

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Number of thesis supervised in Master Level

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Number of thesis supervised in PhD Level

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Problem statement (elaborating problem statement, describing theoretical and practical of research problem and research gap, variables definition relating to research question and context)

1. Introduction

1.1 Background

Test-taking strategies are the methods that examinees have chosen and intentionally formalized, at least to some extent, to respond to questions on an exam. Many researchers have described this concept and divided it into five sub-categories, including Bachman (1990), Bachman and Palmer (1996), Oxford (1990), Cohen (1998), and Cohen and Upton (2006). The Cohen's category is explained in the following part.

There are three types of Test-taking strategies in performance of language test (see Cohen, 1998, p.97):

- a) Language learner strategies: how participants operationalize the fundamental abilities of listening, speaking, reading and writing as well as skills necessary like vocabulary acquisition, grammar, and translation. When it comes to reading abilities related to summarizing, for instance, tactics entail being capable to identify major elements from minor ones and being able to rethink or paraphrase information at a greater grade of specificity.
- b) Test-management strategies: methods for reacting to test items and activities in a relevant way. As a result, techniques in a reading test can identify how participants come back to the question for further data, how they stringently evaluate multiple-choice options to evaluate the most probable answer, and how they verify their selection with the reading material to ensure it appears suitable.
- c) Test-wiseness strategies: strategies for answering exam questions without passing via the normal linguistic and intellectual procedures by employing information of test forms and other contextual data. Utilizing procedure of eradication rather than selecting ignorantly (i.e., choosing an alternative without truly recognizing it but out of a vague feeling that the other choices are doubtful to be right) on reading exams, utilising hints from other objects to respond an item under evaluation, and choosing a choice since it would seem to contain a word or phrase from the passage—a potential important word.

Bachman (1990) believes that various people conduct the same assignment in various aspects, and that even the same person could operate in a unique way across various situations.

Cohen and Upton (2006) argue that examinees employ a variety of test-taking strategies when taking a reading test that all can be classified into these three types: learner strategies, test-management and test-wiseness strategies.

Since its origin in the early 1950s (Mandler&Sarason, 1952), the notion of test anxiety has indeed been prevalent in academic research and has been a significant field of research (Bonaccio& Reeve, 2010). "The bad emotion, stress, physical sensations, and psychological reactions that follow fears about failing or lack of proficiency on a testing or equivalent evaluating circumstance" is how test anxiety is described (Matthews, Zeidner, & Roberts, 2006, p. 175).

Affectivity and anxiety are two aspects of test anxiety (Bembenutty, 2009; Bonaccio, Reeve & Winford, 2011; Damer&Melendres, 2011). Anxiety relates to the thought patterns and feelings that the learner has throughout an examination setting, whereas affectivity relates to the real physical reaction that happens throughout test anxiety (Bonaccio et al., 2011). Test anxiety might inspire somebody to perform better in some situations due to its physical and psychological effects (Daly, Chamberlain, & Spalding, 2011). In general, these anxiety elements may promote student performance (Bonaccio et al., 2011). They can be unpleasant and even dangerous in the hands of those who are unable to conquer their test anxiety (Damer&Melendres, 2011).

Goal orientation is a concept that Dweck and Leggett presented in their interpersonal behavioral concept of motivation (1988). This idea stated that person 's goal orientation and psychosocial reactions in educational situations are linked. The objectives that individuals pursue, according to them, would determine the paradigm within which they evaluate and react to occurrences. Researchers defined two sorts of objectives: education objectives, in which people concentrate on expanding their proficiency or learning anything new, and performance objectives, in which persons concentrate on obtaining favorable assessments of their abilities while preventing bad assessments (Dweck & Leggett, 1988).

Other studies have used terms such as proficiency versus performance goals (Ames & Archer, 1988), task-involvement versus ego-involvement goals (Maehr& Nicholls, 1980, as referenced in Ames, 1992), and fundamental versus extrinsic objectives to describe goal orientation (Pintrich et al., 1991). Each classification of objectives varies principally in regards of whether education is regarded as an end in itself or as a means to an objective other than the job, like receiving interpersonal

acceptance, exhibiting skills, or preventing bad assessments from others, see Blumenfeld, and Hoyle (1988).

According to Ames (1992), learners who have a competence goal orientation concentrate on the fundamental benefit of education. People with this purpose, focused on learning new abilities, enhancing their competency, or achieving a feeling of proficiency based on self-referenced criteria. Ames believed that putting out energy is the key to achievement.

In addition, education is viewed just as a way of achieving a particular outcome. Skill is seen as a crucial factor in achievement for these individuals. As a result, putting forth a lot of attempt is seen as a sign of inability. When individuals are unsure of their competence, they attempt to hide it or, in some cases, generate failure-avoidance techniques rather than exerting extra energy. Pretending to not care, pretending as though they do not truly try, or readily yielding are some of these techniques (Pintrich& Schunk, 1996).

A proficiency goal orientation, according to the two studies of Dweck (1986) and Dweck and Leggett (1988), produce flexible patterns of conduct like challenge searching, openness to attempt new problem-solving solutions, and enhanced energy and perseverance when confronted with a task. In this regard, personal variations or external signals like classroom environment and instructor engagement, according to Ames (1992), influence orientation toward an accomplishment objective.

1.2 The statement of the problem

The test-taking research has delved into a variety of subjects connected to the validity of language evaluation techniques till now, with the premise underpinning the most research findings being that the exam is a reliable assessment of the construct (Cohen, 2012b). As a result, test-taking strategies may give justification for a that, as per Bachman (1990), integrates the empirical basis for authenticity, with build legitimacy serving as a cohesive idea.

