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**Test Anxiety in English Language learning**

The Case of Master 1 Students at Abdelhamid Ibn Badis University of Mostaganem

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## **Dedication**

I dedicate this work to all members of my family for their continuous encouragement.

To my parents in particular for their unconditional love and for being a constant source of support.

To my friends who helped and support me directly or indirectly to finish that work.

## **Acknowledgement**

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## **Abstract**

Test anxiety has become a common problem among EFL students in classrooms and it has several outcomes on the learners. The potential one is affecting their educational performance negatively. In this prospect, our foremost objective is to investigate the causes that provoke test anxiety according to EFL learners. Furthermore, the present research aims at exploring its main effects on them and the implementations that can reduce it. A mixed methods research design has been chosen to collect both quantitative and qualitative data from the selected sample to prove or disprove our hypotheses. The different data collection tools that have been chosen include: questionnaire and interview. The study reveals that EFL learners suffer from test anxiety and it has been negatively associated with their performance.

**Key Words:** test anxiety, EFL learners, negatively, educational performance, implementations

## **List of Abbreviations**

**EFL:** English Foreign Language

**TA:** Test Anxiety

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## General Introduction

Some learners are always updated and work hard in their homework, activities and participation in class but whenever they sit for test they fail at the level of well performance. A little bit of nervousness can be helpful to feel mentally alert and ready to tackle the challenges presented in an exam, but the excessive anxiety impairs effective performance even if the learners have the skills and knowledge to do well in these situations. Indeed, anxiety plays a crucial role especially for 1st year EFL students due to the new setting they are confronted to, especially the methodology of teaching and the new way of testing.

Anxiety is one of the most common psychological issues in language learning especially in the EFL context. It contributes either in the success or in the failure of academic process, in particular test performance. Test anxiety is the most frequently observed problems in EFL classes. In tests, learners faced fear and worry; consequently, they may fail in performance. This is characterized by their achievement. However, when it comes to writing or sitting for a test or an exam, some difficulties could be seen.

The source of motivation of this work is the observation of EFL learners ad their attitudes before, during and after the exams. When it comes to writing or speaking in foreign language, learners frequently face some issues, worries and they become anxious depending on specific situations. This study tries to identify the reasons behind test- anxiety and whether it has negative or positive impacts on students' performance through seeking to answer the following research questions:

1. What are the reasons that provoke test anxiety?
2. How does test anxiety affect the learners' performance?
3. What are the implications that can be followed to reduce test anxiety?

To give insight to the problem raised in this study, some hypotheses were formulated:

1. Fear of negative evaluation, being unprepared are the causes of test anxiety.
2. Anxiety on tests demotivates students and leads to failure.
3. Being well prepared, have enough time to answer and follow the teachers' instructions can be followed to reduce test anxiety.

The general purpose behind the present research derives from our desire to raise the learners' and teachers' awareness of the meaning of test anxiety and its main symptoms. Also,

it seeks to present the causes that make learners feel anxious during tests. Specifically, the research aims at highlighting the effect of test anxiety on the students' achievement. Moreover, it sheds light on the instructions and methods that encourage learners to overcome test anxiety and work hard to achieve their goals.

This dissertation is divided into three chapters: the first one reviews the literature on anxiety and testing, the second one is about the research design, data analysis and suggestions. The last chapter presents the analysis and interpretation of the data obtained through interview and questionnaire as data collection tools used in the study. In addition, it provides a set of recommendations that May learners follow to reduce test anxiety.

# **Chapter One**

## **Overview**

## 1. Introduction

Due to the recent change from teacher centered to student centered approach in language teaching and learning process, individual differences and academic emotions- such as learners' learning styles and students' affective states- had an important focus for researchers, psycholinguistics and practitioners. Students' affective state plays a major role in their language learning, it contributes to success or failure. Arnold & Brown (1999) claim that a broad understanding of affective factors lead to more affective language learning because attention will be on problems created by negative emotions, how to overcome them and how we can transform those negative emotions to positive feelings and facilitating side to the improvement of language teaching and learning. Anxiety is one of affective factors that have been said by many researchers to influence language learning.

However, it is normal that students become anxious and nervous about several aspects of their career especially before any assessment. An average level of anxiety has positive effects and serves to do more and keep working hard to succeed while a high level of anxiety known as test anxiety becomes a problem that affect their performance and prevent them from demonstrating their knowledge in exams, which cause a poor performance. Excessive feelings of fear and worry waste energy that should be used in working memory and impairs their performance.

This chapter comes first across anxiety definitions as a general term according to different scholars, in addition to its different types shedding light on test anxiety as a special type that affects students' performance. Also, moving to language testing and its principles because of its crucial role in the teaching and learning process.

### 1.1. Anxiety

Anxiety is a psychological phenomenon that people frequently encounter in their daily life. Since it is an important factor affecting their jobs, relationships and learning process, it has been treated in different fields and research area. A great number of psychologists and scholars describe the term anxiety differently.

Oxford Advanced Learner Dictionary defines anxiety as "*the state of feeling nervous or worry that something bad is going to happen*". Another definition presented by Cambridge

Dictionary that is “*an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future*”. This means, anxiety is an unpleasant emotion similar to fear. Indeed, (Hallam, 1992) describes anxiety as a word used in every day conversations that refers to a complex relationship between the person and his situation. In other words, anxiety is the fact of worry and fear facing some situations as an alerting signal that warns individuals of danger.

From a scientific and psychological side, many researchers have explained anxiety in different ways. Spielberger (1983) States that anxiety is “*the subjective feeling of tension apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system*”. While Scovel (1978, p. 134) defines it as “*state of apprehension, a vague fear that is only indirectly associated with an object*”. Moreover, Hewitt (2011) asserts that anxiety phenomenon is

*An abnormal and overwhelming sense of apprehension and fear often marked by psychological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.*

Therefore, anxiety is a group of negative feelings as reaction to any source of danger for individuals when they are anxious.

on the other hand, Fletcher & Langley (2009, p. 35) claim that it is natural that every human being feels anxiety during unusual situation; however, it can help the person to perform better or lead to excessive feeling of fear that can cause failure to achieve the task. Additionally, Yoon (2012) views anxiety as psychological symptom, which happens during an unfamiliar situation that cannot be expressed statistically because it is associated deeply with individuals' feelings and emotions such as tension, frustration and nervousness. Also, he states that anxiety is

*A normal feeling to human beings, which can be brought about any internal or external changes, uncertain situations, or feeling of uncertainty. That is, when people face a particular situation that is not familiar with, it is natural most of them have the same feeling, that is, nervousness and tense which can be considered as anxiety. (Yoon, 2012, p. 1100).*

That shows anxiety as complex and impulsive feeling that a person goes through during unusual situation. As it is individualized and unique for each person at a given moment that may look save for others, for instance, public speaking, interviews, learning a new skill,etc.

