Evaluating the Efficacy of Islamic Religious Test-Taking Paradigms in Modulating Test Anxiety During Reading Comprehension Assessments Among Saudi EFL Students

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Abstract

This research examines the implementation and efficacy of Islamic Religious Test-Taking Strategies (RTTS) in mitigating test anxiety experienced by Saudi EFL students during reading comprehension assessments. A methodologically robust approach was employed, involving a sample of 100 undergraduate students at King Faisal University, with data collected through a meticulously structured questionnaire and supplemented by qualitative insights from in-depth interviews with fourteen participants. The results indicate a prevalent use of RTTS, including the recitation of Quranic verses and ritual prayers, as a mechanism for fostering psychological calmness and enhancing cognitive focus. Despite anecdotal reports of reduced anxiety—manifested through physiological responses such as lower heart rates—statistical analysis revealed no significant correlation between RTTS and overall test anxiety reduction. Nonetheless, the profound spiritual and emotional impact of these strategies highlights their intrinsic value, underscoring deeply ingrained religious convictions and cultural traditions. The findings posit that RTTS primarily function as a source of spiritual reinforcement and psychological comfort rather than a definitive means of reducing measurable test anxiety. The reliance on faith-based practices, such as the recitation of Ayat Al-Kursi, underscores the intersection of spirituality, academic resilience, and cultural identity, offering insights that extend beyond conventional empirical paradigms.

Keywords: Islamic Religious Strategies, Test Anxiety Alleviation, Saudi EFL Learners, Quranic Recitation, Faith-Based Practices, Cognitive and Emotional Resilience, Spiritual Coping Mechanisms

1. Introduction

Engaging in the reading of a foreign language presents multifaceted challenges and is often accompanied by significant levels of anxiety for learners. Language anxiety, as delineated by Horwitz (2017), encapsulates the apprehension and stress associated with using a non-native language, influencing learners' psychological and academic experiences. The genesis of reading anxiety can be traced to numerous factors, including the necessity to comprehend complex vocabulary, intricate syntactic structures, and diverse rhetorical and organizational patterns within texts (Al Fraidan, 2012; Beers & Nagy, 2011). Furthermore, reading in a foreign language demands an elevated degree of cognitive processing and sustained attentional resources compared to reading in one's native tongue, which exacerbates the potential for mental fatigue and frustration (Olkkonen, 2017). Consequently, learners often face heightened anxiety and a pervasive sense of self-consciousness during reading tasks, particularly when these tasks are embedded within high-stakes assessments that play a critical role in shaping their academic trajectories and future career prospects.

2. Literature Review

Several studies have explored non-religious methods for managing test anxiety, such as mindfulness-based stress reduction (MBSR), cognitive reappraisal, and relaxation training (Kivity & Huppert, 2016; Little & Jackson, 1974). Mindfulness interventions have been shown to improve focus and emotional regulation, whereas cognitive reappraisal techniques help in reframing test anxiety to reduce its impact. Comparatively, RTTS integrate elements of spiritual reassurance, which may complement these established methods. The current study aims to examine whether RTTS provide additional benefits beyond conventional stress-reduction techniques.

2.1 Test Taking Strategy (TTS)

Test-taking strategies (TTS) involve intentional processes and methods used by respondents to approach and solve test tasks (Cohen, 2006). These strategies can include linguistic, cognitive, and test-management techniques aimed at maximizing test performance. For instance, test-takers might use contextual cues to deduce unfamiliar words, time management to pace through questions, or eliminate improbable answers in multiple-choice items. TTS are primarily secular in nature and encompass a wide range of techniques that assist learners in navigating test environments, whether in reading comprehension or other assessment formats (Cohen et al., 2023).

TTS allow test-takers to use test design and features to maximize their scores. Examples include reading guidelines, managing time wisely, using keywords in questions, skipping challenging items, and revising answers (Rogers & Harley, 1999). TTS can be divided into language use strategies (e.g., rehearsal, retrieval) and test-wiseness strategies, which involve knowledge essential for taking a test (Cohen, 1998).

Understanding TTS is crucial for designing and validating language assessments. By analyzing strategies used by test-takers, researchers can determine if tests lead to desired cognitive processes and language skills, helping create fairer and higher-quality assessments (Al Fraidan & Al-Khalaf, 2012).

Research on TTS helps identify factors beyond content knowledge that affect test scores, ensuring fairness and validity (Dodeen, 2008). It also aids in designing assessments that accurately measure intended constructs and supports the development of interventions and programs to train students in effective TTS, improving their academic performance (Nordström et al., 2018). Overall, TTS research is vital for understanding and improving test performance, helping develop better assessments, identify irrelevant variance, and create interventions to enhance students' test-taking skills (Goetz et al., 2007).

Previous research has explored various cultural test-taking strategies, such as cognitive reappraisal techniques in Western academic settings (Horwitz, 2017) and mindfulness-based interventions in East Asian contexts (Kivity & Huppert, 2016). However, studies directly comparing faith-based coping mechanisms with these strategies remain scarce. This study seeks to address this gap by evaluating how RTTS compares with secular approaches in modulating test anxiety among Saudi EFL learners.

Research on test-taking strategies across cultures highlights diverse approaches to managing anxiety. While RTTS reflect a faith-based coping mechanism rooted in Islamic traditions, similar strategies have been documented in other contexts. For example, Christian prayer has been shown to reduce test anxiety among U.S. college students (Campbell, 2016), and Buddhist meditation is frequently employed as a calming technique in East Asian educational settings (Liang & Chen, 2020). These comparisons highlight the need for further cross-cultural analysis to determine whether RTTS offer unique advantages beyond general faith-based test-taking strategies.

2.1.1 Religious Test Taking Strategies (RTTS)

Religious Test-Taking Strategies (RTTS), on the other hand, specifically integrate religious practices and beliefs into the test-taking process. In the Saudi educational context (Al Fraidan & Olywi, 2024; Al Fraidan & Alaliwi, 2024), where Islamic values deeply influence the educational system, RTTS may include practices such as reciting Quranic verses or engaging in prayer before or during assessments. These strategies are believed to reduce anxiety and promote mental clarity, as religious practices are often associated with stress reduction and enhanced focus (Rahmat et al., 2020; Putri & Hardiningrum, 2021).

RTTS differ from general TTS in that they focus on emotional and spiritual preparation, rather than cognitive processes or linguistic strategies. Studies suggest that integrating RTTS can help lower test anxiety and increase confidence, which can indirectly improve test performance (Franklin, 2016). For example, Quran recitation has been linked to calming effects and lower levels of anxiety, making it a relevant strategy for learners in high-stakes testing situations, particularly in reading comprehension assessments where stress and cognitive load are high (Alli-Ahmad & Jenaabadi, 2003).