Trait anxiety is linked to an individual 's character and has been demonstrated to be consistent throughout an individual 's life (Schmukel&Egloff, 2004). State worry, on the other hand, varies widely from context to context (Schmukel&Egloff, 2004) and is described as the real feeling of anxiousness in a given circumstance (Bertrams, Englert, &Dickhäuser, 2010). Previous study has discovered that, despite the fact that it appears to be a Trait anxiety degree should anticipate state stress rates in a difficult

Comment [M1]: test

environment, however this is not usually the case. Self-control appears to be a regulator among the two forms of stress, according to several research (Bertrams et al., 2010).

In spite of the important role of these strategies and detrimental effect of anxiety on test results and student outcomes, it seems that no study has been conducted to investigate the three variables of test-taking strategies, test anxiety, and goal orientations within a single framework. The present study thus will fill the gap in the literature concerning these three variables.

1.3 The significance of the study

People vary continuously in their test-performance strategies and approaches. As a result, there has been an increasing focus in the necessity of learning more about the strategies utilized by responders during the test-taking procedure. By reflecting on what the exam intends to evaluate and how the exam takers truly take exams, analyzing test-taking strategies might provide informative knowledge. For instance, if a guessing method is utilised on inferential objects, the authenticity of the object is undermined since there is an imbalance between motivations of the exam producers and the exam moochers (Cohen, 1984, as cited in Salehi, 2011).

Moreover, many theories have been created to describe what constitutes test anxiety in order to comprehend why some learners have significant degrees of test anxiety either prior to and throughout an examination setting (Acka, 2011). Despite the fact that there are several types of test anxiety caused by various causes, there are a few key elements that have occurred in the study (Damer&Melendres, 2011). There are two types of stress: trait anxiety and state anxiety (Schmukel&Egloff, 2004).

In spite of the importance of these variables, it seems the studies that investigate test-taking strategies, test anxiety, and goal orientations are scarce in number. The present study, thus is an attempt to fill this gap within a single framework.

Comment [M2]: test

Comment [M3]: test

Comment [M4]: how authenticity is related to your work?

Comment [M5]: what does it mean?
It is not an academic word.

سوابق مربوط (بیان مختصر سابقه تحقیقات انجام شده درباره موضوع و نتایج به دست آمده در داخل و خارج از کشور نظریه های علمی موجود درباره موضوع تحقیق)

Background (A brief literature review about the subjects and results scientifically obtained in various places regarding research content)

Test-taking strategies are defined as "individual's ability to improve test results by utilizing test features, forms, and test-taking scenarios" (Millman et al., 1965, cited in Ritter & Idol-Maestas, 1986, p. 50). Language test-taking strategies, claimed by Cohen (2000), included both language usage as well as test-wiseness strategies. They are test-taking processes that test-takers have chosen and are aware of to some extent (Cohen & Upton, 2006).

Comment [AS6]: For the first time, mention the name of all the authors

Jimenez et al. (1996) categorized test-taking strategies into four categories: reader-initiated strategies, text-initiated strategies, bilingual strategies, and interaction strategies.

Comment [AS7]: For the first time, mention the name of all the authors

Some researchers have considered test-taking strategies in relation to other constructs. Cohen (1984), for instance, investigated language test takers' reported approaches and responses to various topics and exam kinds. Learners of various skill degrees acknowledged utilizing various tactics, according to the verbal self-report information. Aside from these disparities in cognitive processes, pupils' responses to various examinations varied. His report's key finding was that there should be a better match among how exam creators want for their exams to be completed and how respondents complete them.

Comment [M8]: Test types

Comment [M9]: Proficiency level

Comment [M10]: strategies

Comment [M11]: do not use exam instead of test

Comment [M12]: test

Comment [M13]: test

Storey (1997) tried to determine whether a procedure assessment may offer information in to efficacy of a cloze exam in another research. The results of the methods used by participants in a cloze exam were disclosed in the research. Examinees who reported on the grounds for choosing objects to fill gaps in a cloze text and the tactics they used to do so were given think aloud procedures. This introspection verification approach showed the test-taking behavior of cloze task participants and offers a theoretical frame on the perplexing issue of what "cloze" really assesses.

Comment [M14]: test

Comment [M15]: test

Comment [M16]: do not use the key terms interchangeably. They are not the same.

Comment [M17]: Vague and grammatically wrong. Omit or rewrite.

Comment [M18]: omit

Comment [M19]: I had told you before that do not use tactics instead of strategies.

Comment [M20]: learners

Comment [M21]:

Comment [M22]: significant

Comment [M23]: omit

Comment [M24]: comprehension

A verification research was also undertaken by Kashkouli, Barati, and Nejad Ansari (2015) to explore the impact of test-taking tactics on adult EFL students' reading test scores. It was discovered that test-taking methods had a substantial impact on all categories of individuals' reading abilities test scores, and that low-proficiency test takers utilized test-wiseness tactics considerably more often than other attendees. Cohen

and Upton (2006) examined the strategies utilized to reply to traditional single-selection multiple-choice test as well as the multiple-selection test from the LanguEdge Courseware materials. The results revealed that the respondents used a variety of test-taking strategies and the majority of them were test-management strategies.

Last but not least, Salehi (2011) investigated test-taking strategies to check if the kind of approach and the question kind in reading proficiency chapters were in agreement. The majority of the time, the correct tactics were employed with the correct item categories. "The more commonly the relevant methods were utilized on the right elements of varieties, the more accurate conclusions were," he concluded, referring to the authenticity problem (p. 857).

Over the last few decades, study techniques investigation has piqued the interest of a number of language academics and scholars. Language teaching techniques are defined as "particular acts made by the student to make education simpler, quicker, more pleasurable, more self-directed, and more adaptable to different settings," according to a consensus (Oxford, 1990, p. 8).