To conclude, anxiety is a complicated condition in which a person feels worry, nerve fear, stress to a specific situation that threatens his position, or unease about something with uncertain outcome. However, it is a normal and natural psychological behaviour across different situations due to several reasons. An average level of anxiety is good in making the person more attentive while an excessive feeling of anxiety affects negatively the person's performance.

## **1.2.Types of Anxiety**

According to (MacIntyre & Gardner, 1989), anxiety is manifested in different forms, and related to the individuals' psychological state. Anxiety has been classified into three categories: trait, state, situation-specific anxiety.

### **1.2.1. State Anxiety**

State anxiety is "*an apprehension expected at particular moment in time as a response to definite situation*" (Spielberger C. , 1983, p. 85).Individuals can witness in a normal or daily situations. State anxiety can be also regarded as a problem to the emotional balance of a person. It is caused by environmental condition as: hearing bad news, accident, tests ...etc. in other words state anxiety is any momentary event or specific situation that can occur to a person's life causing a temporary anxiety (Baily & Nunan, 1996).

### **1.2.2. Trait Anxiety**

According to Baily & Nunan (1996), trait anxiety is permanently imprinted characteristic into the person's personality that varies from one to another and has different effects on each person, which means people with high levels of trait anxiety are usually anxious people in different situations. Brow (2000) Says trait anxiety has a relationship with people who feel anxious most of the time. Additionally, Spielberger .C (1972)states that trait anxiety is considered as a common feature of an individual's personality, it also refers to a

stable predisposition to become nervous in a wide range of situations. Simply, people with trait anxiety are generally nervous as they lack emotional stability, in contrast, people with low trait anxiety are stable and tend to be calm and relax.

### **1.2.3. Situation-Specific Anxiety**

MacIntyre & Gardner (1991) Claim that situation-specific anxiety can be defined as “*trait anxiety limited to a given context*». It is aroused by a specific type of situation or event such as speaking in public, participation in language class (Toth, 2008). Situational anxiety can be stable over time yet unpredictable in different circumstances. Spielberger.C (1983) States that trait and situation-specific anxiety are considered stable and permanent types of anxiety, but state anxiety is impermanent anxiety that disappears as time goes.

### **1.2.4. Facilitating and Debilitating Anxiety**

Facilitating or debilitating anxiety has been observed when anxiety does not necessarily inhabit performance but in some cases can actually support it, in which worry is considered the cognitive component of anxiety that has a negative impact on performance. Facilitating Anxiety is associated with enhanced and proactive problem solving coping (Rafferty, Smith and Ptacek 1997: cited in Moyer 2008:6). What causes anxiety is a central question in this research work and is of interest for all language teachers and learners.

## **1.3. Testing**

The main reason for schooling is facilitating learning. Since learning is unconscious and cannot be observed directly, the learner has to be assessed to ascertain whether the necessary skills and facts taught by the teacher are learnt and well received. One of the major forms of assessment is tests.

Before the 1950's, there were no systematic language testing, the language teachers elaborated their own test models under the grammar-translation method. Grammar exercises, translation activities and essay writing were used to assess language learners “*the use of essays, open ended examination, or oral examiner*” (Spolsky, 1975, p. 356). Then, a study conducted by (Lado, 1961) recommends that language teachers should elaborate tests based on linguistic analysis focusing on what is to be tested and how. The number of tests increased

during the 1980's as Walker (2000) notes, he claims the late of 1980's saw the rise of assessment to measure how much students were learning and how advanced their skill were.

Testing is a crucial step in language teaching and learning process, it provides feedback to both teachers and learners. It informs teachers about their learners' level as it shows the learner whether they have progressed.

### **1.3.1. Definition**

Oxford Advanced Dictionary defines test as *“an examination of someone's knowledge or ability, consisting of questions for them to answer or activities for them to perform”*. In educational status, Brown (1994) states that a test is *“a method of measuring a person's ability or knowledge in a given area”* (p.252). In other words a test is a method consisting of a set of techniques and procedures aims to measure the testers 'performance, ability, and knowledge i.e. language tests point out strengths and weakness in the learnt abilities of students. He adds, *“One of the biggest obstacles to overcome in constructing adequate tests is to measure the criterion and inadvertently something else”* (p.253). Moreover, (Milanovic, 2000) contends *“the overall purpose of any form of language testing is to sample the language abilities of candidate in such a way that a realistic representation of their degree of skill in using language in non-test situations is provided”* (p, 2).

Testing language is usually the examination of knowledge of grammar and vocabulary, Wigglesworth (2008, p.111) claims that *“in the assessment of languages, tasks are designed to measure learner's productive language skills through performances which allow candidate to demonstrate the kinds of language skills that may be required in real word context”*. i.e. the purpose of language teaching is an effective language learning where the information are well sent to the learner so he can demonstrate this knowledge in the test.

### **1.3.2. Principles of Testing**

Test is undeniably in-class activity that is necessary to examine the teaching input and learner output. It should be properly prepared and adequately implemented because of its crucial role in checking the effectiveness of the whole language teaching process. That is to say that teacher should take into consideration basic principles of testing

To assess learners' performance in the target language, the teacher should not give a task that a learner cannot perform, i.e. the task should be authentic, realistic, and appropriate to their level.

- ✓ The learner should be given clear instructions; they should know what they are expected to do in a given task.
- ✓ Teachers should test the outcomes of what they have taught their learners.
- ✓ Evaluating language ability, its use and usage but not people.

## **1.4. Test Anxiety**

Test anxiety can be defined as a form of stress students usually experienced before, during or after an examination i.e., in educational environment, students may feel anxious when they are evaluated by teachers in either written test or during oral presentation. Test anxiety can be presented as special form of anxiety. Moreover, anxiety had its roots in early childhood with both developmental and environmental elements, which are responsible to perceive feelings of insecurity that is carried into adulthood (Sarason et al 1960).

