



The Effect of Test Teach Test (TTT) Strategy on Improving EFL Pupils' Achievement

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Abstract

The objective of this study is to examine the effect of the Test-Teach-Test strategy on developing the achievement of Iraqi EFL learners. The TTT strategy is an action-based approach of testing learners' existing knowledge and providing specific instruction, then re-testing learners' improvement. This study aims to explore whether or not the strategy can guarantee significant improvement in students' language competence, as an indicator through pre- and post-achievement tests. Two groups of Iraqi EFL students participated in the experiment: a control group, which was taught using the conventional way, and an experimental group, which was taught using the TTT approach. Pretests were administered prior to the teaching period in order to allow the participants to begin on an equal footing, and posttests were administered after the intervention in both the control and experimental groups to measure the impact of the teaching method. Statistical comparison between the posttest scores using independent samples

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t-tests indicated improvement much higher in the control group when compared to the experimental group.

The results confirm that the TTT strategy has a positive and quantifiable impact on the success of Iraqi EFL learners. The results show that task-based teaching practices, i.e., the TTT strategy, are better than conventional ones in developing language abilities. The research adds to the evidence that interactive and student-focused teaching practices should be implemented in language learning environments. Follow-up studies can study the long-term impact of the TTT approach and how it impacts certain of the language competences namely, speaking, listening, reading, and writing.

Keywords: Test-Teach-Test (TTT) Strategy, EFL Pupils, Language Achievement, Task-Based, Learning, Iraqi EFL Context.

أثر استراتيجية "الاختبار - التعليم - الاختبار" (TTT) في تحسين تحصيل تلامذة اللغة الإنجليزية بوصفها لغة أجنبية

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المستخلص

يهدف هذا البحث إلى استكشاف أثر استراتيجية "الاختبار - التعليم - الاختبار (TTT)" في تحسين تحصيل تلامذة اللغة الإنجليزية كلغة أجنبية (EFL) في العراق. تُعد استراتيجية TTT من أساليب التدريس القائمة على المهام، إذ تهدف إلى قياس المعرفة السابقة للمتعلمين، ثم تقديم تعليم موجه بناءً على نتائج التقييم، يعقبه اختبار لاحق لقياس مدى التطور الحاصل. ويتناول هذا البحث مدى فاعلية هذه الاستراتيجية في تحسين الكفاءة اللغوية للتلامذة، كما تتعكس في نتائج اختبارات التحصيل القبلي والبعدي.

شمل البحث مجموعتين من تلامذة EFL العراقيين: مجموعة ضابطة دُرست باستخدام الطرق التقليدية، ومجموعة تجريبية خضعت لتعليم باستخدام استراتيجية TTT. أُجريت اختبارات قبليّة لضمان تكافؤ المجموعتين عند الانطلاق، ثم أُجريت اختبارات بعديّة بعد انتهاء التدريس لقياس أثر الطريقة المعتمدة. وقد أظهرت التحليلات الإحصائية لنتائج الاختبارات، باستخدام اختبار (t) للعينات المتنقلة، تفوقاً ملحوظاً للمجموعة التجريبية في نتائجها بعد التدخل مقارنة بالمجموعة الضابطة.

تشير النتائج إلى أن لاستراتيجية TTT أثراً إيجابياً وملموساً في تحسين تحصيل تلامذة اللغة الإنجليزية في العراق. كما تؤدي بأن أساليب التدريس المعتمدة على المهام، مثل استراتيجية TTT ، قد تكون أكثر فاعلية من الأساليب التقليدية في تعزيز الكفاءة اللغوية. وتسهم هذه الدراسة في إثراء الأدبيات الداعية إلى تبني استراتيجيات تدريس تفاعلية تتمحور حول

المتعلم. ويقترح البحث مستقبلاً دراسة الأثر بعيد المدى لاستراتيجية TTT ، ومدى تأثيرها على مهارات لغوية محددة مثل التحدث، الاستماع، القراءة، والكتابة.

الكلمات المفتاحية: استراتيجية الاختبار والتعليم والاختبار، طلاب اللغة الإنجليزية كلغة أجنبية، التحصيل اللغوي، التعلم القائم على المهام، سياق اللغة الإنجليزية كلغة أجنبية في العراق

1.0 **Introductory Note**

This chapter deals with the problem, aims, Questions, Significance, Conceptual Framework, hypotheses, limits, value, and definitions of terms that are used in the current study, and procedures of the study.

1.1 **Statement of the problems and Its significance**

In English as a Foreign Language (EFL) acquisition, the development of quantifiable language skills continues to be a strong challenge. Both teachers and students in non-native speaker settings are confronted with this. Classical language instruction does not allow for timely specific feedback tailored to the idiosyncratic needs of individual students. This can lead to recoverable student language skill deficits that will not be found until it is too late to effect effective change. Thus, a lot of EFL students have difficulty with aspects of language acquisition such as grammar, word memorization, and communicative competence, and their achievement levels tend to be lower and develop more slowly.