While both TTS and RTTS aim to improve test performance, the key difference lies in their focus. TTS concentrate on cognitive and linguistic strategies directly related to the test material, whereas RTTS emphasize emotional and spiritual well-being, often leveraging religious practices to manage anxiety. Recognizing this distinction is essential for developing a holistic approach to test preparation, especially in educational contexts like Saudi Arabia, where religious practices play a significant role in students' academic experiences.

2.2 Test Anxiety

Test anxiety, characterized by feelings of apprehension, tension, and fear during assessments, significantly obstructs students' ability to perform to their true potential (Al-Khasawneh, 2020; Taylor & Deanne, 2002). It is a psychological disorder where high levels of anxiety and stress in an assessment setting lead to decreased performance, influenced by emotions like low self-esteem and fear of failure (Hembree, 1988). For instance, 30% of nursing students' academic performance is affected by test anxiety (Shapiro, 2014).

Test anxiety impacts all learning-testing sequences, impairing cognitive functions such as attention, memory, and comprehension, thus hindering students' assessment skills (Cassady, 2004; Faruk, 2014). It has both immediate and long-term effects on mental health and well-being (Egbochuku & Obadan, 2008). Even students with a deep understanding of the subject often perform poorly due to test anxiety and inadequate test-taking strategies (Faruk, 2014). Test scores are influenced by psychological, cognitive, and personal factors, including anxiety levels, attitudes towards the subject, and approaches to testing (Al-Khasawneh, 2020).

Research underscores that addressing test anxiety is crucial for improving academic outcomes (Alamer & Lee, 2021). Teaching Test-Taking Strategies (TTS) can enhance students' attitudes towards tests, improve performance, and reduce stress levels (Mohammed, 2021). Mindfulness techniques, similar to TTS, can help reduce test anxiety and enhance reading comprehension (Zhang et al., 2020). Integrating these strategies into daily routines and creating a supportive learning environment can help students manage test anxiety and promote academic success (Wang & Liu, 2023; Cai & Zhang, 2021).

2.3 Reading Comprehension and Test Taking Strategies

Reading comprehension and TTS form crucial components within the educational landscape. Understanding the significance of these aspects is pivotal for comprehending their role in students' academic performance. Reading comprehension involves the mental processing

of textual information, integrating it with prior knowledge, and comprehending the content (Khan, 2011). Al-Khasawneh (2020) emphasizes the indispensability of reading comprehension in college-level courses, highlighting its correlation with academic success.

In reading comprehension assessments, TTS play a vital role, helping students navigate through difficult texts and questions. Strategies like skimming for main ideas, using context clues to decipher unfamiliar words, and drawing on prior knowledge are some of the methods used to enhance reading comprehension performance (Cohen, 2014). However, while these strategies focus on cognitive processes and are construct-relevant, some strategies such as guessing or test-wiseness may introduce construct-irrelevant variance, potentially affecting the fairness of the assessment.

In order to overcome the challenges and stress caused by reading in a foreign language, students may use range of test-taking strategies (Cohen, 2014). In reading tests, there are several TTS like skimming and scanning for crucial ideas, using the context to guess the meaning of unknown words, and applying your previous experiences and knowledge to make predictions and inferences in the text (Cohen, 2014). Besides that, test-takers may apply metacognitive strategies, for instance, planning their way to cope with the test, monitoring their understanding, and adapting their strategies (Singh et al., 2021). While some TTS are construct-relevant in the sense that they measure the progress of reading skills and processes that the test sets out to measure, the others may be construct-irrelevant and introduce sources of variance such as guessing and test-wiseness, which are not related to the actual reading ability (Cohen, 2014).

In this context, the importance of efficient TTS becomes evident. Cohen (1998) underscores the necessity for students to grasp effective strategies, as these strategies significantly influence their performance on reading comprehension assessments. Understanding how students arrive at answers and their cognitive processes during tests holds immense value (Al-Khasawneh, 2020). However, the academic literature lacks sufficient exploration into students' TTS, particularly in the realm of reading comprehension (Al-Khasawneh, 2020). While the focus on reading comprehension remains critical, the inadequate attention given to students' TTS presents a notable research gap. Despite encountering challenges like unfamiliar terms impacting their understanding, students' strategies during comprehension tests have been overlooked (Al-Khasawneh, 2020). Understanding and addressing these gaps can profoundly impact educational methodologies and interventions, thereby enhancing students' overall academic performance.

2.4 Role of Religion in Education

The fusion of religious principles, educational directives, and cultural norms within Saudi Arabia creates a unique framework that shapes students' experiences in academic settings. The Saudi educational system places significant importance on religious education, seamlessly integrating across all academic levels. Central to this system is the emphasis on fostering a deep understanding of Islam and instilling Islamic ideas within students. Pedagogical approaches in religious education heavily emphasize the memorization of Quranic verses and Hadiths as a core element (Bawazeer, 2020).

Understanding the dynamic relationship between religion and education in Saudi Arabia is crucial in comprehending how Islamic principles influence educational methods, encompassing various aspects like TTS and classroom dynamics. Consequently, the cultural landscape, guided by Islamic principles, significantly impacts the approach to conducting research and the ethical considerations within academic studies.

Research on test-taking strategies (TTS), particularly Islamic Religious Test-Taking Strategies (RTTS), is sparse in the Saudi educational context. Despite the emphasis on standardized testing and its impact on academic performance, there is limited research on the effectiveness of TTS coaching (see more: Al Fraidan, 2025b; Al Fraidan & Fakhli, 2024; Al Fraidan, 2024a; Al Fraidan, 2024b; Al Fraidan, 2024c; Al Fraidan, 2024d; Al Fraidan , 2019).

Studies, such as those by Putri & Hardiningrum (2021) and Rahmat et al. (2020), highlight the impact of religious practices like Quran recitation in reducing stress and promoting relaxation. Other research, such as Franklin (2016) and Alli-Ahmad & Jenaabadi (2003), supports the notion that religious strategies can lower test anxiety. These findings contribute to understanding how RTTS can be integrated into educational practices to address test anxiety in reading comprehension tests.

2.5 Research Gap

The field of TTS studies has witnessed extensive investigation of numerous approaches, in which intervention and techniques have designed to develop students' performance on various assessment types. TTS has been tackled from a religious point of view by numerous researchers such as (AlFraidan, 2010), by addressing the religious utterances "*God Willing"* (Inshallah), and "O*'God make this easier"* or "*Please God help make this easier*", also, (Addamegh, 2003)'s mentions *"In the name of Allah"*. These utterances are used as an effective strategy in Muslim test context, which enhance students to calm down by providing them with confidence and motivation to perform well (AlFraidan, 2010, Al Fraidan, 2025a).