First, test anxiety by (Horwitz, Horwitz, & Cope, 1986) as “*type of performance anxiety stemming from fear of failure*”. This can have a clear negative effect on students' performance. Second, Zeidner (1998) adds that test anxiety refers to a set of physiological, phenomenological, and behavioural responses that arouse with concerns about possible negative consequences or failure in an evaluative situation. Third, Salend (2012) states that

*Test anxiety is physiological condition in which people experience extreme stress, anxiety and, discomfort during or before taking test. These responses can drastically hinder an individual's ability to perform negatively well and negatively affects their social, emotional and behavioural development and feelings about themselves and schools.(p.20)*

That is to say, tests are seen as an uncomfortable situation experienced by individuals, that makes them anxious and stressed to perform adequately and could influence academic achievement and their social life.

### **1.4.1. Symptoms of Test Anxiety**

Test anxiety symptoms are numerous and can be divided into three main categories:

- Physiological symptoms: headaches, shortness of breath, rapid heartbeat, fainting, sweating, dry mouth, etc. These are immediate symptoms reflecting a high level of arousal of the autonomic nervous system.
- Emotional symptoms: or mood symptoms consist primary of panic, apprehension and tension caused by anxiety that include fear, depression, crying, anger, etc.
- Cognitive symptoms: are related to scenarios anticipated by the individual. For example, negative self-talk, difficulty in concentrating and thinking logically.

### **1.4.2. .Test Components**

Liebert & Morris (1967-1970) analyzed students' response to Sarason's and Mandler's questionnaire (1952). Results showed that test anxiety consists of several components related to anxiety which differ from one person to another.

#### **1.4.2.1. Emotionality and Worry**

Emotionality and worry were originally suggested by (Liebert & Morris, 1967-1970) where emotionality refers to one's self autonomic perceiving and correlates to physiological arousal to test situations such as nervousness, sweating and so on. They claim, "*Worry relates primary to cognitive concern about consequences of failure*"

#### **1.4.2.2. Physiological Processes**

Different physiological processes have been assumed to account for anxiety performance deterioration. For instance, elevated autonomic arousal has been concerned as mediating factor as it may interfere directly with performance or may motivate avoidance and escape behaviours that interfere.

### **1.4.3. Causes**

Each student experiences test anxiety during the learning process even if the reason is different from one to another. Test anxiety expressed by cognitive emotional and physiological symptoms before or during examination might interfere with students' test performance.

Fear of failure could happen to students when facing exam paper. Pressure to perform well and put impractical demands on themselves make them in very limited way to think. Learners focusing on negative consequences of failure and thinking only in marks, this may be because of negative past experience with tests. However, potential failure causes anxiety. Thus, negative feelings are seen as sense of guilt about how students could not study sufficiently, the thought that time cannot be used effectively and fear of forgetting information, focusing on the score to achieve, feeling of worthless and unsuccessful compared to other students, and disappointing the parents in addition to physiological symptoms such as hypertension and hyperactivity.

Moreover, “*individuals who have a high level of self-esteem are likely to be anxious than those with low self-esteem*” (Horwitz, Horwitz, & Cope, 1986, p. 192). In other words, perfect exam performance related to one’s self esteem, competitiveness and comparison with other students’ scores could be another reasons for test anxiety. (Sarason I. , 1980) Believes that learners ‘capacity, task difficulty, the fear of getting bad grades and lack of preparation for a test are factors that makes learners worried.

#### **1.4.4. Test Anxiety Studies**

The relation between test anxiety and people performance was first investigated by Sarason (1958-1965), he asserts that there is a negative relation between both. As he states that higher test anxiety was observed to affect exam performance negatively. Dusek (2012) defines test anxiety as “*an unpleasant feeling or emotional state that has psychological and behavioural concomitants, and that is experienced in formal testing or other evaluative situations*” (p, 88). Indeed, .Sarason (1978) believed that when a person anxiety is linked to examination situations, we could define it as text anxiety.

Sarason .I (1980) Gaudry & Spielberger (1971) seem to share the same view where the results of their studies showed the high anxious subjects performed better than low anxious subjects on simple tasks and performed more poorly than low anxious subjects on complex tasks. Zeidner (1998) found that test anxiety is more determined to demanding tasks. Thus, most learners feared taking tests because of evaluative situation that make them worried about negative consequences of getting bad grades.

Language testing is an evaluation of measuring an individual’s performance in that language classes. In many languages classes, attitude towards testing are highly negative

because tests have negative effects on the learners. The anticipation of a test is almost accompanied by feelings of anxiety and self-doubt along with a fervent hope that you will come out of it alive (Brown, 2004), i.e. test anxiety generally occurs when students have poor performance in previous tests, they develop a negative stereotype about tests. Chan & Wu (2004) Claim that student might have an unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image of the English class unconsciously.

#### **1.4.5. Effects of Test Anxiety on Students' Performance**

Anxiety is a natural human reaction although it is a negative feeling; many people regardless of age or gender feel it. According to Herrero, Sandi, & Venero,( 2006)

*All people experience anxiety as an alarm system that is activated whenever they perceive situation as dangerous, embarrassing or stressful. In these situations anxiety can help them to better manage the events, while low and controllable level of anxiety can be beneficial, high level of anxiety may negatively impact one's social and personal relationships, and cause physical and emotional problems. (p.150-151)*

Since anxiety occurs when facing a dangerous situation that negatively affect and upset a person's balance, it manifests through negative feeling as fear, stress and uncertainty. Actually, different Studies showed that failure in achieving the expected is because of high level of anxiety not of lack of cognitive ability. In other words, knowing how to handle the stress in exams is an important key for success and completing tasks. While much anxiety and stress may cause a mental block.

According to Tobias (1977), “*In learning context anxiety can affect the ability of receiving information, its processing, and retrieving it when it's necessary*” (p.322). Anxious students often experience high and uncontrollable worry about events like tests, which occurred in the past or may happen in the future. They experience extreme worry about performing completely well, meanwhile, they are so self-conscious and often misinterpret or overstate the importance of the condition. All of these can negatively affect the learning and information processing via its influences on working memory, leading to poorer academic performance. Negative feelings are connected to the cognitive side of anxiety-working memory-waste energy that should be used for memory.

Heimberg, Mueller, Holt, Hope, & Liebowitz (1993) Find that people who experience high level of anxiety were less successful at encoding information and less effective at processing events. That is because lots of energy and attention wasted for managing anxiety, and they will recognize fewer clues from the environment. All of these will lead to losing considerable capacity of their working memory, which can negatively impact their learning processes. To improve test performance, it is necessary to reduce this problem.