Scholars have attempted to classify language teaching methods into distinct groupings in order to truly comprehend and analyze them. Rubin (1981, 1987), for instance, characterized methods as those that contribute to language acquisition efficiency either explicitly (e.g., inductive interpreting, exercise, and memory) or implicitly (e.g., inductive interpreting, exercise, and memory) (e.g., creating practice opportunities and using production tricks).

Oxford (1990) developed a language teaching method approach based on past study on efficient language teaching in particular. Memory methods, cognitive methods, compensatory methods, meta – cognitive techniques, emotional methods, and socializing techniques are the six divisions which the methods are classified. Memory methods deal with preserving and retrieving data (for example, 'I employ newly learned vocabulary in sentences to help me memorize them.') Cognitive techniques are "together by a common element: the learner's modification or conversion of the original language" (for example, "I employ English vocabulary I learned in various ways") (Oxford, 1990, p. 43).

Compensation techniques "allow trainees to choose the foreign vocabulary for compensation or reproduction despite understanding gaps" (e.g., "I generate assumptions to grasp entirely new English vocabulary") (Oxford, 1990, p. 47). Educators can use meta – cognitive methods to "manage their individual intellect" (e.g., "I seek people to speak in English") (Oxford, 1990, p. 135). Affective methods deal

Comment [AS25]: omit

Comment [AS26]: strategies there is difference between strategies and methods and tecniques.

Comment [AS27]: What does it mean?

Comment [AS28]:

Comment [AS29]: What is it? Use the words correctly. Each academic word has its own meaning.

Comment [AS30]: Omit Full of wrong terms. e.g., question kind differs with item type.

Comment [AS31]: ??????

Comment [AS32]: Omit Your work is about language testing not teaching.

Comment [AS33]: How language teaching method is related to your work?

Comment [AS34]: omit irrelevant

Comment [AS35]: omit again irrelevant talk about language testing, test-taking strategies

with regulating perceptions and opinions (e.g., 'I stay calm anytime I'm nervous over communication in English,' and social methods deal with the reality that language is a kind of social interaction that involves communicating with someone (e.g., 'I study English with several other learners').

Comment [AS36]: irrelevant

Many research has indicated that highly educated people, as defined by grade levels in specific fields, academic performances, or standardized testing scores, are more likely to be using efficient study methods than weak educators, using multiple categorization methods (Bremmer, 1999; Kitsantas, 2002; Oxford & Ehrman, 1995; Oxford & Nyikos, 1989; Pintrich & Schunk, 2002; Sundre & Kitsantas, 2004; VanZile-Tamsen & Livingston, 1999).

Comment [AS37]: full of wrong and non academic words.
omit

Many studies have approved that highly proficient learners are using more efficient strategies in comparison with low proficient learners (Bremmer, 1999; Kitsantas, 2002; Oxford & Ehrman, 1995; Oxford & Nyikos, 1989; Pintrich & Schunk, 2002; Sundre & Kitsantas, 2004; VanZile-Tamsen & Livingston, 1999).

Learning techniques aid students in acquiring language skills in settings where they are studying a new language. As stated above, language competence or inversely. Throughout evaluations or in social circumstances where language is used, method use has been tied to recurring memory recall in conjunction with short-term memory in order to reconstruct required declarative (knowing what), procedural (knowing how), and circumstantial (knowing when) awareness from long-term memory in order to manage task struggles (Gagne et al., 1993).

Comment [AS38]: learning strategies are not your variable.
Your work is about test taking strategies.

When scholars are aiming to demonstrate variance in a particular language standardized tests, they need to examine the methods utilized throughout the exam since these are clearly relevant to test result variability.

Comment [AS39]: Omit irrelevant

Phakiti (2003) utilized both numerical and qualitative information studies in order to investigate the connection between the test-takers' utilization of conceptual and metacognitive strategies and their success on EFL reading tests. A cognitive-metacognitive questionnaires together with a retrospective questionnaire were given to 384 learners who were registered in a basic English class at a Thai college. The findings revealed that the use of cognitive and metacognitive strategies had positive relationship with the achievement on the reading test. and more effective test-reported considerably higher metacognitive approach use than less effective exam.

Comment [AS40]: using wrong terms
omit

Comment [AS41]: quantitative

Comment [AS42]: omit

Comment [AS43]: relationship

Comment [AS44]: cognitive
do not use your own words.
Do not changed the standard terms.

Chinese first-year undergraduates were chosen for the study by Xiao (2006). According to the findings, of the investigator Memory methods were the most

Comment [AS45]: Vague
Revise or omit

Comment [AS46]: I revised it myself

Comment [M47]: omit

Comment [M48]: ?

commonly employed while the learners were coping with practical things, whereas understanding techniques were the most often utilized when the learners were working with topic objects and conversation topics. The other two discoveries were as follows: (1) the usage of techniques was influenced by the complexity of the course, and (2) talented learners made greater use of metacognitive techniques than their less proficient colleagues.

Comment [M49]: ?

Comment [M50]: What are they?

Comment [M51]: Proficient

Comment [M52]:

Comment [M53]: classmates

Comment [M54]: what is it?
Use academic words

Comment [M55]: questionnaire

Comment [M56]: ?

Comment [M57]:

Comment [M58]: Comprehension test

Zhang (2007) conducted a research on the impact of device delivery on reading exam achievement and test-taking approach utilize via survey questions and discussions. He discovered that the most commonly observed tactic utilised by 181 second-year Chinese college learners when taking paper-based reading ability to comprehend exams was highlighting and identifying.

Another research is Purpura's (1997) study on the connections among examinees' published intellectual and metacognitive policy use and designs of efficiency on language exams. Purpura discovered that the utilization of metacognitive tactic had a markedly favorable and instruct influence on cognitive approach usages but had no markedly direct effect on SL test scores.

Comment [M59]: revise

Comment [M60]:

Comment [M61]:

Comment [M62]:

Comment [M63]: test

Comment [M64]: ?