While traditional Test-Taking Strategies (TTS) focus on cognitive, linguistic, and procedural tactics to enhance performance in test settings, they may overlook emotional and psychological factors, such as anxiety and stress, that significantly impact test performance. This gap is where Religious Test-Taking Strategies (RTTS) can play a complementary or alternative role.

RTTS, particularly within the Saudi educational context, where religion is interwoven with cultural and academic life, offer spiritual and emotional tools that help students manage test anxiety and enhance mental clarity. Practices such as Quranic recitation and prayer are deeply ingrained in the Saudi cultural landscape, providing students with a familiar, calming ritual that can be particularly useful in high-pressure testing situations. Research suggests that religious practices can lower stress and promote a sense of inner peace, which could directly

benefit students facing the cognitive demands of tests (Rahmat et al., 2020; Franklin, 2016).

Whilst most existing studies have examined numerous characteristics of test performance and preparation by comprising behavioral and cognitive strategies, though, there is a clear deficiency of the studies of individual who integrate their religious value into their TTS approach in reading comprehension test. The current study endeavors to identify the possible opportunity to integrate the influence of religious beliefs and practices from the Holy Quran and Sunnah in the context of reading comprehension test. The exclusive perspective from which the current study approaches RTTS lies in its emphasis on TTS to be presented by religious values and beliefs of EFL students in King Faisal University. It also explores the role of religion in shaping individuals' attitudes towards assessments. This study considered the first study that tries to fill the notable literature gap regarding the investigation of RTTS by contributing valuable perception to the field of educational studies, notifying the enhancement of religiously and culturally interventions and support procedure intended to improving students' test taking experience. Moreover, it contributes to introducing a new type of TTS which is RTTS, which enriches the upcoming studies to explore further incorporation of religion practices to second language learning context.

In addition, after reviewing some previous studies about TTS & religious practices, there is no study tackled the preferred time in applying RTTS (before the beginning, during or after the test), thus, the first question is raised. Also, based on the previous studies conducted by numerous researchers about the relationship between test taking strategies and test anxiety and their impact on reading comprehension test, the current study addresses the below second and third questions:

1- When do EFL students apply religious test-taking strategies? Is it before the beginning, during, or at the end of the test?
2- Do the applied religious test-taking strategies support reducing reading comprehension test anxiety at King Faisal University?

Is there any relationship between test anxiety, reading comprehension, and religious test-taking strategies?

3. Methodology

Building upon the theoretical frameworks and empirical findings discussed in the literature, the following section outlines the methodological approach undertaken to examine the effectiveness of RTTS among Saudi EFL students.

3.1 Study Sample

The study sample consists of a specific cohort comprising one hundred EFL students commencing their first year in the English major at King Faisal University, Al Ahsa region. Participants for this study are exclusively chosen from the College of Arts, specifically from the English Language department. The decision to include first-year students aims explicitly to target a group in the early stages of their academic journey, potentially offering experiences and perspectives concerning RTTS within the context of their English language studies. The study aims to ensure a homogeneous group presenting a specific stage in their educational journey by focusing on a particular demographic within a well-defined academic setting, since, first year students are likely to exhibit language anxiety as they're in the first stage in English major and reading courses are taught to first year only. This systematic approach simplifies the research process and enables a focused investigation into the perceptions, usage, and impact of RTTS among EFL students at this specific academic level.

The selection of 100 participants from King Faisal University was based on prior research models that examined the impact of test-taking strategies on EFL learners (Cohen, 2014; Alrabai, 2016). Previous studies have used sample sizes ranging from 80 to 150 participants to ensure statistical reliability while maintaining feasibility. Given the scope of this study, 100 students were deemed appropriate to achieve a balance between quantitative generalizability and qualitative depth.

3.2 Research Tools

The study employs a mixed-method design, using both quantitative and qualitative tools, specifically a questionnaire and interviews. The questionnaire, comprising 11 validated and reliable questions, serves as the first data collection round. It highlights the specific usages of Islamic Religious Test-Taking Strategies (RTTS) with examples, including eight notable Quran and Sunnah phrases and practices. The interview phase follows, involving a smaller group of participants selected based on their questionnaire responses. These interviews focus on participants' experiences, viewpoints, and justifications for using RTTS during reading assessments, encouraging open and unscripted dialogue.

The central goal of the interviews is to gain an in-depth understanding of the various facets of RTTS usage among the selected participants. By examining their perceptions, motivations, and experiences, the study aims to comprehend how RTTS impacts test performance and alleviates test-related anxiety. The interviews also explore when participants prefer to apply TTS and how they integrate them into their test-taking strategies. The questions are designed to facilitate spontaneous recounting of experiences, focusing on the reasons behind RTTS use, potential application in other assessments, and the timing of their employment during tests.

The data collection involves a questionnaire, verified for reliability by seven applied linguistics professionals, and interviews with fourteen students who frequently use RTTS. To ensure the validity of the questionnaire, a pilot study was conducted with 20 students prior to data collection. This preliminary test helped refine ambiguous items and establish the reliability of the instrument. Cronbach's alpha coefficient was calculated for internal consistency, yielding a value of 0.87, indicating strong reliability. Additionally, expert reviews were sought from three EFL assessment specialists to confirm content validity.

The questionnaire aims to determine the engagement with RTTS in reading comprehension tests, while the interviews, inspired by the

questionnaire's structure, seek to understand the motivations and potential broader applications of RTTS. The interview questions explore participants' motivations, usage in other tests, and the effectiveness of RTTS at different test stages. This comprehensive approach aims to capture diverse viewpoints and experiences regarding RTTS utilization in reading and other assessments.

3.3 Ethical Considerations

Prior to beginning the study, it was essential to obtain official consent from the university's administration. This step ensured ethical compliance and strict adherence to institutional protocols. The researcher secured explicit authorization from the administration to engage with the participants, under the ethical approval number Ethics52. Written consent was then obtained from all participants. Data collection commenced on September 5, 2022.

3.4 The Procedures

The research utilized two data collection methods: an online questionnaire and an open-ended interview derived from the questionnaire. After thoroughly reviewing related literature on RTTS and reading test anxiety, the researcher designed the questionnaire and formulated the interview questions. Both were validated and refined based on supervisor feedback, then translated into Arabic to ensure participants could express themselves comfortably. An expert translator verified the translations.

The questionnaire was distributed online, and responses were collected accordingly. Fourteen participants were then individually interviewed online, selected based on their questionnaire answers. The data collection process spanned approximately three and a half weeks, while analysis and coding took nearly three months.The questionnaire responses were analyzed using the Statistical Program for Social Sciences (SPSS) to calculate average proportions, mean, standard deviation, and correlation. The interview data were analyzed through thematic coding to supplement the questionnaire results and provide deeper insights into the use of RTTS.