Finally, (Horwitz, Horwitz, & Cope, 1986) have found that high student anxiety can have detrimental effects on student performance (MacIntyre & Gardner, 1989). They also found significant negative correlations between a specific measure of language anxiety (French class anxiety) and performance on a vocabulary learning task. Sparks & Ganschow, (1991) Found that less anxious language learners performed significantly better on oral and written foreign language measures as well as on the Modern Language Aptitude Test. In a study conducted by Smith and Racine (2003) indicated that oral communication, writing and reading in the target language cause foreign language anxiety. In other words, test anxiety has negative effects on oral proficiency and writing skills. It is easy to conceptualize foreign language anxiety as a result of poor language learning ability. A student does poorly in language learning and consequently feels anxious about his/her language class. Conversely, a student might do well in the class and feel very confident. The challenge is to determine the extent to which anxiety is a cause rather than a result of poor language learning. Eventually, the results of the previous studies that focus on the relationship between test anxiety and foreign / second language learning indicate that test anxiety is a significant variable that affects learning process (Aydin, S. 2009).

### **1.5.Assessment and Anxiety**

There is a correlation between assessment and anxiety in the level of education in which teachers' assessment may lead to anxiety in test taking, low assessment can increase anxiety and high one can decrease it. Indeed, when learners face test anxiety, they may fail at the level of academic success because anxiety could interfere their performance. Sarason & Mandler (1952) were among the first, who uncover a significant correlation between test score and test anxiety. In similar research, Alpert & Haber (1960) find that both grade point averages and examination scores are predicated by test anxiety. They found a positive correlation between facilitating anxiety grades, a negative correlation between debilitating anxiety and grades. They add that *“the incorporation of items designed to measures facilitating anxiety into a*

*scale which already measures debilitating anxiety can significantly increase the prediction of academic performance scores” (p.21)*

Learners may fear failure and think only about scores in the situation that they should think about their performance on tests. This makes them anxious in taking tests, and teachers can decrease the level of anxiety by level up the high anxiety and encourage them to perform and not to do well.

### **1.6.Improving Test Performance by Reducing Anxiety**

It is important to set an ending for anxiety especially for learners, in order to come up with high academic performance and high level of education with good improvement. Hill (1984) proved that *“as many as 10 million students in elementary and secondary schools perform more poorly on tests than they should because anxieties and deficiencies in test-taking strategies interfere with performance”* Quoted in (Wigfeild & Jacquelynne, 1989, p. 159).

Though some test anxiety can work as a positive motivator for effective success, extreme amounts can disrupt a student’s ability to perform well and can lead to high levels of stress, low self-esteem, poor grades, and late achievements. Therefore, it is important to set some recommendations for teachers for addressing student test anxiety. According to some scholars and specialists, these are some tips in order to reduce test anxiety and improve test performance:

\*to help prevent test anxiety, it is essential for teachers to introduce and give students some ways and strategies to improve their test performance and reducing anxiety.

\*Guide them to study techniques like reading materials with questions in mind, reviewing information acquired while reading and recite it.

\* Organizing and outlining the subject given.

\*Teach them how to manage time.

\*Encourage sufficient time to study for the test, for instance; implement study session during class time and encourage studying outside the classroom.

\*Teach students successful test-taking strategies, like reading and listening to all direction and question carefully.

\*Understanding test time limits and skip difficult questions until all other questions have been answered.

\*Teacher should be proactive and notice test anxiety before it became a problem.

\* Helping students to cope with their test anxiety by encourage them to use positive self-talk as an alternative to negative thoughts about their perceived ability and performance prior to and during testing situation.

\*Replacing negative self-thoughts with positive ones.

Teachers can be a part of the healing process, and they should be informed about academic anxiety and its impact on students learning process. In addition, there is in fact a close relationship between assessment and anxiety. Moreover, to do well on tests in general and EFL tests in particular, our learners should try to develop an attitude of relaxed confidence. This state of mind, according to psychologists, does not arise by itself. It grows within the student as he takes specific and positive actions to prepare himself in several interrelated ways: academically, mentally, physically, and psychologically. Students are the ones in charge of their attitudes. Language testing is an evaluation of measuring an individual's performance in that language.

## **1.7. Conclusion**

To conclude, the data provided above summarize a background on anxiety in general and test anxiety in particular. It can be seen as an issue especially in the learning process and it can be reduced to improve test performance. Anxiety has been studied by many researchers and scholars and from different perspectives; the majority of the researches try to see how anxiety can prevent learners to succeed in their learning through various theories. Therefore, four important sources have been conducted on anxiety as: life Confusion, learning a skill that require acknowledgement that people do not have it and that require acknowledgement that they need. Also, as a second half of this chapter, the researcher points the deepest point of the research which is test anxiety with its components and causes to identify the main effects on students' performance. Adding to that some steps were introduced to improve test performance by reducing anxiety and at the end as an overall, the relation between assessment and anxiety in which the role of assessment was clarified in raising or decreasing students' anxiety. The learners should be able to feel comfortable inside the language classroom to guarantee a smooth flowing of the process.



# **Chapter two**

## **Research methodology**

## **2. Introduction**

The previous chapter aims at presenting the theoretical part of the test anxiety and how it can affect the EFL learners' performance in English. However, the second chapter seeks to introduce the practical part of this research. It provides an explanation of the research methodology and methods used to collect data and analyze them; also, it includes the sample population, the approaches followed and the context of the study. In addition, it covers the data collection tools which are: questionnaire and interview. It is important to mention that it provides a description before each section, in order to make the reader understand the choice of the methodology in this research.

### **2.1. Research Methodology**

This study aims to provide data that can help to investigate the influence of test anxiety on EFL learners; this includes the causes that provoke test anxiety and what instructions can be implemented in order to reduce it.

### **2.2. The procedures**

The present survey was carried out with second year master students at the department of English at Abdelhamid Ibn Badis University of Mostaganem. Our sample was selected to answer a questionnaire with its twenty two questions, and then we conducted an individual interview with five students.

### **2.3. The context of the Study**

The study was carried out at the department of English at Abdelhamid Ibn Badis University Mostaganem, during the academic year 2019\_2020, with second year master students. Our study aims to examine how test anxiety affects EFL learners' performance and the reasons that provoke it. In addition, the research sheds light on the implications that can reduce the test anxiety through a questionnaire administered to ten students and an interview for five students.

### **2.4. Participants**

The selection of the participants that fit the aims of the study is very important in conducting the research. According to (Fraenkel, Wallen, & Hyun, 2012, p. 91) the sample in research study is “*the group on which the information is obtained*”. In the same meaning, the sample is a group of people selected from a large population and they are considered as representatives of that population. (Martinez-Mesa, González-Chica, Duquia, Bonmigo, & Bastos, 2016).