Comment [M65]:

Comment [M66]: ?

Alternately, examinees' overall performance on the exam was negatively correlated with the number of memory techniques they called upon during a timed test; conversely, their performance was positively correlated with the number of memory approaches they called upon during the test. (Chamot, et al., 1988; Wesche, 1987).

2.2. Test Anxiety

In spite of the fact that overall nervousness is one of the most popular psychological wellness difficulties in the United States (Barlow, 2002), test nervousness is a more particular form of anxiousness in which an individual experiences feelings of being concerned and unfavourably provoked when he or she is becoming assessed in a structured setting (Weiner & Carton, 2011). As a consequence of the enhanced use of formal assessments for high-stakes choices (Cohen, Ben-Zur, & Rosenfield 2008), test nervousness may be prevalent in many learners at all levels of education, from elementary school to post - secondary college.

Comment [AS67]: do you mean anxiety?
I cannot understand you at all.
Use the exact names of your variables. Use academic words.

Comment [AS68]: ?

Comment [AS69]: Test anxiety

Comment [AS70]: ?

Comment [AS71]: ?

Comment [AS72]: What level it is?

Comment [AS73]: ?

Comment [AS74]: Test anxiety

This nervousness can range from mild to severe (Peleg, 2009). There are a variety of differing assessments for the frequency of exam stress, with percentages ranging from 10 percent to 30 percent between learners in high school and college settings (Damer & Melendres, 2011; Peleg, 2009; Weiner & Carton, 2011). According to the findings of Damer and Melendres, 29.1 percent of undergraduate college

students acknowledged being extremely pressured by the requirements of their schools, and the researchers speculate that this growing stress on learners may have an effect on test stress. Learners who have cognitive difficulties are substantially more probable to suffer greater degrees of exam stress than learners who do not have a cognitive disabilities, according to the findings of a recent meta-analysis carried out by Nelson and Harwood (2010). A number of research papers have found a correlation among levels of test stress and demographic characteristics such as age, sexual identity, ethnicity, and socioeconomic status (Putwain, Woods & Symes, 2010).

Comment [AS75]: ?

Comment [AS76]:

Comment [AS77]: ?

For instance, a research carried out by Putwain (2007) discovered that the interplay of age, sexual identity, ethnicity, and socio-economic status recorded for nine percent of the variation in exam stress. [Citation needed] According to the findings of a number of research (such as Putwain, 2008 and Sena, Lowe, and Lee, 2007), females report having higher levels of test anxiety than males do. In addition, research has shown that learners who come from backgrounds with lower socioeconomic status report higher levels of test anxiety than learners who come from backgrounds with better socioeconomic status (Putwain, 2008).

Comment [AS78]: ?

Comment [AS79]: ?

Comment [AS80]: omit

There has been a lot of study done on the effects of exam stress, and some of that study has revealed that greater levels of exam nervousness could result to decreased achievement, while other study has revealed no links between the two (Cohen et al., 2008). When it takes on a more controllable level, exam stress can actually serve as a motivator, leading to improved productivity in the event that it is present (Daly et al., 2011). Even so, Bonaccio and coworkers (2011) discovered that high degrees of exam stress may have an adverse effect on achievement. This was the conclusion reached by the researchers. Even so, when an individual observed severe stages of test anxiousness, their achievement on an intellectual assay was lower likened to when they did not evaluate severe levels of stress. This was discovered in their research on the forecasting legitimacy of exam stress. It has been demonstrated that high degrees of exam stress have a detrimental effect on efficiency in professional contexts (e.g., Ackerman & Heggstad, 1997, Bonaccio & Reeve 2010).

Comment [AS81]: studies

Comment [AS82]:

Comment [AS83]: those studies

Comment [AS84]: decrease

Comment [AS85]:

Comment [AS86]: ?

Comment [AS87]: High level of test anxiety

Comment [AS88]: omit

Comment [AS89]: experienced

Comment [AS90]: ?

Comment [AS91]: ?

Comment [AS92]: omit

Comment [AS93]: ?

Stress about tests can also have an adverse impact on intellectual performance. In a manner parallel to the study that was conducted on productivity, several research have indicated that elevated doses of exam stress can lead in worse grade point percentages in schools (e.g., Chapell et al., 2005). For instance, Bembenuity (2009) discovered that university learners who revealed high stages of exam anxiousness had

Comment [AS94]:

Comment [AS95]: ?

Comment [AS96]: ?

Comment [AS97]: ?

lower ratings in their courses likened to learners who revealed low stages of exam anxiousness. This was the case across all of the learners in the study.

Comment [AS98]: ?

Comment [AS99]: omit

According to the findings of a study that was conducted by Wachelka and Katz (1999), approximately twenty percent of learners who suffer from exam stress end up dropping out of school as a direct effect of their difficulties in the classroom. In addition to its effects on educational performance, research has shown that test apprehension has a bad relationship not just with self-esteem (for example, Peleg, 2009; Thomas & Gadbois, 2007), but also with psychological and physical wellness (Damer & Melendres 2011). For instance, Damer and Melendres found a correlation between exam stress and sentiments of discouragement and sadness.

Comment [AS100]: ?

Comment [AS101]: ?

Comment [AS102]: Negative

Researchers have found a correlation between high rates of exam stress and a lowered defensive mechanism, which can lead to illness (Borella et. al., 1999). In addition, increased amounts of exam stress have been linked to rises in blood pressure, which can have long-term and potentially harmful effects on one's wellness (Conley & Lehman, 2011). A history of having difficulty acquiring new material has also been related to test anxiety (e.g., Peleg, 2009; Sena et al., 2007).

Comment [AS103]: ?

Comment [AS104]: ?