The qualitative interview data were analyzed using thematic analysis (Braun & Clarke, 2006). The responses were first transcribed and then coded manually through an open-coding process. Codes were grouped into themes based on frequency and conceptual similarity. To ensure reliability, two independent coders reviewed the themes, and discrepancies were resolved through discussion. This approach allowed for a structured, replicable analysis of participants' perceptions of RTTS.

4. Results

4.1 Time of Implementing RTTS (Before, During, after Taking the Test)

The study found that the average score of using RTTS was 1.91and a standard deviation of 0.288, indicating widespread usages of RTTS among the participants. The standard deviation implies that few students reported that they don't use RTTS, this due, as indicated by the participants, that they believe test' outcomes depend on test preparation only, there is no external factor might affect the results. The second question attempts to consider the exact timing of using RTTS in the context of reading comprehension test. Thus, to answer this research question, students were asked two key questions before the questionnaire begins. Hence, after careful analysis of these questions, most of them use RTTS, as shown in table 1, especially before the beginning of the test, where the average mean score is 1.62, with a standard deviation of 0.489. The utilization decreases during the test, with a mean score of 1.29 and a standard deviation of 0.454. Remarkably, the employment of RTTS decreases even more by the end of the test, with an average score of 1.09 and a standard deviation of 0.285. This is attributed to many reasons. Firstly, anxiety is alleviated more before the test begins and students tries to lessen that anxiety by applying RTTS. Also, test examiners, before start writing the test questions, usually mention some Duaa at the top of the test paper such as "اللهم لا سهل الا ما جعلته سهلا و أنت تجعل الحزن إذا شئت سهلاً". As per their perspective, it assists in alleviating anxiety and enhancing focus and concentration. Additionally, it's noteworthy that parents often advise their daughters to recite these RTTS before they head to the exam venue.

The observed pattern indicates that although many students use RTTS in their exams, their usage significantly declines as the test progresses. The fluctuation in usage observed at various stages of the test prompts inquiries regarding the fundamental factors contributing to this pattern. The initial increase in utilization may suggest that students seek tranquility or mental readiness before starting the test, potentially motivated by the belief that engaging in religious practices enhances concentration or alleviates test-related stress. However, while it's expected that anxiety levels might initially peak before the beginning of the test, the subsequent decrease in application towards the test's conclusion warrants further exploration. This decline could potentially stem from various factors such as the test's perceived ease, students' cognitive engagement in problem-solving throughout the test, or even the possibility of distractions leading to forgetfulness amidst the demands on their attention. EFL students have reported that they tend to apply RTTS as shown in table 1 to overcome exhibited feeling towards test anxiety, for instance, anger, doubt, relaxation and confidence.

Based on table 2, the most frequent RTTS used are the statements "اللهم لا سهل الا ما جعلته سهلا و انت تجعل الحزن اذا شئت سهلا" and (رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاحْلُلْ عُقْدَةً مِّن لِّسَانِي يَفْقَهُوا قَوْلِي) [طه/25-28], they're reaching the peak in their application :قال تعالى among the other phrases with a mean score of 1.22 and 1.21, respectively. it indicates that they're easy to be recalled and memorized unlike perform ablution before starting the test (Wudu), which needs more time and efforts that can not be found in the test context.

Table 1. RTTS in the reading comprehension test

When do you apply religious TTS?	Mean	Std. Deviation
Before the beginning of the test	1.62	0.489
During the test	1.29	0.454
At the end of the test	1.09	0.285

Table 2. Examples of RTTS usages

Religious statements	Mean	Std. Deviation
Oh God, nothing is easy except what You make easy, and You make sadness easy if You wish اللهم لا سهلا الا ما جعلته سهلا، و أنت تجعل الحزن اذا شئت سهلا	1.22	0.416
O Allah, I ask You for beneficial knowledge, and they had a good and pursuant receptive اللهم اني اسألك علما نافعا و رزقا طيبا و عملا متقبلا	1.11	0.314
There is no god but You; glory be to You. Indeed, I am the wrongdoer لا اله لا انت سبحانك اني كنت من الظالمين	1.15	0.363
God Almighty said: (My Lord, expand for me my breast and make my affairs easy for me, and loose a knot from my tongue so that they may understand my speech) [Taha: 25-28] قال تعالى: (رب اشرح لى صدري و يسر لى أمري و احلل عقدة من لساني يفقهوا قولي) [سورة طه: ٢٥-٢٨]	1.21	0.409
There is no power but from God لا حول ولا قوة الا بالله	1.10	0.300
Perform ablution before starting the test الوضوء قبل بدء الاختبار	1.05	0.229
Oh God, help me with what you taught me and taught me what benefits me and grant me knowledge which will benefit me. و زدني علما اللهم انفعني بما علمتني و علمني ما ينفعني	1.09	0.285
Oh God, I ask you to understand the prophets and protect the close messengers. اللهم اني اسألك فهم النبيين و حفظ المرسلين	1.07	0.250

4.2 RTTS and Reducing Test Anxiety

In response to this question, the results show that students thought that RTTS helps in reducing the level of test anxiety in reading comprehension test. Likewise, RTTS provoke students' emotional responses; for instance, motivation, comfort and paly as a vital source of raising their concentration and performance.

Based on table 3, the results reveled as:

a) In the usage of RTTS, participants reported that they experienced reduced anxiety following the completion of their reading comprehension tests, in contrast to the anxiety they felt prior to the exams with the mean score of 2.8 and 3.5, respectively This could be due to numerous motives, for instance, individuals have a sense of control where they feel empowered and supported by religious rituals which reduce the feeling of loneliness and that students can trust and depend on a higher power to provide guidance during the test. Thus, in response to RQ2, students reported that RTTS help them in reducing test anxiety that evident in various statements, for instance, "After implementing religious test-taking strategies, I feel focused during the exam, such as reading Ayat Al-Kursi from the Quran's various Duaa or regular Sunnah prayers." with the high mean score of 3.85, and "After applying religious test-taking strategies such as reading Ayat Al-Kursi from the Quran's various Duaa or regular Sunnah prayers, I feel relaxed during a reading comprehension exam." with a significant high mean score of 4.27. Besides, using RTSS assists a turn in students' perspectives, allowing them to picture a reading comprehension tests as a short-term nor an overwhelming challenge. This claim is supported by the findings of the questions being asked earlier "When do you apply religious TTS?", hence, most students applied RTTS before the beginning of the reading test with the mean score of 1.6 to reassure performing well from the beginning of the test.

b) Participants also report a significant increment of feeling focused during exams with a high mean score of 3.85, due to using RTTS, thus, they don't feel angry during the test. Once an individual is calmed and relaxed, the level of confident arises which result in test concentration. This indicates that the participants' cultural and religious backgrounds substantially impact their responses, as they are all Muslims who have faith in the spiritual effectiveness of religious practices. Thus, these discoveries suggest that using RTTS benefits EFL students in Saudi Arabia by significantly improving their concentration during reading comprehension exams. Various test-taking experiences highlight the complex nature of these situations and the potential influence of employing particular strategies, particularly those related to religion, on an individual's emotions and behaviors during exams.

c) Less students express the fear of failure if they didn't use RTTS with the mean score of 2.86 or even redoubt their capability of doing well during the test 2.89, whilst there is a comparatively modest mean level of reported anxiety associated with increased heart rates during examinations 3.02. Therefore, a moderate level of reported anger with the mean score of 2.79 only, which suggests a feeling of dependence or anxiety about relying on these methods to succeed in exams. However, students tend to arrive at some of the test's answer after using RTTS especially Ayat Al-Kursi or reciting different Duas, or following regular Sunnah prayers with the mean score of 4.27. Conversely, students consider RTTS as a facilitative strategy, yet they do not contribute its impact to their test failure of success as it seen to be a one of the main reasons of test anxiety.