For the objective of examining the hypotheses mentioned before, a sample was selected for this study. The sample is composed of fifteen informants from second year master students of LMD master students who belong to English department at Abdelhamid Ibn Badis University. This particular group of students was chosen as informants to respond to the research instrument addressed for them.

## **2.5..Data Collection Instruments**

### **2.5.1. Questionnaire**

The questionnaire is the most common instrument that is equally used in survey research, experiments and other modes of observation. It is an effective tool that is used in most of researches for collecting data. Merriam Webster dictionary defines it as “*a set of questions for obtaining statistically useful or personal information from Individuals*”. In other words, (Babbie & Earl, 1990, p. 377) “*A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis*”.

### **2.5.2. .Description of the Questionnaire**

In this research, the study data was collected through a questionnaire which was addressed to ten (10) first year master students. It was adopted from Sarason’s (1984) Test Anxiety Scale and survey; it attempted to obtain their opinions about the reasons that provoke test anxiety among EFL learners and how it affects their performance. The questionnaire consists of twenty two closed questions.

#### **2.5.2.1. Part one: personal information**

This section represents the learners’ general information, and contains three questions. The first question (Q1) is about their gender, if the learner is a male or female, and the second

one (Q2) is devoted to know the learner's age. The third question (Q3), the learners were asked about their level. The essential aim of these three questions is to give the reader a detailed description of our sample.

### **2.5.2.2. Part two: the questions**

The first question was about the learners' feelings while taking a test. The second one asked the students if they think that the other learners' performance is better than their performance. The third question sought to know whether the students feel confident and relaxed when they know that they will take a test. The fourth question questioned the participants about their thoughts during the test. The fifth question had the purpose of knowing if the learners feel worried before the test.

The sixth and the seventh requested the informants to state their feelings while and after taking a test. The eighth question was devoted to know whether the participants feel confident or not even if they have good grades. The ninth one asked them how they feel after the test, whether they will do better or not. The next question questioned them if their emotions affect their answers and performance negatively. The other one requested them to mention if they forget what they learned and prepared to take the test. The twelfth question sought to know if the informants feel worry when they study for the test.

The thirteenth question asked the learners to state whether they feel confused if they study hard for the test. The next one questioned them if they will be less confident and they will not pass during taking the test. The fifteenth question aimed to know whether the learners are bothered because of the tests. The sixteenth question requested them to mention if the time limits pressured them during the tests. The other one presented the learners' opinions, whether they study less if they have bad grades. The next two questions were about the effect of the tests on the learners' performance. The last three questions aimed to investigate the learners' emotional state before taking a test whether they are prepared or not.

### **2.5.3. Interview**

In order to prove or disprove our questionnaire's findings, a structured interview was opted for to obtain detailed data from our informants. A structured interview can be defined simply as the use of pre-planned questions with the use of a record device to gather

information in a face-to-face contact. (Kothari, 2004). In addition, the interview is a kind of conversation for gathering information, and the research interview involves an interviewer, who coordinates the conversation and asks questions, and an interviewee, who responds to those questions.

### **2.5.3.1. Structured Interviews**

In a structured interview, the interviewer asks a set of standard, predetermined questions about a particular topic, in a specific order. The respondents need to select their answers from a list of options. The interviewer may provide clarification on some questions; the structured interviews are typically used in surveys.

### **2.5.3.2. Semi-structured Interviews**

In a semi-structured interview, the interviewer uses a set of predetermined questions and the respondent's answer in their own words. Some interviewers use a topic guide that serves as a checklist to ensure that all respondents provide information on the same topics. Semi-structured interviews are useful when there is a need to collect in depth information in a systematic manner from a number of respondents or interviewees.

### **2.5.3.3. Unstructured Interviews**

In an unstructured interview, the interviewer has no specific guidelines, or list of options. The interviewer asks a few broad questions to engage the respondent in an open, informal, and spontaneous discussion. Unstructured interviews are particularly useful for getting the stories behind respondents' experiences or when there is little information about a topic.

## **2.5.4. The Description of the Interview**

As far as our research is concerned, we conducted a structured interview with five second year master students who belong to English department, Abd Alhamid Ibn Badis University. This tool is used to obtain qualitative information from the informants, and to validate or invalidate the findings gathered from the questionnaire. The aim behind opting for

interview with students was to investigate if the test anxiety affects their educational performance, what are the causes that provoke it and what are the instruction that can be used to reduce it. It is a set of pre-established questions. The interview is composed of four questions which are related to the topic under study.

The first question in the interview targeted to know whether the EFL learners suffer from test anxiety while doing a test, the interviewees were asked to state their feelings and emotions when they take a test. The second question aimed to investigate the causes and the reasons that provoke test anxiety among EFL learners according to the informants' experiences. The other questions included in the interview was concerned about the effects of test anxiety on EFL learners, how do they perform during tests when they feel anxious. The last question in the interview aimed to discover the way the students follow when they feel anxious during tests to reduce test anxiety.

## **2.6. Conclusion**

Through this chapter, we have highlighted the methods we have dealt with to undertake our study, and we have also provided some various definitions in order to have a clarification about the methods which have been used in our study in order to collect data, the Questionnaire and interview. The next chapter will be devoted to the analysis of the data collection instruments used, and it will provide us with the different responses of the learners.



# **Chapter three**

## **Data analysis and recommendations**

### **3. Introduction**

The previous chapters dealt with the theoretical part to provide the reader with an insight about the topic under investigation, followed by the practical part which aimed at presenting the research methodology and the data instruments which have been used in order to collect the information needed to reach our research goals, and the population under the study, followed by an explanation of the methodological procedures and their description. The present chapter presents the analysis and the interpretation of the data obtained through both questionnaire and interview. Finally, it is concluded by recommendations that attempt to reduce the test anxiety among EFL learners.

#### **3.1.Data Analysis Process**

In order to gather the data needed from the participants, two tools have been used in this research, the questionnaire and the interview. In this stage of the present research, we are going to discuss and analyze the data from both the questionnaire and the interview. In this chapter, the analysis of the questions will lead directly to the research questions that we attempt to answer and hypothesize. Furthermore, we will shed light on some shortcomings which have been encountered during this research.

##### **3.1.1. The Analysis of the Questionnaire**

The questionnaire was addressed to a sample of population of second year master students Didactics of Foreign Languages in the department of English to gather data about the test anxiety and its effects on the EFL learners' performance in the learning process. The designed questionnaire was answered by the participants through email. By doing so, we sought to be sure that all the respondents would answer and give back the questionnaire. Furthermore, we aimed at explaining to the informants the nature and the aim of the study as well as the necessity of answering the questions frankly. Additionally, we attempted to provide some explanation and clarification to potential students' questions.