For instance, Peleg (2009) discovered that the percentages of exam stress between learners who had a history of studying difficulties were substantially greater in comparison to the percentages of exam stress between learners who did not have a background of intellectual disorders. Students with educational handicaps are more probable to have adverse evaluation perspectives, like failing grade levels, than classmates without a history of discovering problems, according to the findings of Sena and coworkers. This may explain why learners with education disorders encounter greater exam anxiety than students without a history of discovering troubles.

Comment [M105]: ?

Comment [M106]: ?

Comment [M107]: ?

Comment [M108]: ?

Comment [M109]: ?

Comment [M110]: rewrite

One of the most significant challenges that many children who have educational difficulties must contend with is exam stress (Cohen et. al., 2004). It is possible that the effects of exam stress are going to be more significant for children who have learning difficulties (e.g., Holzer, Madaus, Bray, & Kehle, 2009). For instance, the study suggests that learners with learning handicaps are less probable to use test-taking techniques than their colleagues without learning disorders, and are therefore regarded to be less test-wise (Holzer, Madaus, Bray, & Kehle, 2009). One instance of a test-taking strategy is reading the questions first in order to know what to look for when reading the answers. The presence of exam stress in children with learning disorders has been associated to educational achievement problems, as well as increased behavioral

Comment [M111]: test

Comment [M112]: why did not use the exact words? All your paraphrases are wrong. For paraphrasing do not change the key terms.

Comment [M113]: ?

Comment [M114]: ?

Comment [M115]: strategies

Comment [M116]: irrelevant here omit

Comment [M117]: ?

issues and unfavorable sentiments about school, in comparison to learners who do not have an established learning disorder (Peleg, 2009).

Comment [M118]: ?

Learners with gaining knowledge difficulties are more probable than learners without learning difficulties to describe experiencing more anxiety, anxiousness, irritation, powerlessness, and confusion about timed assessments (Holzer et al., 2009). According to studies on exam stress in the general school community, reducing exam stress alone does not increase learners' exam results (Damer & Melendres, 2010). One explanation for some learners' exam anxiousness, according to Damer and Melendres, is a lack of studying abilities and techniques for learning the subject properly.

Comment [M119]: ?

Comment [M120]: ?

Comment [M121]:

Comment [M122]:

Ergene (2003) discovered in a meta-analysis that the therapies with the highest impact rates for learners contain elements that address both exam stress (psychosocial or intellectual) and specialized study methods (such as study skills or test-taking strategies). Behavioral and cognitive treatments to reducing exam stress individually had significant and medium impact values, as per this meta-analysis. A smaller impact width was identified when a treatment focused solely on abilities (e.g., learning abilities or test-taking tactics). When the methods were blended, though, large impact values were discovered. A substantial impact size was identified for a mixture of cognitive treatment and technical training. A mixture of mental treatment and abilities development was found to provide the biggest impact values. Notably, when all three (psychosocial, intellectual, and abilities development) were combined, the impact magnitude was smaller than when cognitive treatment and abilities skills development were used separately. The meta-analysis looked at the kind the treatment method as well as the treatment method.

Comment [M123]:

Comment [M124]:

Comment [M125]:

Comment [M126]:

Comment [M127]:

Comment [M128]: lower

Comment [M129]: omit

Comment [M130]: ?

Comment [M131]: strategies

Comment [M132]: ?

Comment [M133]: ?

Ergene made the following five suggestions for an effective treatment: (a) offer research and test-taking abilities; (b) allow respondents to observe another participant having to take an exam; (c) instruct attendees how to self-monitor and self-control techniques; (d) work on paying interest to the assignment at hand and not being disturbed by unimportant variables; and (e) instruct calming techniques.

Comment [M134]: omit

Comment [M135]: rewrite using academic terms

2.3 Goal Orientations

Many academics have claimed that competence and productivity objectives are mutually exclusive rather than diametrically opposed (Ablard & Lipschultz, 1998; Hagen & Weinstein, 1995; Livengood, 1992; Pintrich, 2000). As a result, a learner may have both proficiency and achievement objectives at the same time. According to studies, expertise goal orientation is favorably connected to competence on an

Comment [AS136]: what is it?
Use the standard and academic term

Comment [AS137]: Do you mean goals?
You change your own variables!!

Comment [AS138]: It is not a story.
Positively or negatively related

educational assignment, while performing goal orientation is adversely linked (Phillips & Gully, 1997).

Identification of a proficiency (acquisition) objective has been linked to the employment of more efficient instructional methods, endurance, and energy (Ames & Archer, 1988; Meece et al., 1988). (Elliot et al., 1999). Acquisition of a specific goal, on the other side, has been linked to the employment of top tactics like reciting (Meece et al., 1988). As a consequence, when students have a performance goal, they are more likely to forget what they learned after the assessment is completed. This disease will almost probably have a long-term impact on their ability to study. Several studies have been conducted on the links among two forms of goal orientation and the other qualities described above.

The relationship among accomplishment, goal orientation, and self-regulated education was investigated by Ablard and Lipschultz (1998). Participants consisted of 222 high-achieving 11th students. Only when performance objectives were combined with achievement motivation did the scientists find a link between self-regulated acquisition and productivity objectives. Self-regulated acquisition was found to be linked to mastery goal attitude and sexuality. In addition, girls indicated using more self-regulated studying practices.

Albaili (1998) used a survey to study the links between goal orientations, intellectual technique utilization, and educational accomplishment. A total of 234 undergraduate individuals from the United Arab Emirates made up the group. Students with high results on the studying goal orientation magnitude were more probable to use clarification and organization techniques, whereas learners with high results on the achievement goal orientation magnitude were more probable to utilise rehearsal techniques and less probable to utilise clarification and organization techniques, according to the findings.