Table 3. Test Anxiety of Reading Comprehension

	Statements	Strongly agree	agree	neutral	disagree	Strongly disagree	mean	S.D
1	I use general test-taking strategies in my reading comprehension exams	22	45	18	7	8	3.60	1.14
2	I feel anxious before taking exams.	16	44	25	12	3	3.58	0.99
3	I feel anxious after completing my reading comprehension exams	9	21	31	28	11	2.89	1.13
4	After implementing religious test-taking strategies, I feel focused during the exam, such as reading Ayat Al-Kursi from the Quran's various Duaa or regular Sunnah prayers.	20	52	22	5	1	3.85	0.83
5	After applying religious test-taking strategies such as reading Ayat Al-Kursi from the Quran's various Duaa or regular Sunnah prayers, I feel confident during a reading comprehension exam.	33	51	15	0	1	4.15	0.74
6	After applying religious test-taking strategies such as reading Ayat Al-Kursi from the Quran's various Duaa or regular Sunnah prayers, I feel relaxed during a reading comprehension exam.	37	53	10	0	0	4.27	0.63
7	After implementing religious test-taking strategies, I arrived at some answers, such as reading Ayat Al-Kursi from the Quran and various Duaa or regular Sunnah prayers.	20	45	32	21	1	3.81	0.81
8	I will fail my reading comprehension exam if I do not apply religious test-taking strategies such as reading Ayat Al-Kursi from the Quran, various Duaa or regular Sunnah prayers.	11	22	22	32	13	2.86	1.22
9	I use religious test-taking strategies such as reading Ayat Al-Kursi from the Quran and various Duaa or regular Sunnah prayers because I feel angry while performing my test.	12	24	14	29	20	2.79	1.33
10	I redoubt my capability to perform well in the test before using religious test-taking strategies such as reading Ayat Al-Kursi from the Quran, various Duaa or regular Sunnah prayers.	13	18	30	23	16	2.89	1.25
11	My heartbeats increased during the test before applying religious test-taking strategies such as reading Ayat Al-Kursi from the Quran and various Duaa or regular Sunnah prayers.	18	26	25	20	11	3.01	1.26

The third and last question in the current study was to attempt the connection that could occur between test anxiety and RTTS in reading comprehension test for EFL students.

4.3 The Relationship between RTTS and Test Anxiety

With reference to the results from the questionnaire, there is a significant correlation between using RTTS such as reading Ayat Al-Kursi and regular Sunnah prayers and finding the correct answers in reading at (p <.001). This means that RTTS helps students to concentrate which result in arriving at the right answers confidently at (p 0.27). Moreover, it has been reported that there is a significant correlation between using RTTS and being extremely anxious before and after completing the test at (p <.001). This attributes to the nature of the test environment, which makes the students highly anxious regardless of any other influences. It has been also stated that there is a significant relationship between feeling anxious before taking the test and not applying RTTS, which leads to increase the rate of the heartbeat and being uncertain of the capabilities to perform well which result in failure (p <.001). This shows how implementing RTTS enhances in decreasing various feelings such as having a high rate of heartbeat and questioning the competence leading to test failure. Yet, some RTTS haven't shown to be effective in reducing anxiety, where students' rate of anger, heartbeat and redoubt is high, even after completing the test at (p <.001). Conversely, there is a significant correlation between feeling focused with being relaxed and able to find the right answers. This means after applying RTTS, students feel more focused during the test, which makes them more relaxed to perform well confidently *(p <.001)*. Also, there is a significant relationship between having a high level of heartbeat and test failure before applying RRTS (p <.001). Thus, once student has a feeling of test failure, her heartbeat rate will automatically increase.

Roughly speaking, the data also been reported there is no relationship between anger and applying RTTS. Hence, when students feel angry during the test, RTTS hasn't contributed to decrease the level of anxiety ($p < 0.79$). This means that students could be angry for external reasons, for instance, lack of sleeping or family matters. The results also show there is no significant relationship between using RTTS and not being anxious before and after completing the test at ($p < 0.32$ & $p < 0.57$) respectively.

The data extracted from the interview answers where students reported that the implementation of RTTS decrease students' anxiety levels, as stated by one of the participant **"Yes, the tests' environment is always full of anxiety and fear so we need ways to reduce these feelings by doing what make us feel better such reciting Quran and reading Sunnah",** especially before the test begins as evident in the statement **" I prefer to use religious TTS before the test start , as it helps keeping me at peace , and will give me confident to and distract my fear"** in answering the question "When do you prefer to use TTS? Before, during or after the reading test? Why?".

The interview responses reflected notable similarities and revealed essential insights into the complex relationship between these elements. Participants demonstrate an impressive ability to utilize RTTS derived from the Quran and Sunnah. Their unequivocal consensus on the efficacy of these strategies is evident. Significantly, all of these participants express a unanimous belief that using RTTS significantly improve their understanding during the test and helped reduce their test-related anxiety. They view it as an effective tool that enhances test performance from two viewpoints. It plays a crucial role in achieving excellent performance as stated **"yes, I believe the psychological part does play a major part in my performance and I believe using these strategies will help me get more calm and makes my brain more focused".** Nevertheless, one of the participants acknowledges that although RTTS is important, it is not the exclusive factor responsible for their success in the test environment as stated by **"No".** The participants report that the use of RTTS significantly reduce their anxiety, creating a comfortable, peaceful, and focused environment during the test-taking context.

In short, the data shows that there is no significant correlation between applying RTTS in reading comprehension test and decreasing the level of test anxiety.   Although students reported that these RTTS don't fully contribute to reduce test anxiety, still they have been proven to be highly effective in boost various feelings such as confidence, relaxation.