## Background Information

This part shows general information about our sample, including students' age, gender and other information related to their level of study.

### Question 01: students' gender

**Table01: students' gender**

| <b>Gender</b> | <b>Number</b> | <b>Percentage</b> |
|---------------|---------------|-------------------|
| Male          | 03            | 30%               |
| Female        | 07            | 70%               |

From the table above, it is clear that most of students are females. We have recorded 07 females from a total number of 10 students. Female students make up 70% of our sample; whereas male students are only 03 students and make up 30% of the sample of study. This consolidates the fact that females are more interested towards studying foreign languages and English in particular, and as such they tend to dominate the field of language teaching. Indicating male and female percentages in EFL classes helps us to reach different opinions and views about test anxiety.

### Question Two: Students' Age

**Table 02: students' age**

| <b>Age</b>          | <b>22</b> | <b>23</b> | <b>24</b> | <b>25</b> |
|---------------------|-----------|-----------|-----------|-----------|
| <b>Participants</b> | 02        | 04        | 03        | 01        |
| <b>Percentage</b>   | 20%       | 40%       | 30%       | 10%       |

The results obtained reveal that students' ages of the chosen sample vary between 22 and 25 years old. The majority of students are between 23 and 24 years old (70%). Students who are aged 25 old represent a numerical minority (10%) from the chosen sample. On the one hand, the results obtained showcase that most of LMD students of English are young and they can enhance their abilities in English. On the other hand, variation of students' ages gives us the opportunity to obtain different views about the issue treated in our study from different life experiences. It should be known in this part that all the participants are M2 students, who belong to the LMD system.

**Section two:**

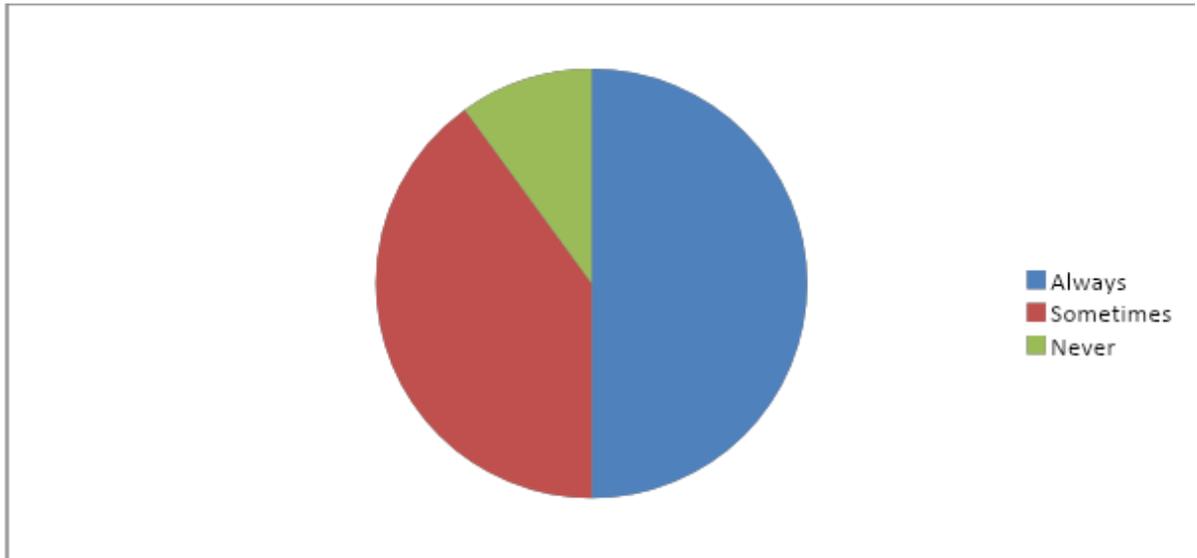
The aim of this section is to know whether the learners feel worried and anxious before, while and after taking a test. The majority of students have understood questions and answered all of them. Below are the findings

**Question 01: the learners feel worry before taking the test**

**Table03: the learners feel worried before the test**

|                  |    |     |
|------------------|----|-----|
| <b>Always</b>    | 05 | 50% |
| <b>Sometimes</b> | 04 | 40% |
| <b>Never</b>     | 01 | 10% |

**Figure N°01: the learners feel worried before taking the test**



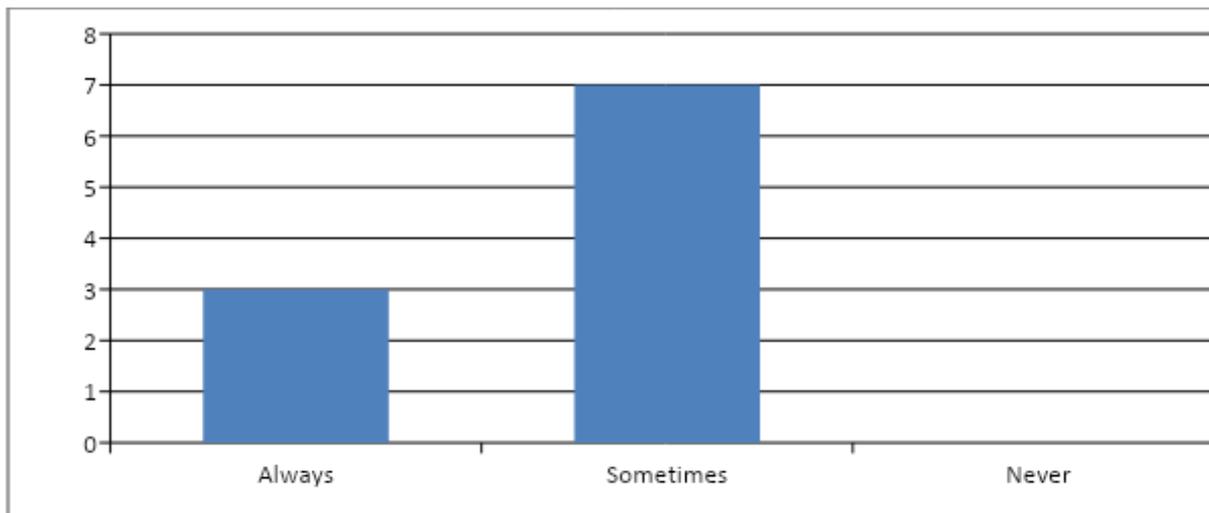
The majority of the sample (10students: 03 males & 07 females) feel anxious before taking the test (50%), whereas, (40%) of the learners who sometimes feel worry, conversely, very few of them were not afraid before taking a test.