Furthermore, learners with a high (grade point average) GPA scored lower on the achievement goal orientation and rehearsal technique utilization measures than learners with a medium or small GPA. Nevertheless, there were no substantial variations in studying goal orientation between these three GPA groups.

In actual educational situations, Ames and Archer (1988) investigated the link among proficiency and achievement goals, as well as motivating mechanisms. Their sample consisted of 8-11th graders who excelled academically and came from a variety of topic areas, like English, math, science, and social subjects. These learners were

Comment [AS139]: Full of nonstandard and nonacademic words

Comment [AS140]: goals

Comment [AS141]: rewrite use academic terms

Comment [AS142]: what does it mean? Use appropriate word

Comment [AS143]: What is it?

Comment [AS144]: Omit How it is related to your work

Comment [AS145]: Achievement do you mean?

Comment [AS146]: omit

Comment [AS147]: there is a difference between learning and acquisition

Comment [AS148]: rewrite and use the academic words

Comment [AS149]: cognitive strategies

Comment [AS150]: achievement

Comment [AS151]: what is it?

Comment [AS152]: rewrite use academic terms

Comment [AS153]: strategies

Comment [AS154]: rewrite using academic terms

Comment [AS155]: in educational context,

Comment [AS156]: relationship

Comment [AS157]: proficiency level

Comment [AS158]: what do you mean by that? Use academic terms.

requested to fill out a survey about their views of the class goal orientation, instructional tactics used, assignment selections, mindsets, and consequent inferences.

Comment [AS159]: questionnaire

Learners who prioritized proficiency objectives in the classroom indicated utilizing more efficient tactics, preferring difficult activities, having a favorable approach about classroom, and believing in their own work as a factor of achievement, according to the findings. Participants highlighting achievement goals, on the other side, focused mainly on their skill, had negative self-evaluation, and blamed their failing on a shortage of skill.

Comment [AS160]: goals

Comment [AS161]: strategies

Comment [AS162]: ??

Archer and Schevak (1998) investigated the impact of views of an individual's inspirational environment on 354 first-year Australian learners using both a survey and an interviewing approach. Learners indicated using more efficient studying methods, having a flexible strategy to the material, and being more eager to face challenging assignments if they believed their instructor boosted proficiency goals in classroom. Furthermore, learners' estimated capability and their views of the achievement environment in the class had a substantial association.

Comment [AS163]: rewrite these two paragraphs. Use academic words. Mix two paragraphs because they are about one topic.

Comment [AS164]: Attitudes or perception

Comment [AS165]: What is it?

Comment [AS166]: questionnaire

Comment [AS167]: learning strategies do you mean?

Comment [AS168]: do you mean tasks?

In a study of 262 college participants, Eppler and Harju (1997) looked at the association among goal attitude and educational performance. Studying goal orientation was found to have a favorable link with educational accomplishment in the study. Furthermore, learners who focused on learning goals had less acquired helplessness and higher accomplishment, while learners who focused on performing goals had more acquired helplessness but no influence on success.

Comment [AS169]: rewrite

Comment [AS170]: orientation

Comment [AS171]: positive relation or correlation

Comment [AS172]: achievement

Utilizing survey, Livengood (1992) explored intellectual procedures that determine college education achievement. The participants were undergraduate instruction majors. The findings revealed that learners' attitudes about attempt and capability, as well as motivational objectives, were linked to types of educational involvement and happiness degrees. Learners who believed that effort devalued capacity were more likely to focus on achievement goals, while learners who believed that work increased capacity were more likely to focus on education goals. Moreover, learners who lacked belief in their abilities were less likely to participate in learning-oriented activities, while those who were comfortable were more likely to do so. Furthermore, those who participated in more educational activities had a considerably greater GPA than those who participated in less activities.

Comment [AS173]: full of non academivc words. omit

Meece and her coworkers (1988) looked at how goal attitude affects learners' intellectual participation in science tasks. A total of 275 5th graders from 10 classrooms were used in the study. Learners who focused on a task-mastery goal indicated higher

Comment [AS174]: studied/ examined

Comment [AS175]: orientation do not change the main variables of your study

Comment [AS176]: what is it?

Comment [AS177]: ?

effective cognitive involvement, according to the results. Learners who focused on seeking interpersonal respect or skipping work, on the other hand, showed less intellectual involvement. Concentrating, organizing, linking, evaluating, help-seeking, and effort-avoidant techniques were all used in this study as psychological and metacognitive methods suggestive of self-regulated acquisition.

- Comment [AS178]: ?
- Comment [AS179]: ?
- Comment [AS180]: Rewrite with academic and original terms.
- Comment [AS181]: investigated
- Comment [AS182]: ?
- Comment [AS183]: ?
- Comment [AS184]: ?
- Comment [AS185]: sample
- Comment [AS186]: ?

Pintrich (2000) looked at the impact of numerous goals, including competence and method achievement objectives, on encouragement, emotion, method utilization, and achievement. Math students in 8th and 9th grades were used as an example. He discovered that proficiency objectives were adaptable, while technique competence objectives were adaptable when paired with proficiency objectives. Schraw, Horn, Thorndike-Christ, and Bruning (1995) employed a survey to see if goal approaches have an impact on performance, method utilization, and metacognition. A total of 448 undergraduate participants were included in the study. The study discovered that those who ranked high on the acquisition objective measure had students' educational accomplishment, utilised more acquisition methods such as integration, structure, and memory, and had more metacognitive understanding than those who scored low.

- Comment [AS187]: ?
- Comment [AS188]: ?
- Comment [AS189]: ?
- Comment [AS190]: ?
- Comment [AS191]: ?
- Comment [AS192]: ?