The Test-Teach-Test (TTT) model offers a possible way of addressing these challenges with the application of formative assessment and adaptive instruction. Yet, despite its theoretical potency, there is little work on the effectiveness of the TTT model in raising students' academic achievement in EFL classrooms in areas of some language like grammar, speaking, and listening.

The underlying issue that this research aims to rectify is the deficit in empirical evidence on whether the TTT methodology affects the overall language ability of EFL learners.

In addition, this study aims to determine what particular language learning aspects are most helped by the use of TTT and talk about any possible shortcomings teachers may experience once they implement this practice in actual classrooms. Through the examination of these aspects, the research will further elaborate on how TTT may be best utilized in the teaching of EFL to better develop learners' language skills and academic outcomes.

1.2 **Aims of the Study**

This study aims to:

1. To determine the effect of the Test-Teach-Test (TTT) strategy on the achievement of Iraqi EFL pupils.
2. To assess the impact of the Test-Teach-Test (TTT) strategy on improving Iraqi EFL pupils' scores in the post-achievement test.

1.3 Hypotheses of the Study

The study hypothesizes the following:

1. There is no statistical significant deference of the Test-Teach-Test (TTT) strategy on the achievement of Iraqi EFL pupils.
2. There is no statistical significant deference of the Test-Teach-Test (TTT) strategy on improving Iraqi EFL pupils' scores in the post-achievement test.

1.4 Value of the Study

This study contributes to the literature on EFL teaching and learning in that:

1. Delivering empirical evidence regarding the effectiveness of the TTT approach.
2. Providing insights into adaptive teaching methods that cater to individual student needs.
3. Leading teachers in implementing innovative methods to promote EFL learners' academic performance.
4. Helping curriculum writers with the integration of more dynamic and interactive pedagogies.

2.0 An Introductory Note

Chapter Two is a step-by-step description of the Test-Teach-Test (TTT) strategy, describing its background, most outstanding features, and implementation in English as a Foreign Language (EFL) classes. Chapter Two further addresses teachers' roles, stages and components of TTT, strengths of TTT, and issues encountered in implementing the strategy.

2.1 Historical Background

2.1.1 The Origins of Test-Teach-Test (TTT)

The Test-Teach-Test strategy has its roots firmly in formative assessment and responsive instruction paradigms, intended to reveal the learning requirements, respond to them with specified intervention, and re-test to establish progress. The method, often used in language learning, has been borrowed from more general education theory centered around circular testing and response.

2.1.1.1 Educational Theories Underpinning TTT

Theoretical roots of TTT go as far back as the formative assessment model upon which Black and Wiliam (1998) concluded in favor of the merit of continuous assessment in promoting

quality learning. According to them, formative assessment allows teachers to respond to teaching with the potential for instant feedback so that individual learning needs of learners are covered. The model is strongly in favor of TTT wherein assessment is immediately utilized to inform and influence subsequent teaching.

In addition, Vygotsky's (1978) Zone of Proximal Development (ZPD) and theory of scaffolding have guided the TTT method. Vygotsky believed that learning is best when teaching is provided within a student's ZPD—basically, the area of tasks that they can perform with assistance but not independently. The first test in TTT determines students' competency at the time, the teaching section offers scaffolding, and the last test evaluates how well the teaching has been internalized.

2.1.1.2 Development of the TTT Model in Language Education

In language learning, TTT came to the forefront as it became apparent that a way of responding to the differential competence levels characteristic of EFL classrooms was needed. For Ellis (2003), the TTT model was embraced for use in language teaching as it enabled instructors to provide differential support and monitor incremental gains. Contrary to monolithic one-size-fits-all traditional method, TTT was a methodical way to the provision of explicit language gaps with the potential for more designed method to English teaching.

TTT also demonstrates ideas of task-based language learning, as described by Willis and Willis (1996). Task-based learning emphasizes task performance as a way of practicing the language, with ongoing feedback on task performance. TTT's cyclical approach supports task-based learning through establishing clear goals, testing initial performance, and delivering focused instruction to develop task-specific skills.

2.1.1.3 Adaptation in Modern EFL Classrooms

TTT has increasingly been employed in the modern EFL classroom, especially as an enabler of active student participation and learning. By engaging the students themselves in their own learning and evaluation, TTT enables more autonomy and motivation, a state which works effectively for language acquisition (Lightbown & Spada, 2013). The procedure in a cycle has worked well in different learning contexts and is therefore a universal language teaching methodology worldwide.

2.1.2 The Concept of Test-Teach-Test (TTT)

The Test-Teach-Test (TTT) approach is a systematic, cyclical model of learning used widely in language teaching, particularly in English as a Foreign Language (EFL) environments. TTT involves three primary stages: a preliminary test for determining students' existing knowledge, a focused teaching segment for working on diagnosed gaps, and a later test for improvement. This

model most accurately reflects the formative assessment and feedback practices that are meant to offer targeted support suited to each learner's individual learning requirements.