**Question 02: the learners feel worried while taking a test**

**Table04: the learners feel worried while doing test**

|                  |    |     |
|------------------|----|-----|
| <b>Always</b>    | 03 | 30% |
| <b>Sometimes</b> | 07 | 70% |
| <b>Never</b>     | 00 | 00% |

**Figure 02: learners feel worried while doing test**



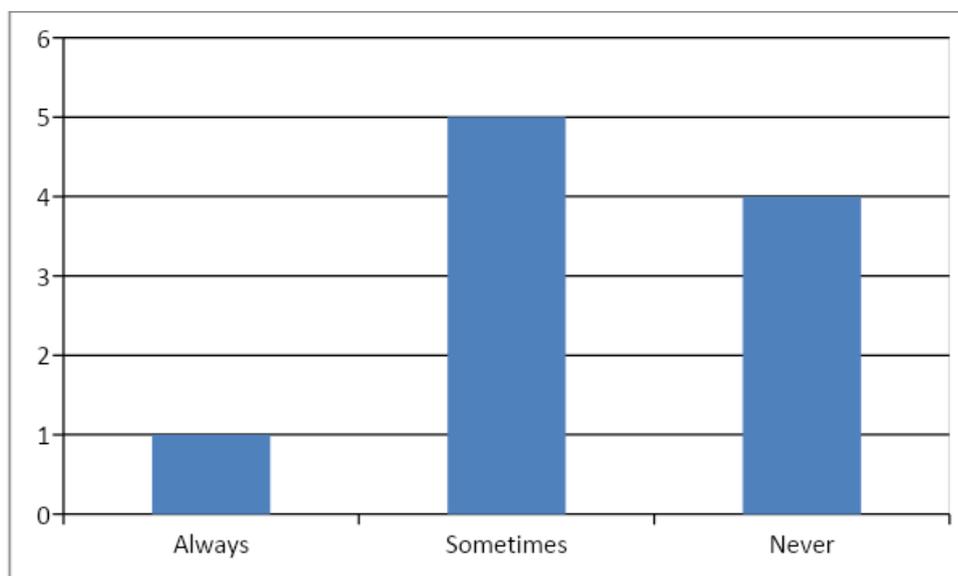
The case of feeling worried and anxious while doing the test; we found that an important per cent were sometimes worried when they take a test (70%). Only (30%) were always anxious. By the way, no one did not experience test anxiety during the test.

### Question 03: the learners feel worried after taking a test

**Table05: the learners feel worried after taking test**

|                  |    |     |
|------------------|----|-----|
| <b>Always</b>    | 01 | 10% |
| <b>Sometimes</b> | 05 | 50% |
| <b>Never</b>     | 04 | 40% |

**Figure 03: learners feel worried after taking test**



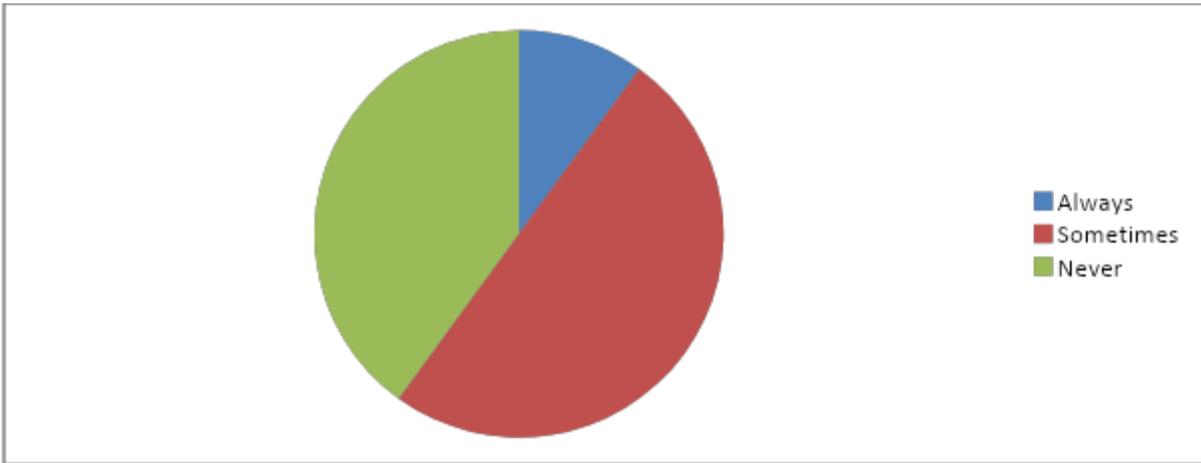
The results showed that except for the majority who answered never, the majority of the students answered sometimes, this indicated that the tests affect the learners' emotional state even after the tests.

**Question 04: tests affect the learners' performance negatively**

**Table 06: tests affect learners' performance negatively**

|                  |    |     |
|------------------|----|-----|
| <b>Always</b>    | 01 | 10% |
| <b>Sometimes</b> | 05 | 50% |
| <b>Never</b>     | 04 | 40% |

**Figure04: tests affect learners' performance negatively**



The students' responses indicated that the higher per cent states that the tests affect the students' performance negatively, while (40%) note that they do not affect their performance.

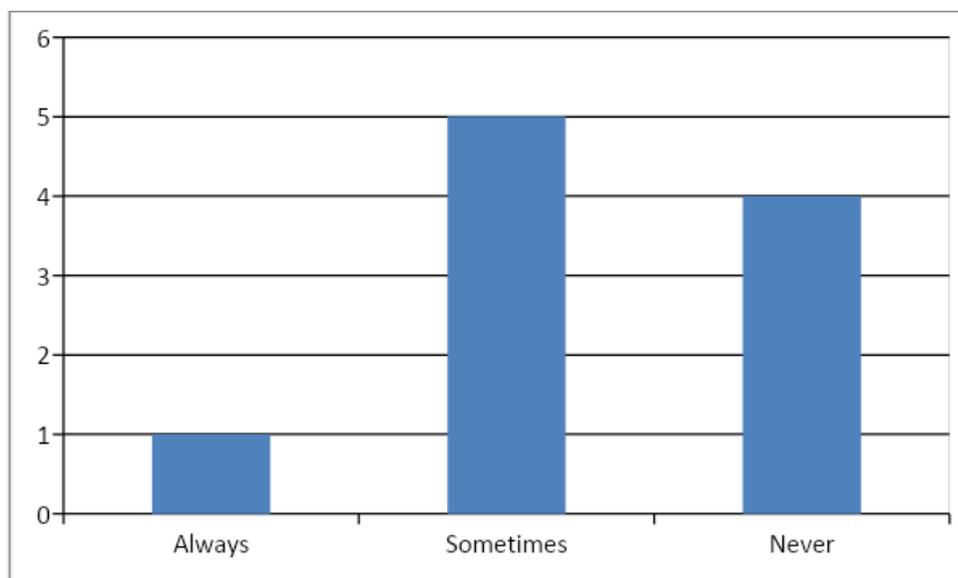
**Question 05: learners will learn more without tests**

