

The Effect of Study Habits on English Language Achievement

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Abstract

This study aimed to identify the study habits used by English as Second Language Level three students in the Community College of Qatar (CCQ). It also aimed to find out if there is any difference between the subjects' achievement in reading, writing and grammar as measured by their accumulative averages in the three mentioned language subjects due to their study habits. For the purpose of the study, the subjects' averages were categorized into three levels: low, moderate, and high, according to the successful achievement criteria used in CCQ. The researcher designed a five-Likert questionnaire that included six dimensions of study habits: where to study, how to study, when to study, concentration and memory, management and procrastination, and test anxiety. The questionnaire was administered to a sample of 50 students which comprised 37% of a total population of Level 3 female students. Frequencies and percentages to describe demographical variables, means and standard deviations, and one Way ANOVA test were used on the obtained data. The descriptive results showed that the following habits were widespread among students: preparing all study stuff (pencils, pens, highlighters, notebook, book, before starting to study); studying the tough subjects when being most alert; underlining or highlighting the most important ideas on the material being studied; arriving at classes on time (not late); starting with the teachers' handouts when studying, expecting the questions of the test paper in advance. The ANOVA test showed that there are significant differences in the level of students' marks due to concentration and memory in favor of the high achievers. The abstract should be in one single paragraph.

Key words: college students, exam habits, learning, psychology, study habits, study skills

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