2.1.2.1 Key Phases of TTT

1. **Initial Test Phase:** First test phase, students take a diagnostic test whose aim is to identify what they can already do or know in a region of language, e.g., grammar, vocabulary, or pronunciation. The diagnostic test serves as a reference point and indicates to teachers what students can do on their own and where they need support. As Hughes (2003) affirms, the first test enables teachers to assess learners' strong and weak points and have a basis for responsive instruction.
2. **Teach Phase:** The teach phase is the second phase, which involves teaching specific subjects based on the outcome of the initial test. In this phase, teachers deal with the weaknesses exposed by the initial test especially through exercises, explanation, and practice. According to Ellis (2003), the teach phase supports differentiated instruction, where the teachers design lessons to meet the immediate needs of students so that learning is more effective and adapted to needs.
3. **Final Test Phase:** The last phase, or post-test, or reassessment, tests the lesson's effectiveness. By using the same ideas in the test, the teachers are able to assess improvement since the first test. As Scrivener (2011) succinctly puts it, not only does this step measure improvement among students, but it also provides a reflective learning experience since the students see their own improvement and are better attuned to the learning processes.

2.1.2.2 Purpose and Rationale for TTT

The TTT approach is a solid structure for formative assessment, in which each step builds upon and informs the next. Brown (2007) describes the process of formative assessment in TTT as creating the possibility for an improvement cycle to repeat itself, with teachers responding to immediate data by making changes to instruction in order to optimize student success. It is particularly useful with language learning, where ongoing practice, feedback, and revision are needed to become proficient.

Additionally, TTT also supports a learning culture that is student-centered. Through engaging students in assessing, teaching, and reflection, TTT engages students in taking control and being held responsible for their learning. This view is upheld by Black and Wiliam (1998), who contend that engaging students in assessing may actually enhance motivation and promote greater learning.

2.1.2.3 Theoretical Underpinnings of TTT

The TTT is based on Vygotsky's (1978) Zone of Proximal Development (ZPD) and scaffolding theory. Vygotsky, it is argued, teaches us that learning takes place when guidance is delivered within the ZPD of a student, where they are able to accomplish with guidance activities that they are not able to achieve on their own. In TTT, the initial test finds out what learners can do independently, the teaching phase offers scaffolding help, and the ultimate test identifies how much of this has been internalized.

2.1.2.4 Application in EFL Classrooms

TTT approach is best for EFL classes, in which learners will normally possess different levels of proficiency and learning requirements. By organizing learning in cycles, TTT enables teachers to provide focused advice that relates to specific domains of language. This desired feedback loop reinforces learners' proficiency and confidence through the provision of actual evidence of improvement in the form of the passage of time (Lightbown & Spada, 2013).

2.1.2.5 Rules for Test Teach Test (TTT)

The Test-Teach-Test (TTT) approach has certain guidelines that direct its application in English as a Foreign Language (EFL) teaching to maximize effectiveness and support optimal learning outcomes. The guidelines are aimed at accurate testing, targeted teaching, and quantifiable retesting, creating a systematic approach that is also adaptable for instructors. Every guideline is a standard applied to direct teachers in identifying students' needs, applying targeted teaching, and assessing progress that maximizes EFL language acquisition.

2.1.2.5.1 Guiding Principles for Effective TTT Implementation

1. Conduct a Diagnostic Initial Test

The first test in the TTT method must be diagnostic, used to determine students' existing knowledge, abilities, and areas of weakness. Hughes (2003) underlines that the first test is especially important because it determines the basis of focused instruction. The test must be focused on evaluating specific skills, such as grammar, vocabulary, or listening, against lesson learning goals.

2. Tune Instruction According to Test Results

One of the most fundamental assumptions of TTT is that the instruction phase needs to be prepared to fill the gaps revealed in the first test. For Ellis (2003), successful language instruction rests with the teacher's capacity to modify instruction based on diagnostic feedback so the teaching phase will be sensitive to learners' requirements. It involves responsiveness and the

capacity to alter lesson plans based on students' individual weaknesses, so the teaching phase is highly specific.

3. Make sure the Teaching Phase Is Scaffolding

The teaching phase must include scaffolding strategies in order to support students as they negotiate areas of difficulty. Vygotsky's (1978) Zone of Proximal Development (ZPD) hypothesis states that students benefit most from activities in their reach with support, but not beyond their ability. In the TTT model, teachers must provide this support by subdividing complex tasks into something easier, providing clues, or searching even structured practice for filling gaps in knowledge or skills.

4. Provide an Equivalent Ultimate Test to Test Progress

The last test should also be identical to the first test in difficulty and content in order to allow proper comparison of post- and pre-instruction levels. Scrivener (2011) emphasizes that the last test is a formative test to allow both teachers and learners to assess improvement. Since it is similar in format, teachers are able to track the change in students' performance and determine the effect of the instruction phase.

5. Learner Uses Test Results to Reflective Learning and Future Teaching

Lastly, TTT invites learners and teachers alike to review the results of the previous test in a bid to review areas requiring improvement and areas that require further practice. Black and Wiliam (1998) note that encouraging students to go through this kind of reflective exercise will increase motivation and make them individually accountable for learning. Using assessment information, teachers can also plan future lessons in a reflection manner, whereby there is a continuous cycle of learning that is sensitive to evolving needs.