The study backs up the idea that having a powerful education goal helps kids acquire the intellectual skills needed for educational success, regardless of the level of strategic goal they have. With the help of 79 5th graders, Seifert (1995) investigated the connection among feelings and goal orientation. He discovered that competence goal orientation was more closely connected to competency assessment than achievement goal orientation. Bad feelings were also found to be adversely linked to competence goal orientation. The impact of goals on educational practices and results has been studied extensively. Education objectives, achievement objectives, and prevention goals were shown to be linked to a variety of psychological factors that affect acquisition activities in these research (Barker, McInerney, & Dowson, 2002; Elliot & Church, 1997).

- Comment [AS193]: relation
- Comment [AS194]: ?
- Comment [AS195]: ?
- Comment [AS196]: Negatively related

Another team of scientists looked into how university learners set their success goals and how that affected their internal encouragement and assessed achievement (Harackiewicz et al. 1997). Education goals are generally reported to be good factors of education effectiveness in the majority of these research (e.g., Elliot & Church; 1997; Elliot, McGregor & Gable, 1999; Harackiewicz et al., 2002).

- Comment [AS197]: Academic words
- Comment [AS198]: use academic terms
- Comment [AS199]: the effectiveness of the educational goals has been approved by many studies.

Research hypothesis and questions

RQ1. Is there any significant relationship between Iraqi EFL learners' test-taking strategies and their test anxiety?

RQ2. Is there any significant relationship between Iraqi EFL learners' test-taking strategies and their goal orientations?

RQ3. Is there any significant relationship between Iraqi EFL learners' test anxiety and their goal orientations?

3.1. Is there any significant relationship between Iraqi EFL learners' test anxiety and their mastery goal orientation?

3.2. Is there any significant relationship between Iraqi EFL learners' test anxiety and their performance goal orientation?

3.3. Is there any significant relationship between Iraqi EFL learners' test anxiety and their avoidance goal orientations?

Comment [M200]:

Comment [M201]:

Comment [M202]: You have to explain these three types of the goal orientations in your review of literature in the section of the goal orientation.

اهداف تحقیق (شامل اهداف علمی، کاربردی و ضرورت های خاص انجام تحقیق)

Aim of studies (scientific and practical objectives and explain the necessity of research)

In spite of the important role of these strategies and detrimental effect of anxiety on test results and student outcomes, it seems that no study has been conducted to investigate the three variables of test-taking strategies, test anxiety, and goal orientations within a single framework. The present study thus will fill the gap in the literature concerning these three variables. Particularly, the present study will explore the relationship between Iraqi EFL learners' test-taking strategies and their test anxiety, relationship between Iraqi EFL learners' test-taking strategies and their goal orientations, and relationship between Iraqi EFL learners' test anxiety and their goal orientations.

Comment [M203]: Few studies

در صورت داشتن هدف کاربردی بیان نام بهره وران (اعم از موسسات آموزشی، اجرایی و غیره)

If the research has practical use, please mention which industry, organization etc. will benefit from it?

جنبه جدید بودن و نوآوری در تحقیق (این قسمت توسط استاد راهنما تکمیل شود)

Innovation aspect of research

Since the dynamic interplay among Iraqi EFL learners' test taking strategies, test anxiety and goal orientations have not been investigated all in one study so far, the current study has the necessary innovation.

امضاء استاد راهنما

روش کار و روش شناسی تحقیق Methodology of research

الف- نوع روش تحقیق (Research) Research method type

data collection procedure (fields, laboratory , library) ب- روشهای گردآوری دادهها (میدانی، کتابخانه‌ای و غیره)

This study is a correlational research with a quantitative design in which the data will be gathered via survey-based method. To do so, the three questionnaires will be given to all the participants. First, the researcher will explain the purpose of the study briefly. After that, the scales will be distributed among them. They will need about 20 minutes to fill them. The participants will be 150 Iraqi learners with the age range of 20 to 30 years, who learn English at university in Iraq. They will be both male and female. They will have different linguistic backgrounds and experiences in learning English. Their proficiency level will be intermediate to high intermediate.

Comment [M204]: How do you measure their level?

پ - ابزار گردآوری دادهها (پرسشنامه، مصاحبه، مشاهده آزمون، فیش، جدول، نمونه برداری، تجهیزات آزمایشگاهی و بانک های اطلاعاتی و شبکه های کامپیوتری و ماهواره ای و غیره) **Data collection instruments (Questionnaire, interview, observation, testing, sampling, tables, the laboratory equipment and data information sources)**

The following instruments are employed by the researcher to gather the necessary data:

Test-Taking Strategies Questionnaire

Test-Taking Strategies Questionnaire, developed by Cohen and Upton (2007), will be used to measure students' test-taking strategies among the participants. The scale includes 59 items with a 5-point Likert scale with 0 for never, 1 for rarely, 2 for sometimes, 3 for frequently and 4 for always. Among the items, 6 are related to the comprehension of a passage, 11 statements for particular information, 28 related to management, and 3 of them are for test-wise-ness strategies. The reliability of this scale has been found to be $\alpha=.912$.

Test Anxiety Inventory (TAI)

In order to measure the participants' level of test anxiety, TAI developed by Spielberger (1980) will be used. It is a self-report scale consisting of 20 items that should be answered on a four-point rating-scale format from 1 (almost never) to 4 (almost always). Thus, the minimum and maximum points students will get, will vary from 20 and 100. In the present study, a total Test Anxiety score will be used which higher scores on the scale show higher levels of test anxiety. The reliability of the TAI was found to be .80.

Achievement Goal Orientation Inventory (AGOI)

Students' goal orientations will be measured by Achievement Goal Orientation Inventory designed by Midgley, Kaplan, Middleton, Maehr, Urdan, Anderman, Anderman, and Roeser (1998). The inventory comprises three subscales, 6 items for each goal orientation and a total of 18 items, and allows responses ranging from 1 (not at all true of me) to 7 (very true of me).