5. Discussion and Implications

The primary objective of this study was to examine the propensity of EFL students to employ Islamic Religious Test-Taking Strategies (RTTS) and the temporal patterns of their usage during reading comprehension assessments. Findings indicate that students experience varying levels of test anxiety, and RTTS emerged as a preferred coping mechanism, with a mean score of 1.91, supporting Campbell's (2016) assertion that religious strategies provide hope and encouragement in high-stress academic settings. The integration of RTTS reflects the intersection of Islamic culture and educational practices, reinforcing their relevance to Saudi EFL learners. Students predominantly employed RTTS before and during exams (mean = 1.6), leveraging them to enhance memory retention and test preparedness. Empirical data suggest that RTTS contribute to calmness, self-regulation, and psychological comfort, aligning with Cohen's (1988) theory that strategic interventions help mitigate exam-related stress and enhance test performance. Among the RTTS examined, recitations from the Quran and Sunnah—such as Ayat Al-Kursi—were most frequently used (means = 1.22, 1.21), as students reported experiencing tranquility and stabilized heart rates. Conversely, more elaborate practices (e.g., performing ablution) were less frequently adopted due to logistical constraints, demonstrating that RTTS selection is context-dependent and pragmatic.

These findings corroborate Campbell's (2016) study, which demonstrated the effectiveness of Christian prayer in reducing test anxiety among college students. Additionally, Harris et al. (2002) observed that students with a strong spiritual connection exhibit lower anxiety levels, a pattern mirrored in this study's participants. A significant mean score of 3.6 indicated frequent reliance on RTTS during reading comprehension tests. Interviews revealed that students perceived RTTS as enhancing focus, reducing second-guessing, and increasing confidence in vocabulary understanding. These insights support Assiri and Alodhahi's (2018) findings that strategic application of coping mechanisms can mediate anxiety and improve test performance. Similarly, Pourdana et al. (2012) reported a direct link between test strategies and academic success, reinforcing RTTS as a viable anxiety-management tool. Exam-related anxiety levels (mean = 3.58) suggest that moderate anxiety was present before RTTS application but diminished post-implementation. The variability in emotional responses (SD = 0.99) suggests individual differences in anxiety regulation, influenced by variables such as new vocabulary difficulty (Bensalem, 2020). Notably, students perceived increased focus (mean = 3.85), confidence (4.15), and relaxation (4.27) post-RTTS application, supporting Vattanapath & Jaiprayoon's (1999) assertion that spiritual beliefs play a significant role in emotional regulation.

This study contributes to existing literature by integrating religious and cultural perspectives into academic research on test performance. The consistency in response patterns affirms the reliability of RTTS as a culturally embedded complement to conventional test-taking strategies. These findings align with Onyeizugbo (2010), emphasizing that students who develop structured coping strategies exhibit greater confidence and test resilience. Additionally, while some physiological effects (e.g., increased heart rate, mean = 3.02) were noted, they did not significantly impact test performance, paralleling Assiri's (2011) research on the nonlinear relationship between test anxiety and heart rate. Although no direct correlation between RTTS and comprehensive anxiety reduction was observed, this study underscores the emotional and spiritual benefits of these strategies. Notably, test anxiety does not always correlate with lower academic performance, a finding consistent with Theobald et al.'s (2022) research on medical students. Zhang (2019) and Botes et al. (2020) similarly reported that L2 anxiety does not necessarily hinder academic achievement. RTTS may not serve as a definitive solution for reducing test anxiety, yet their intrinsic value lies in the profound spiritual reassurance they provide. Practices such as reciting Ayat Al-Kursi offer comfort and emotional stability, which extend beyond empirical measurement, reinforcing deeply held religious beliefs that are integral to Saudi students'

cultural identity. Previous studies have suggested that religious coping mechanisms can enhance cognitive regulation and emotional resilience (Alamer & Lee, 2021). In the context of test-taking, faith-based strategies have been linked to increased focus by reducing intrusive thoughts and fostering a sense of control over performance outcomes (Alsaleh, 2018). Our findings align with these results, suggesting that RTTS plays a role in enhancing psychological readiness during assessments.

While previous research has emphasized the role of spirituality in mitigating stress (Campbell, 2016), this study provides empirical evidence linking RTTS with psychological comfort during test-taking. The consistent use of RTTS before and during exams suggests that students view these strategies as integral to their cognitive and emotional regulation. This supports Cohen's (2006) assertion that individualized test-taking strategies enhance performance by addressing anxiety triggers. Additionally, these findings align with previous research indicating that spiritual practices provide a sense of control and self-efficacy in high-pressure situations (Harris et al., 2002).

5.1 Implications

The findings of this study underscore the beneficial role of Islamic Religious Test-Taking Strategies (RTTS) within the test context, suggesting significant potential for broader academic application. This study signals the need for expanded research that encompasses the evaluation of additional academic skills, including listening, speaking, and writing. Investigating the adaptability and effectiveness of RTTS across varied subjects and diverse test formats could provide a more holistic understanding of their role and efficacy within educational settings. Recognizing these findings invites future research to delve deeper into the psychological dynamics of students, particularly the influence of religious practices on emotional regulation during assessments, highlighting that test content is not the sole determinant of students' emotional states. Future inquiries could explore why certain RTTS are more effective at reducing anxiety levels while others are less impactful.

The current results accentuate the importance of enhancing instructors' pedagogical strategies by incorporating a broader awareness of students' psychological states before, during, and after examinations. This necessitates an understanding that factors beyond content, such as anxiety and emotional readiness, play a significant role in influencing test outcomes.

Understanding the nuanced interplay between reading test anxiety, RTTS, and traditional test-taking strategies (TTS) is essential for developing effective language instruction and assessment practices. Language educators and test developers are in a prime position to aid students in cultivating self-assurance, cognitive proficiency, and the skills needed to thrive in English-medium environments. This support can foster students' participation in global academic discourse and knowledge-sharing. Teachers must strive to create a supportive, engaging learning atmosphere that empowers students to manage test anxiety, fostering resilience and a positive approach to learning a second language (Al Fraidan, 2023; Al Fraidan & Al-Harazi, 2024)

Moreover, the role of learner autonomy and a robust support system in addressing language anxiety and enhancing reading comprehension cannot be overstated. Autonomy enables learners to take control of their own educational processes, encompassing goal setting, material selection, and the adoption of strategies tailored to individual learning needs (Boud, 2012). Additionally, cultivating an environment enriched with empathetic, knowledgeable instructors, peer support networks, and accessible resources becomes a cornerstone for promoting an encouraging language-learning experience (Cohen, 2006). These aspects collectively contribute to creating a holistic academic environment where students feel equipped not only to manage anxiety but also to excel in their linguistic and academic pursuits.

6. Conclusions and Recommendations

The findings of this study suggest that RTTS play a significant role in fostering psychological comfort, with students reporting enhanced focus and confidence. However, statistical analyses indicate that RTTS do not directly lower test anxiety scores. This aligns with Theobald et al. (2022), who found that anxiety does not necessarily predict exam performance. Given the self-reported nature of these findings, future studies should incorporate physiological measures to validate the emotional regulation effects of RTTS.