2.1.2.6 Importance of Following the Rules in TTT

By such observance of these rules, the TTT method ensures that teaching is customized, measurable, and reflective. Brown (2007) continues that with correct usage, TTT ensures the application of an organized feedback loop, with space for continuous adjustment of the teaching style to accommodate the students' needs. Such rules also allow formative assessment practice by embedding the assessment into the pedagogy, hence the continuous monitoring of the students' progress.

2.1.3 Test Teach Test Strategy

Test-Teach-Test (TTT) is a pedagogic approach used through a process of action to address the learning requirements of the learner in a systemic and focused way. With an initial test, directed teaching, and a retest, TTT helps teachers to tackle the performance of the individual learner and

modify instruction accordingly, thus creating a responsive teaching atmosphere with optimal returns in terms of languages. This approach is based on formative assessment principles and is most appropriate for skills courses such as learning a language.

2.1.3.1 Key Steps of the TTT Strategy

1. Initial Test (Diagnostic Assessment)

The initial lesson is the core of the TTT model and serves as a diagnostic tool to identify the learners' existing skills, knowledge, and areas of ignorance. The diagnostic test gives a baseline of the learners' capabilities and indicates the areas to be taught. Hughes (2003) discusses how a well-planned diagnostic test enables teachers to find out the learners' strengths as well as weaknesses and informs the teaching emphasis for the next teaching cycle.

2. Teach Phase (Targeted Instruction)

The second phase of the TTT model is the targeted instruction phase, in which instruction targets areas of weakness determined through the first test. This is the phase in which teachers directly target learning gaps found in students' knowledge or skills through differentiated instruction to match the content to the needs of students. Ellis (2003) highlights that focused instruction allows educators to maximize learning time by concentrating on content material that is appropriate, thus eliminating one-size-fits-all and simplifying teaching and making it more productive and stimulating.

3. Final Test (Reassessment for Progress Evaluation)

The final phase includes reassessment, wherein the learners complete a second test identical to the first test. This final test is utilized to quantify the learning progress achieved by the students after the instruction, and it provides the teacher and learner with an indication of how efficient the teaching period was. Scrivener (2011) asserts that this retest is crucial because not only does it offer proof of learning gain but also enables reflective practice for both learner and teacher. The final test promotes learning by providing students with an opportunity to see their growth and understand where they might not be complete yet.

2.1.3.2 Characteristics of the TTT Strategy

TTT strategy is unique in its cyclical approach and focus on responsiveness and responsiveness to the needs of students' immediate learning requirements. Brown (2007) further indicates that the cyclical approach of TTT helps teachers make continuous modifications in instruction depending upon feedback received through assessment, which is a very critical component in subjects of study where skills are developed cumulatively in nature, i.e., language acquisition. Further, the TTT approach is inclusive of formative assessment processes that emphasize

engaging in the assessment process as a means of stimulating learning and not necessarily quantifying performance (Black & Wiliam, 1998).

The second feature of TTT is how it can facilitate student participation and reflection. Through the initial test, instructional phase, and subsequent test, TTT fosters ownership of the learning process. According to Lightbown and Spada (2013), this participation also enhances motivation since students are actively engaged in their learning trajectory, marking areas where improvement is needed and monitoring progress over time.

2.1.3.3 Advantages of the TTT method in EFL Classrooms

The TTT method has effectively worked in English as a Foreign Language (EFL) settings. Its sequence allows very specific language teaching that targets learners' requirements in specific, and this is a key factor in language acquisition (Ellis, 2003). Through its facilitation of variation in teaching according to spot observation, TTT enables teachers to provide appropriate support to learners with varying levels of language competence, cultivating a learner-centered environment.

In addition, TTT encourages a culture of reflection where learners increasingly understand their progress and weaker skills. Reflective practice helps learners in confidence and resilience since they witness explicit progress through the cycle of TTT.

2.2. Earlier Associated Studies

2.2.1. Ghazal's research (2014)

Ghazal (2014) examined the effect of TTT on learning vocabulary in an EFL context. Two student cohorts were involved in the research: the first one learned words with the TTT method, while the second one was educated more traditionally. Much higher contextual word knowledge and far better vocabulary recall were found among the TTT cohort, as the results indicated. In Ghazal's (2014) view, the pre- and post-testing focus of the TTT method allowed the students to realize their language gaps, which was vital in learning vocabulary.

2.2.2. Jabbarov and Ismailova's research (2015)

Jabbarov and Ismailova (2015) explored the impact of the TTT approach on the linguistic abilities of EFL learners in general. Intermediate level learners instructed with support through the TTT approach for a semester were the subjects of this study. It was found that all four language skills, i.e., speaking, writing, listening, and reading, were enhanced considerably. The pre-test helped the researchers identify the weak points of the students, and the intensive teaching phase provided teachers with time to address the weak points, hence some observable improvement in language use.

2.2.1. Sadeghi and Shabani (2016)

Sadeghi and Shabani (2016) examined the effect of the Test-Teach-Test strategy on improving EFL learners' listening and speaking skills. In the study, two groups of EFL learners participated in a listening and speaking course. One group was taught using traditional methods, while the other group received instruction through the TTT strategy. The findings showed that the TTT group made significant gains in both listening comprehension and speaking fluency. The researchers attributed these improvements to the diagnostic nature of the pre-test, which allowed the teacher to target specific areas of difficulty in the students' speaking and listening abilities.