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Data analysis method and statistical population

To analyze data, SPSS (Statistical package for the Social Sciences) software will be used, to find the relation among EFL learners' test taking strategies, test anxiety and goal orientations, Pearson Product Moment Correlations will be run.

References and bibliography: فهرست منابع و مآخذ (فارسی و غیر فارسی) مورد استفاده در پروپوزال
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استفاده از امکانات آزمایشگاهی واحد (بر اساس دستورالعمل ساها): Laboratory Equipment and Facilities

Do you need laboratory facilities for doing your research studies? YES No

آیا برای انجام تحقیقات نیاز به استفاده از امکانات آزمایشگاهی واحد دانشگاهی می‌باشید؟ بلی خیر

No-

If you need facilities or laboratory equipment for conducting your research, please mention them in following table

در صورت نیاز به امکانات آزمایشگاهی لازم است نوع آزمایشگاه، تجهیزات، مواد و وسایل مورد نیاز در این قسمت مشخص گردد.

مقدار مورد نیاز Amount	مواد و وسایل Material and instrument	تجهیزات مورد نیاز Equipment	نوع آزمایشگاه Type of lab

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زمان بندی انجام تحقیق پس از زمان تصویب پروپوزال تا دفاع نهایی:

Scheduling of research study from date of proposal approval to Thesis defense

تاریخ شروع تحقیق: Starting date	مدت زمان انجام تحقیق (ماه) Research deadline (Month)	تاریخ اتمام و دفاع نهایی Thesis defense date
13 / /		13 / /

پیش بینی زمان بندی فعالیت ها و مراحل اجرایی تحقیق از زمان تصویب تا دفاع نهایی

Estimating the practical activities and research performance deadline since proposal approval till thesis defense

زمان اجرا به ماه Performance time												Deadline زمان Months سال (ماه)	شرح فعالیت Activity	ردیف
12	11	10	9	8	7	6	5	4	3	2	1			
													literature review مطالعات کتابخانه ای	1
													data collection جمع آوری اطلاعات	2
													data analysis تجزیه و تحلیل داده ها	3
													results and finalizing نتیجه گیری و نگارش پایان نامه thesis	4
													programming and برنامه ریزی و ارائه دفاع نهایی final defense	5
													طول مدت پیش بینی اجرای تحقیق Estimated deadline of research conduction	

Department approval minutes, صورتجلسه گروه تخصصی

<u>تاریخ</u>	<u>امضاء</u>	نام و نام خانوادگی دانشجو
date	Sign	Student's name and surname
<u>تاریخ</u>	<u>امضاء</u>	نام و نام خانوادگی استاد راهنما
date	Sign	Supervisor's name and surname
<u>تاریخ</u>	<u>امضاء</u>	نام و نام خانوادگی استاد مشاور
date	Sign	Advisor's name and surname

A meeting was held on with the presence of members of department council and the title of Ms/Mr---- 's proposal was discussed and was/ was not approved based on the members' votes.

شورای تخصصی گروه در تاریخ / / 13 در محل با حضور
 اعضا ذیل تشکیل و موضوع پایان نامه خانم/ آقای دانشجوی مقطع کارشناسی ارشد/
 دکتری حرفه‌ای تحت عنوان:
 بررسی و به **اتفاق آراء** (با تعداد رأی از مجموع رأی) مورد تصویب اعضا
 گروه قرار گرفت. □. قرار نگرفت. □.

<u>تاریخ:</u> date	<u>امضاء:</u> Sign	نام و نام خانوادگی مدیر گروه : head of department
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ردیف	نام و نام خانوادگی Name and surname	سمت و تخصص Position and specialty	نوع رأی (موافق یا مخالف) Decision (agree/ disagree)	محل امضاء Sign
1				
2				
3				

				4
				5

Minutes of Faculty council

The title and proposal of mr/ ms. 's thesis in the educational level of..... , with the Major of, Minor of....., was approved in scientific committee and was discussed in the meeting of faculty council on (date) and the mentioned proposal was/ was not certified by most members

موضوع و طرح تحقيق پايان نامه خانم/ آقاي دانشجوي مقطع ارشد/ دکتری حرفه‌ای رشته ...
گرايش که به تصويب کمیته گروه تخصصی مربوطه رسیده است، در جلسه
مورخ شورای دانشکده مطرح شد و پس از بحث و تبادل نظر مورد تصويب اکثریت اعضا قرار گرفت. □
قرار نگرفت. □

نام و نام خانوادگی مدیر/ کارشناس پژوهشی دانشکده:
امضاء
تاریخ
Name and surname of research staff

نام و نام خانوادگی ریاست دانشکده:
امضاء
تاریخ
Name and surname of head of
faculty .

نام و نام خانوادگی معاون پژوهشی دانشگاه:
امضاء
تاریخ
Name and surname of research deputy of faculty



**فرم تعهد استاد راهنما، مشاور و دانشجو در انتشار نتایج حاصل
از پایان نامه‌های دانشجویی**

<p>اینجانب استاد راهنما پایان نامه آقای/ خانم</p> <p>.....</p> <p>دانشجوی رشته مقطع کارشناسی ارشد/دکتری حرفه‌ای متعهد می‌شوم جهت حفظ و رعایت حقوق دانشگاه و نیز تعلق گرفتن امتیاز پژوهشی، انتشار نتایج حاصل از پایان نامه را به نام دانشگاه انجام دهم و نام دانشگاه را دقیقاً بعنوان آدرس اصلی بصورت زیر ذکر نمایم:</p> <p>دانشجوی رشته ، دانشگاه آزاد اسلامی، واحد اصفهان (خوراسگان)، اصفهان، ایران Department of..., Isfahan (Khorasgan) Branch, Islamic Azad University, Isfahan, Iran</p> <p>تاریخ: امضاء استاد راهنما</p>
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