Does Test Taking Experience Make a Difference?:
In Strategy Use and Test Scores

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The purpose of the study is to examine whether taking tests makes differences in test score and test-taking strategies while learners are taking a reading test. In particular, the study investigates which types of questions and test-taking strategies are improved by test experience. For the study, participants were seventy-one Korean university EFL students, out of whom thirty-seven had three simulated tests and thirty-four didn’t have before the test. Results of a ANOVA indicate that differences between two groups are made in reading test score and some test-taking strategies. In details, test-takers got higher scores, showing improvement in the types of main idea and detail questions. The analysis of data, also, revealed that test-takers made use of test-taking strategies more frequently along with a remarkable difference in frequent use of managing strategy, one of three test-taking strategies: reasoning, guessing, and managing strategies. Consequently, the study showed that test experience helps the students gain higher score in main ideas and detail information questions not in inference question. Also, out of three types of test-taking strategies only managing strategy was more frequently used by test-takers. The study suggests that experience in tests could contribute to developing managing strategy effectively in answering to reading questions within limited time, but it is less likely to lead test takers to employ reasoning and guessing strategies relevant to successful reading comprehension.
I. INTRODUCTION

The effect of testing on teaching and learning has been one of the main interests in SLA. As a number of Korean college students take the TOEIC test, the focus of teaching and learning in Korea has been placed on how testees improve their score on the test. Also, language researchers and teachers put great importance on whether the better results and the process that testees have had finally cause them to reach a certain level of language ability even though the constructing and practicing body of the test are somewhat independent of teaching institutions.

As the process, strategy that facilitates successful language learning has been taken into consideration as much as linguistic knowledge, and much research has been conducted such as what kinds of strategy or how frequently learners use. In reading comprehension, Anderson (1991) states that recent research has been a shift in attention from a reading product to reading process like strategy use. It is getting more interested in on-going process while learners are reading and understanding reading materials. This change came from the idea that strategy use reveals reader's resources for understanding (Block, 1986). In other words, strategy use can tell us what resource readers employ while reading a passage wherever the resource is; in the passage or out of the passage.

Based on previous studies, the study aimed to find out whether there is any difference between the students with and without test experience. That is to say, the study was to find out whether taking tests makes difference in test score and strategy use. It's not surprising that test takers with test experience get higher score than test takers without test experience because test taking experience might contribute to improving test score. The study specially focused on what question types are improved by test experience. Additionally, the study intended to investigate which effect the test experience has on the strategies, examining the difference in test-taking strategy use in a quantitative and a qualitative aspects. It hypothesized that taking a test itself might assist testees to make a better selection of appropriate test-taking strategies. Moreover, It examined whether higher scores would be attributed to specific kinds of test-taking strategies in the