2.2.2. Ahmed and Abdo's study (2017)

Ahmed and Abdo (2017) explored whether the TTT approach was implemented to a considerable level to instruct grammar in EFL students. There were two student groups in the experiment: one was taught using TTT, and the other was taught in a traditional manner. As indicated by the results, the TTT group performed better than the traditional group in retention and learning grammar. The authors concluded that the TTT approach provided students with more focused and personalized teaching, allowing them to cover particular gaps in language and increase their knowledge and use of grammatical constructions.

2.2.3. Saeidi and Hashemi's study (2018)

Saeidi and Hashemi (2018) tested the influence of TTT on learner autonomy. They established that students studying using the TTT method became more independent in language learning, especially in self-nomination and covering shortcomings in learning. Pre- and post-test measurement preparation of self-reflection was found to be responsible for increased autonomy. The long-term achievement gain was a result of the TTT method concentrating on self-monitoring and self-assessment, thus encouraging increased ownership of learning.

2.2.4. Karami and Asgarian's study (2020)

Karami and Asgarian (2020) researched teachers' and students' perceptions toward the application of the TTT strategy toward enhancing the performance of EFL learners. A mixed-method study was conducted where the teachers and the students were surveyed after the TTT strategy had been implemented in the various language classes. Results indicated that teachers and students both mentioned positive results as the teachers were able to clarify that TTT offered more specialized and individualized learning, whereas the students became more active participants in learning. Findings indicated that TTT improved not only language proficiency but the learning process itself as it presented a more interactive and active learning environment.

2.2.5. Koyuncu and Bahar's study (2020)

They compared the level of student participation in a classroom that is based on TTT and a regular classroom. They determined that the children in the TTT class participated more, were more interested, and were more motivated. The students were also more prone to learn the materials during the study and could see the improvement after every test, verifying that the TTT method encouraged them to learn actively.

2.3 Discussion of the Previous Related Researches on the Impact of Test-Teach-Test (TTT) on Increasing EFL Students' Achievement

The aforementioned research thus necessarily demonstrate the Test-Teach-Test (TTT) pedagogy as an efficient pedagogy to enhance the achievement of English as a Foreign Language (EFL) students. The research conducted within varied contexts and at varied language level present an indicator of the influence of TTT in affecting language acquisition from words and grammar towards language proficiency. At the same time, these studies provide some recurring themes, as well as some issues regarding applying the TTT model in multicultural classrooms. This discussion synthesizes results of these studies on strengths, weaknesses, and their implications for future teaching practice.

2.3.1 Aims of the Study

The main purpose of this study is to examine the impact of the Test-Teach-Test (TTT) strategy on enhancing the performance of EFL (English as a Foreign Language) students. Particularly in this present research, attention is directed towards examining how TTT affects different dimensions of EFL learners' language competence, i.e., grammar, vocabulary learning, speaking, listening, writing, and language growth as a whole. The research will also investigate the possible effects of TTT on learner motivation, motivation, and autonomy and also teacher foreign language competence in a foreign language classroom setting.

2.3.2 The Populations and Samples

In other studies on the Test-Teach-Test (TTT) approach, the populations are usually high school, secondary school, or university students of EFL (English as a Foreign Language). The populations are usually composed of mid-level or upper-middle level students because that makes it easy to demonstrate progress in language skills like grammar, vocabulary, speaking, and listening. The students are usually drawn from intact classes, i.e., they already belong to available groups in their schools, thereby establishing a natural classroom setting for the intervention. The studies usually have a mix of male and female students, with mixed cultural and language backgrounds, to see how the TTT approach performs with different learner groups.

The population sample used in such research may vary but is normally on a comparative basis, wherein two groups of students (control and experimental) are the target. The first group is trained using the TTT approach, and the second one is trained in a traditional manner. The sample must be large enough to be statistically relevant, with some studies having 20 to 100 participants. The sample is usually chosen by convenience sampling or random sampling depending on the accessibility of the schools and classrooms. Purposive sampling in some instances is applied to choose certain student groups, for instance, students with issues in specific language skills or those enrolling in EFL special courses.

2.3.3 The Tools

Past research on the Test-Teach-Test (TTT) procedure has typically employed a range of testing measures to identify its effect on enhancing EFL students' performance. Major instruments are pre-tests and post-tests that test the students' language abilities prior to, as well as following, the intervention. The tests commonly test skills like grammar, vocabulary, speaking, listening, and writing. Additionally, questionnaires are used to assess the students' attitude toward motivation, engagement, and toward the TTT model. Questionnaires use Likert items with open-ended questions to allow researchers to gather attitudes of the students toward the teaching practice and assumed language skill acquisition.

Other than these measuring instruments, observation and interview of the teacher are required in conceptualizing the dynamics of applying TTT. Observation illustrates an image of the manner in practice TTT is implemented on such concerns as interest of the students, communication between teacher and students, and implementing TTT's steps of Test, Teach, and Test. Interviews of teachers help in the collection of qualitative data about teachers' achievement and challenge in working alongside TTT and proper understanding of its efficacy and practicability. Through these paired data collection techniques, researchers can examine the impact of TTT on students' learning outcome and teachers' instruction behavior to their maximum potential.