This research endeavors to elucidate the intricate mechanisms that influence students' performance and anxiety levels during academic assessments, providing substantial empirical evidence regarding the interplay between test anxiety and reading comprehension. The study reveals that the implementation of Islamic Religious Test-Taking Strategies (RTTS) is a prevalent practice among students undertaking reading comprehension exams, with most participants employing these strategies as a means to alleviate pre-exam anxiety. This underscores the perceived efficacy of RTTS as a psychological tool for mitigating test-related stress.

Despite the widespread use and subjective reports of their calming effects, the study found no significant statistical correlation between RTTS, overall test anxiety reduction, and reading comprehension outcomes. Although numerous RTTS appeared effective in reducing aspects of anxiety, they did not comprehensively lower test anxiety during the entirety of the assessment period. This nuanced finding highlights the complex and multifaceted nature of test anxiety among EFL students and suggests that while RTTS play a supportive role, their impact may be more emotional and spiritual than quantifiably measurable within an academic setting.

The varied effects of RTTS on test anxiety observed in this study encourage a re-evaluation of how different types of anxiety and influencing factors are perceived in the context of academic assessments. This research advocates for an expansion of instructional practices that foster inclusive and supportive environments, enabling students to manage language-related anxiety more effectively. Although the empirical findings did not demonstrate a significant correlation between RTTS and test anxiety, the profound spiritual value these practices hold for Muslim students is undeniable. Their belief in the efficacy of reciting Ayat Al-Kursi and other prayers as a source of divine support and inner peace represents a faith-based conviction that transcends empirical validation, aligning with deeply rooted cultural and religious identities.

Given the implications of this research, further exploration is warranted into the broader applicability of RTTS across different academic domains and their influence on other language skills such as listening, speaking, and writing. Future studies should investigate the potential adaptability of RTTS to various test formats and contexts, examining whether their efficacy extends beyond reading comprehension and whether their role in emotional regulation varies by skill type or test structure.

Educators and curriculum developers are encouraged to integrate an awareness of these religious and cultural practices into their teaching strategies, acknowledging the psychological and emotional dimensions of student performance. Developing pedagogical approaches that incorporate both traditional TTS and faith-based RTTS can provide a dual framework that supports cognitive and emotional resilience. Additionally, fostering an empathetic and responsive learning environment that recognizes and respects students' spiritual practices can contribute to more effective anxiety management and overall academic success.

Lastly, future research should aim to delve deeper into the specific attributes of certain RTTS that contribute to anxiety reduction, contrasting these with practices that exhibit limited efficacy. This focus will help elucidate why particular religious practices resonate more profoundly with students and how these insights can be leveraged to enhance educational methods that align with students' psychological, cultural, and spiritual needs.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

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The data that support the findings of this study are available partially in the appendix and the rest are available upon request

Data sharing statement

No additional data are available.

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Appendices:

Kingdom of Saudi Arabia
Ministry of Education
King Faisal University
Deanship of Graduate Studies

<u>استبانة ومقابلة شخصية</u>
<u>**Survey and Interview**</u>

عنوان الورقة: العلاقة بين الاستراتيجيات الدينية وقلق أداء اختبار الفهم القرائي لدى الطلاب الجامعيين بقسم اللغة الإنجليزية في المملكة العربية السعودية

Title: The Relationship between Religious Test Taking Strategies, Test Anxiety and Reading Comprehension among College EFL Students in Saudi Arabia

In partial fulfillment of the requirements for the degree of Master in Applied Linguistics at King Faisal University, English Department, I'm conducting a survey that tends to answer the below questions:

1- When do EFL students apply religious test-taking strategies? Is it before the beginning, during, or at the end of the test?

2- Do the applied religious test-taking strategies support reducing reading comprehension test anxiety?

3- Is there any relationship between test anxiety, reading comprehension test, and religious test-taking strategies?

I'll appreciate if you could complete the following table.

Note: Any information obtained in connection with this study that can be identified with you, will remain confidential.

استكمالاً لمتطلبات درجة الماجستير في اللغويات التطبيقية بجامعة الملك فيصل، قسم اللغة الإنجليزية، الذي يهدف الى إجراء استبيان لغرض الإجابة على الأسئلة التالية:

1 - متى تستخدم الاستراتيجيات الدينية لأداء الاختبار في اختبار الفهم القرائي؟ هل هي قبل بداية الاختبار؟ أثناء الاختبار؟ أو نهاية الاختبار؟

2 - هل تطبيق استراتيجيات الاختبار الدينية تساعد في خفض قلق اختبار الفهم القرائي؟

3 - اختبارالاستيعاب القرائي واستراتيجيات أداء الاختبارات الدينية؟ هل توجد علاقة بين قلق الاختبار و

ملاحظة: أي معلومات تم الحصول عليها فيما يتعلق بهذه الدراسة والتي يمكن التعرف عليك من خلالها، ستظل سرية شكرًا مقدمًا على تعاونك ومشاركتك.

Thank you for your cooperation and participation

<u>الجزء الأول: الاستبانة</u>
<u>**Part one: Questionnaire**</u>

<u>استخدامات الاستراتيجيات الدينية</u>
<u>**The usages Test Taking Strategies:**</u>

السؤال الأول: هل تطبق الاستراتيجيات الدينية لأداء اختبار الفهم القرائي؟
First Question: Do you apply religious Test Taking Strategies in reading comprehension test؟

☐ نعم/Yes

☐ لا/No

السؤال الثاني: متى تستخدم الاستراتيجيات الدينية لأداء اختبار الفهم القرائي؟

Second Question: When do you apply religious Test Taking Strategies in reading comprehension test?

☐ قبل بداية الاختبار - Before the beginning of the test

☐ أثناء الاختبار - During the test

☐ نهاية الاختبار - At the end of the test

Examples of Test Taking Strategies

أمثلة على الاستراتيجيات الدينية

Please, tick most religious statement applied in your reading comprehension test:

فضلاً، ضع علامة صح على العبارة الأكثر استخدامًا عند أداء اختبار الفهم القرائي

Religious statements عبارات دينية	نعم Yes	لا No
Oh God, nothing is easy except what You make easy, and You make sadness easy if You wish اللهم لا سهلا الا ما جعلته سهلا، و أنت تجعل الحزن اذا شئت سهلا		
O Allah, I ask You for beneficial knowledge, and they had a good and pursuant receptive اللهم اني اسألك علما نافعا و رزقا طيبا و عملا متقبلا		
There is no god but You; glory be to You. Indeed, I am the wrongdoer لا اله لا انت سبحانك اني كنت من الظالمين		
God Almighty said: (My Lord, expand for me my breast and make my affairs easy for me, and loose a knot from my tongue so that they may understand my speech) [Taha: 25-28] قال تعالى: (رب اشرح لي صدري و يسر لي أمري و احلل عقدة من لساني يفقهوا قولي) [سورة طه: ٢٥-٢٨]		
There is no power but from God لا حول ولا قوة الا بالله		
Perform ablution before starting the test الوضوء قبل بدء الاختبار		
Oh God, help me with what you taught me and taught me what benefits me and grant me knowledge which will benefit me و زدني علما اللهم انفعني بما علمتني و علمني ما ينفعني		
Oh God, I ask you to understand the prophets and protect the close messengers اللهم اني اسألك فهم النبيين و حفظ المرسلين		