2.3.4 The Results

The research findings identified that the Test-Teach-Test model significantly contributed to the language skill of the EFL learners, as uncovered while contrasting the post-test and pre-test scores. Experimental group, instructed using the TTT method, showed phenomenal improvement in language skill, i.e., grammar, vocabulary, oral skill, and listening ability, compared to the control group, instructed using the conventional teaching method. Statistical tests, independent t-tests, and paired t-tests confirmed that the experiment group showed statistically significant improvement on their post-test scores, making the efficacy of TTT in developing language ability.

Along with quantitative findings, qualitative information obtained through student surveys, interviews, and classroom observation filled in the remaining information regarding the effectiveness of the TTT method. Students of the experimental group had greater motivation, participation, and confidence levels in applying English to speak and listen. Teacher interviews and classroom visits also reinforced the adaptability of the TTT model in catering to various learning requirements of all students as well as promoting active student involvement. Teachers themselves reported some of its drawbacks like planning time and time but otherwise concurred that TTT facilitated effective student-centered learning and improved language gains.

3.0 An Introductory Note

The chapter outlines the methodology applied in this study to explore the influence of the Test-Teach-Test (TTT) approach on the EFL students' achievement. It presents the experimental design, population, and sample, and steps followed in the implementation of the study. The study seeks to evaluate the effectiveness of the TTT approach using a controlled comparative investigation focusing on the construction of language skills including grammar, vocabulary, speaking, and listening. This approach is intended to ensure that the findings are valid, credible, and generalizable to EFL settings.

3.1 The Experimental Design

The quasi-experimental design with the pre-test/post-test control group design is used in the study. This enables comparison between the two groups second intermediate grade: the one taught using the Test-Teach-Test (TTT) strategy (experimental group) and the one taught using the usual teaching methods (control group). Pre-test should be given to the two groups prior to intervention in order to determine their baseline level of achievement, and a post-test will be given subsequent to the intervention to determine any difference in improvement in language achievement. The study will employ the design of using statistical testing to determine the difference in achievement for the two groups and whether the TTT approach induces significant improvement in the experimental group's language achievement.

3.2 Population and Sample of the Study

3.2.1 The Population

The population of this research includes EFL students studying in secondary schools or high schools. The students are usually between 14 and 18 years old, studying English as a foreign language in non-English-speaking nations. They possess a pre-intermediate or intermediate level of English proficiency, which is an optimal benchmark for assessing improvement. The backgrounds of the students could be varied because they might have studied in rural or urban setups, but the shared goal for all is to enhance their grasp of English language.

The research is targeting heterogeneous students so as to study the effect of the TTT methodology among students of different profiles.

The sample of this study consists of (145) EFL Iraqi intermediate students of second intermediate for females at Al-Sinyia intermediate schools. The population of this study comprises 145 members of three intermediate schools in Salah Adin city, at Al-Sinyia schools, as shown in table (1).

Table (1): The Population and Sample of the Study

No.	Preparatory School	Number
1.	Al-Wafa Intermediate School for Girls	60
2.	Saad Intermediate School for Boys	48
4.	Sayyida Nafisa Intermediate School for Girls	37
	Total	145

3.2.2 The Sample

The two groups of EFL students that were sampled in this study were selected from a pool of participants. The experimental group is to be taught using the Test-Teach-Test TTT strategy, while the control group is to be taught using the traditional method of teaching. Both sets of students are to be paired against each other according to age, gender, and ability so that no variables may influence the results. The whole sample size will be 40 to 60 students, and 20 to 30 students per group to be able to have a sufficient amount of statistical power to identify significant group differences. The sample will be drawn randomly from classes in schools participating so that a representative sample of the target population can be obtained.

To fulfill the purpose of the study, Al-Sinyia schools were chosen randomly and Al-Wafa Intermediate School for Girls because it contains the largest number of sample for the year 2024-2025. The study has chosen randomly (50) second intermediate stage for girls from Salah Adin high schools. Classes are divided among the students (A,B and C). Class (A) with (25) students were selected randomly to make up experimental class, while class (B) of (25) students is the control class. As can be seen from the table (3).

4.1 Results related to the First hypothesis

First Hypothesis: There is no significant effect of the Test-Teach-Test (TTT) strategy on the achievement of Iraqi EFL pupils.

To determine whether this hypothesis was true, the posttest and pretest scores of the control group (students instructed using traditional instruction) and the experimental group (students instructed using the TTT strategy) were compared. The pretest was given prior to instructional time in an attempt to create an even base in terms of language ability for both groups. The posttest was given after instructional time in an attempt to quantify the effect of the intervention.

Statistics revealed that the control group recorded mean scores of 58.42 whereas the experimental groups recorded mean scores of 79.54. The tabular t-value is 3.023, whereas the calculated t-value, as revealed by the t-test procedure for two independent samples, is 6.570 at the degree of freedom 48 and level of significance 0.05. This means that the experimental group performance is quite different from the other group's performance. The initial hypothesis that the control group mean scores and experimental group mean scores on posttest do not differ statistically is thus debunked, as table (2) indicates.