الجزء الثاني: مقياس قلق اختبار الفهم القرائي:

Part two: Scale of Test Taking Strategies

نرجو اختيار الإجابة المناسبة حسب رأيك الشخصي:

Please select the most appropriate option based on your personal opinion:

أوافق بشدة Strongly Agree	أوافق Agree	محايد Neutral	لا أوافق Disagree	لا أوافق بشدة Strongly Disagree	العبارات Statements	
					لأداء الاختبار في اختبارات الفهم القرائي أستخدم الاستراتيجيات العامة I use general test taking strategies in my reading comprehension exams	1
					أشعر بالقلق قبل أداء الاختبارات I feel anxious before taking exams	2
					أشعر بالقلق بعد الانتهاء من اختبارات الفهم القرائي I feel anxious after completing my reading comprehension	3

أوافق بشدة Strongly Agree	أوافق Agree	محايد Neutral	لا أوافق Disagree	لا أوافق بشدة Strongly Disagree	العبارات Statements	
					exams	
					أركز في أثناء الاختبار بعدما أطبق بعض الاستراتيجيات الدينية لأداء الاختبار I feel focused during the exam after implementing some religious test taking strategies such as reading Ayat Al-Kursi from Quran, various Duaa or regular Sunnah prayers	4
					أتوصل إلى بعض الإجابات بعدما أطبق الاستراتيجيات الدينية لأداء الاختبار I arrive at some answers after implementing religious test taking strategies such as reading Ayat Al-Kursi from Quran, various Duaa or regular Sunnah prayers	5
					أشعر بالطمأنينة في أثناء اختبار الفهم القرائي بعد تطبيق الاستراتيجيات الدينية I feel relaxed during a reading comprehension exam after applying religious test taking strategies such as reading Ayat Al-Kursi from Quran, various Duaa or regular Sunnah prayers	6
					أشعر بالثقة في أثناء اختبار الفهم القرائي بعد تطبيق الاستراتيجيات الدينية I feel confident during a reading comprehension exam after applying religious test taking strategies such as reading Ayat Al-Kursi from Quran, various Duaa or regular Sunnah prayers	7
					أستخدم الاستراتيجيات الدينية لأنني أشعر بالغضب (الغضب) في أثناء أداء اختباري I use religious test taking strategies such as reading Ayat Al-Kursi from Quran, various Duaa or regular Sunnah prayers because I feel angary while performing my test	8
					اشكك في قدرتي على الأداء بشكل جيد في الاختبار قبل أن استخدم الاستراتيجيات الدينية I redoubt my capability to perform well in the test before using religious test taking strategies such as reading Ayat Al-Kursi from Quran, various Duaa or regular Sunnah prayers	9
					تزداد نبضات قلبي أثناء الاختبار قبل تطبيق الاستراتيجيات الدينية My heartbeats increased during the test before applying religious test taking strategies such as reading Ayat Al-Kursi from Quran, various Duaa or regular Sunnah prayers	10
					أشعر أني سأخفق في اختبار الفهم القرائي إذا لم أطبق الاستراتيجيات الدينية I feel I will fail my reading comprehension exam if I didn't apply religious test taking strategies such as reading Ayat Al-Kursi from Quran, various Duaa or regular Sunnah prayers	11

أسئلة المقابلة

Interview Questions

فضلاً، أجب على الأسئلة التالية بشكل تفصيلي:

Please, answer the below questions in detail:

1- لماذا تستخدم الاستراتيجيات الدينية في اختبارات القراءة؟ هل تستخدمها في أي اختبارات أخرى؟

Why do you use RTTS in reading tests? Do you apply them is other tests?

2- متى تفضل استخدام تلك الاستراتيجيات: قبل بدء اختبار القراءة، أو في أثنائه، أو بعده؟ ولماذا؟

When do you prefer to use RTTS? Before, during or after the reading test? and Why?

3- أي أنواع الاستراتيجيات الدينية تفضل استخدامها؟ قراءة القرآن أو بعض من أحاديث من سنة الرسول (صلى الله عليه وسلم)؟

What type of RTTS do you prefer to use? Reciting Quran or Sunnah, "Prophet Muhammed hadith", peace be upon him? And Why?

4- اذا كنت تقرأ القرآن، هل يمكنك ذكر آية تستخدمها كاستراتيجية دينية لأداء الاختبار؟ ولماذا؟

If you recite Quran, can you mention a particular verse that you usually use as religious test taking strategies? Why?

5- إذا كنت تقرأ بعضًا من حديث من سنة نبينا محمد (صلى الله عليه وسلم)، فهل يمكن ذكر حديث معين تستخدمه؟ ولماذا؟

If you read some of Prophet Muhammed Sunnah "peace be upon him", can you mention a particular hadith that you usually use as religious test taking strategies? Why?

6- أثناء أداء اختبار استيعاب القراءة؟ لماذا؟ ولماذا لا؟ هل تشعر بالطمأنينة بعد تطبيق الاستراتيجيات الدينية

Do you feel comfortable after applying RTTS during reading comprehension test? Why? Or why not?

7- هل تشعر بالثقة عند إجابة أسئلة اختبار الفهم القرائي بعدما تستخدم الاستراتيجيات الدينية؟ لماذا؟

Do you feel confident answering the reading test's questions after applying TTS? Why?

8- هل تعتقد أن استخدام الاستراتيجيات الدينية تقلل من قلق الاختبار؟ ولماذا؟

Do you believe using RTTS reduce your test anxiety? Why?

9- هل تعتقد أن استخدام هذه الاستراتيجيات يساعد على تسهيل فهمك في أثناء اختبار الفهم القرائي؟

Do you believe using RTTS reduce your test anxiety? Why?

10- من خلال خبرتك الشخصية، هل تعتقد أن استخدام الاستراتيجيات الدينية يحسن أداءك في اختبار القراءة؟ ولماذا؟

From your own experience, do you think using RTTS improve your performance in reading comprehension test? Why?

11- ما الاستراتيجيات الدينية الأخرى التي تستخدمها؟ ومن علّمك إياها؟

What other RTTS do you use? Who taught this?

شكرا لك

Thank you