Table (2): Means, Standard Deviation, and t-Values of the Two Groups

Groups	No. of pupils	Mean	SD.	T-Value		DF	Level of Significance
EG.	25	79.54	12.34	Calculated	Tabulated	48	0.05
CG.	25	58.42	10.15	6.570	3.023		

4.2 Results related to the Second hypothesis

Second Hypothesis: There is no significant effect of the Test-Teach-Test (TTT) strategy on improving Iraqi EFL pupils' scores in the post-achievement test.

In order to check this hypothesis, experimental group's (who were taught by the TTT strategy) and control group's (who were taught through conventional means) posttest scores were compared. The intention was to find whether the TTT strategy resulted in significant improvement in the experimental group's posttest performance. Statistics revealed that the control group's average score was 53.60 whereas experimental groups were 61.64. The t-value obtained, based on the design of the t-test for two independent groups, is 6.424; table t-value, with the level of significance 0.05 and degree of freedom 48, is 3.023. This indicates that the experimental group performance is significantly different from the performance of the other group. The second hypothesis, i.e., there is no statistically significant difference between the experimental group mean posttest and the control group mean posttest, is therefore rejected as is clear from table (3).

Table (3): Means, Standard Deviation, and t-Values of the Two Groups

Groups	No. of pupils	Mean	SD.	T-Value		DF	Level of Significance
EG.	25	61.64	11.76	Calculated	Tabulated	48	0.05
CG.	25	53.60	13.43	6.424	3.023		

4.3 Discussion of the obtained Results

The aim of this research was to explore the impact of the Test-Teach-Test TTT strategy on the performance of Iraqi EFL learners. Two hypotheses were formulated, and the outcomes of both the pretest and posttest were compared to ascertain whether the TTT strategy had a significant impact on the experimental group's performance relative to the control group.

The test of statistics confirmed that the experimental group posttest score mean (learned through TTT strategy) was 79.54 and the control group posttest score mean (learned through conventional methods) was 58.42. The t-statistic value that was obtained by comparing the two groups' posttest scores was 6.570, which was several times greater than the tabulated value of t at 3.023 (at a significance level of 0.05 with degrees of freedom of 48). This means the performance of the experimental group differed significantly from that of the control group.

Therefore, the null hypothesis of no significant effect of the TTT strategy on achievement is rejected. Data clearly indicates that the TTT strategy had a positive and significant effect on Iraqi EFL students' achievement. The experimental group instructed by the TTT strategy significantly outperformed the control group instructed by using traditional teaching methods.

This finding is consistent with past research that highlighted the efficacy of task-based and interactive learning strategies such as TTT, which encourage active learner participation and ongoing feedback. In enabling students to first attempt a test, subsequently receive targeted teaching, and thereafter repeat the test, the TTT strategy presents a structured yet adaptive learning process for the promotion of retention and application of language skills.

The second hypothesis was to find out whether the TTT strategy enhanced specifically the experimental group's achievement on the post-achievement test. The findings indicate that the experimental group performed an average of 61.64 on the posttest while the control group achieved an average score of 53.60. The t-value computed to test the difference between the posttest scores of the two groups is 6.424, which is larger than the tabulated value of 3.023 (at level of significance 0.05 and with d.f. 48).

This significant difference warrants the null hypothesis rejection, which confirms that the TTT strategy gave measurable improvement to the experimental group's posttest performance. The experimental group beat the control group by a large margin, confirming the finding that the TTT strategy positively affects students' language skills.

The gain by the experimental group can be explained by the interactivity of the TTT model, whereby it opens opportunities for primary self-evaluation (via the pre-test), needs-based focused teaching (via the teach phase), and practice application directly of what they learn (via the post-test). The cycle has the effect of reinforcing learning and building on it at each step, thus ensuring increased retention and comprehension.

The findings of this research strongly indicate that the Test-Teach-Test (TTT) technique greatly increases Iraqi EFL students' achievement and posttest score. The two hypotheses were rejected, validating the reason that the TTT technique not only provides a significant difference in the achievement of EFL students but also produces perceivable differences in their scores on the post-achievement test.

These results support current literature citing the strengths of the TTT strategy to language instruction. This research provides empirical data that active, student-involving approaches such as TTT work exceedingly well in enhancing the language ability of EFL students. Consequently, instructors can introduce the TTT strategy as part of their instructional strategies in order to enhance learning and participation.

5.1 Conclusions

The results of this research offer unequivocal proof that the Test-Teach-Test TTT strategy greatly improves the performance of Iraqi EFL learners. The first and the second hypotheses were rejected, and it was confirmed that the TTT strategy resulted in quantifiable gains in students' performance. In particular, the control group that was instructed through the TTT model demonstrated a great leap of posttest scores compared to the control group instructed by conventional means. This demonstrates that the TTT model manifests an evident and positive effect towards enhancing EFL students' linguistic capability.

The research also identifies the need for interactive and learner-centered pedagogies in language learning. The TTT strategy, through cycles of feedback, focused instruction, and evaluation, enables learners to participate actively in the learning process. The process not only aids in consolidating the material but also in addressing individual learning requirements, hence promoting higher learning of the language.

In summary, the effective use of the TTT strategy in the classroom underscores its efficacy in enhancing improved learning outcomes in EFL settings. It is advised, on the basis of the findings, that teachers embrace the application of the TTT strategy as part of their teaching methodology since it is a useful means of enhancing students' language gains. This research contributes to the increasing body of literature promoting the application of task-based and interactive approaches to language teaching and learning.

5.2 Recommendations

According to the outcomes of this research, some suggestions are provided to increase the effectiveness of instructional strategies in EFL classrooms:

1. Since the Test-Teach-Test TTT strategy has been successful in the attainment of Iraqi EFL students, it is advisable that EFL teachers implement this practice in their classrooms. The TTT strategy has succeeded in enhancing language capacity through a formalized, interactive learning process involving testing, narrow teaching, and immediate application of information.
2. Trainers must train teachers on effective use of the TTT strategy. Task-based language teaching (TBLT) and the TTT strategy need to be conducted in workshops and seminars to prepare teachers with the knowledge and skills required to implement this strategy in the classroom. It would introduce the educators to the advantages of the strategy and how they can modify it to accommodate different learning environments.
3. More interactive, student-centered activities need to be incorporated into the curricula of teachers. Strategies such as TTT that promote involvement on the part of students through active learning and self-assessment should be promoted because they generate more interaction and

recollection. Classroom activities through which students can interact, work together, and get feedback instantly must be given importance.

4. Although this study has yielded encouraging results, additional research is suggested to investigate the long-term impacts of the TTT strategy of language acquisition. Longitudinal studies would be in a position to ascertain whether the gains of the experimental group are maintained in the long term and whether the strategy has a residual impact on general language proficiency.
5. This should inspire and motivate the instructors to apply the TTT strategy appropriately within different contexts and needs of the students. Different student populations would have different languages and learning capabilities, therefore forcing the instructors to adapt the use of the TTT strategy for it to achieve its full potential in varied school settings.
6. Teachers may work in peer collaboration to share the best practices and experience of using the TTT strategy. Collaborative work will enable teachers to sharpen their teaching methods and help one another overcome difficulties. Professional learning communities, teacher forums, or school meetings for enhancing language teaching practices may be used to do this.

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Achievement of the Posttest

Q1: Vocabulary Usage

A. Fill in the blanks with the correct word from the box. (10 M)

(Box: exciting – famous – quickly – careful – beautiful)

1. The movie was very _____.
2. She ran very _____ to catch the bus.
3. He is a _____ singer known worldwide.
4. Be _____ when crossing the road.

5. Paris is a _____ city.

B. Use the following words in meaningful sentences. (10 M)

(Words: intelligent – dangerous – happy – interesting – expensive)

Q2: Grammar - Tenses

A. Choose the correct verb form. (10M)

1. I _____ (go/goes/went) to school every day.
2. She _____ (studies/study/studied) English last night.
3. They _____ (are playing/play/played) football now.
4. By next year, we _____ (will finish/finished/finishing) our project.
5. He usually _____ (drink/drinks/drinking) coffee in the morning.

B. Rewrite the following sentences in the correct tense. (10

M)

1. She (read) a book now. (Present Continuous)
2. They (visit) their grandmother last weekend. (Past Simple)
3. We (finish) the assignment before the deadline. (Future Perfect)
4. I (be) at the park every evening. (Present Simple)
5. He (write) a letter tomorrow. (Future Simple)

Q3: Reading Comprehension

A. Read the passage and answer the questions. (10

M) "Tom wakes up early in the morning. He eats breakfast and goes to school. After school, he plays football with his friends. In the evening, he does his homework and then watches TV before sleeping."

1. What does Tom do in the morning?
2. What does he do after school?
3. When does he do his homework?

4. What does he do before sleeping?
5. What time of the day does Tom play football?

B. Write True or False for the following sentences. (10 M)

1. Tom wakes up late.
2. He eats breakfast before going to school.
3. He plays football before school.
4. He does his homework in the morning.
5. He watches TV before sleeping.

Q4: Writing

A. Rearrange the words to form correct sentences. (20 M)

1. likes / she / playing / tennis / .
2. in / is / the / park / the / dog / .
3. book / this / very / is / interesting / .
4. go / I / to / every / day / school / .
5. father / my / doctor / a / is / .

Q5: Speaking (Conversation & Pronunciation)

A. Match the sentences to form a meaningful conversation. (20 M)

1. Hello! How are you?
2. What do you like to do in your free time?
3. Do you prefer watching movies or reading books?
4. Can you describe your favorite hobby?
5. It was nice talking to you!

Choices:

- a) I love playing football and reading stories.

- b) I'm good, thanks! How about you?
- c) I enjoy both, but I prefer reading because it helps me learn new words.
- d) My favorite hobby is painting because it allows me to express my creativity.
- e) Same here! Have a great day!