**Table07: learners will learn more without tests**

|                  |    |     |
|------------------|----|-----|
| <b>Always</b>    | 01 | 10% |
| <b>Sometimes</b> | 05 | 50% |

|              |    |     |
|--------------|----|-----|
| <b>Never</b> | 04 | 40% |
|--------------|----|-----|

**Figure05: learners will learn more without tests**



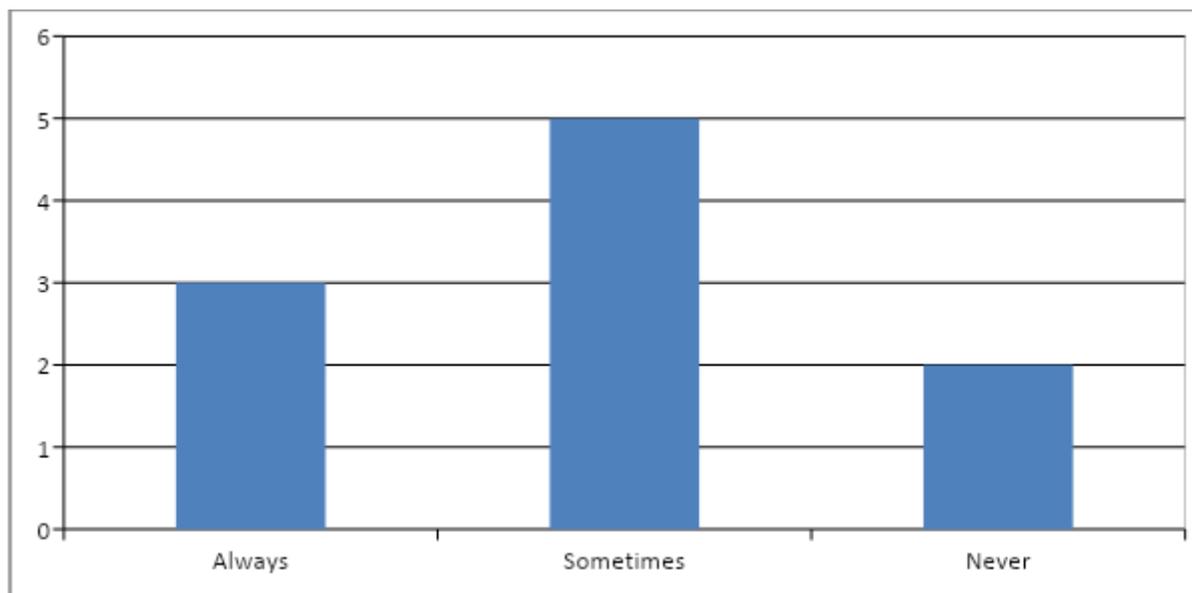
Clearly, the data gathered showed that most of the learners will learn more if they will not take tests, while (40%) indicated that they cannot work more without tests.

**Question 05: learners feel worried even if they are prepared for the test**

**Table08: learners feel worried even if they are prepared for the test**

|                  |    |     |
|------------------|----|-----|
| <b>Always</b>    | 03 | 30% |
| <b>Sometimes</b> | 05 | 50% |
| <b>Never</b>     | 02 | 20% |

**Figure06: learners feel worried even if they are prepared for the test**



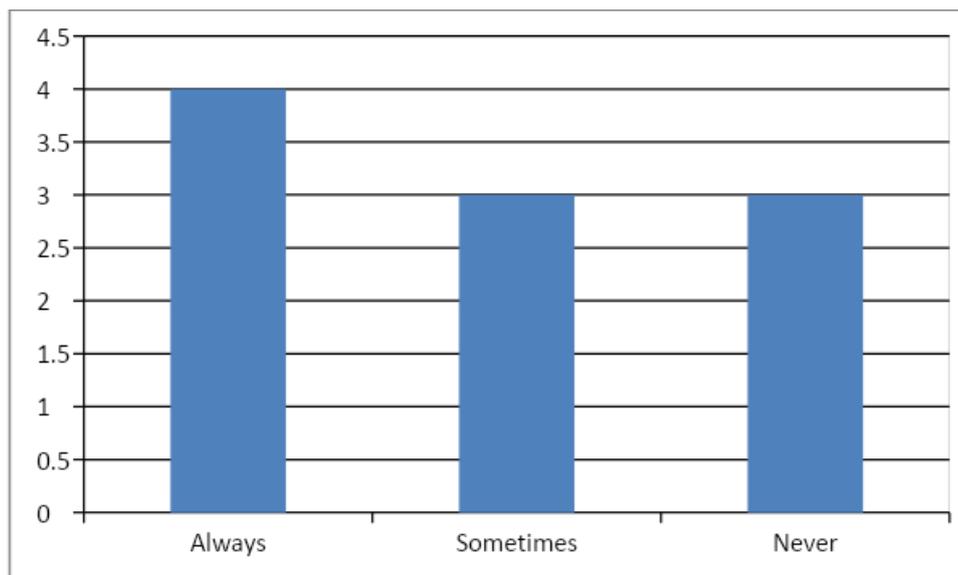
The majority of the informants (80%) stated that they feel worried and anxious when they have a test even if they are prepared, (20%) students stated that they do not have emotional problems before test especially when they are prepared.

**Question 07: learners feel worried when they are not prepared**

**Table 09: learners feel worried when they are not prepared**

|                  |    |     |
|------------------|----|-----|
| <b>Always</b>    | 04 | 40% |
| <b>Sometimes</b> | 03 | 30% |
| <b>Never</b>     | 03 | 30% |

**Figure07: learners feel worried when they are not prepared**



The result showed that the majority of the informants feel anxious before taking the test when they are not prepared, except (30%) of students do not suffer from test anxiety before tests even if they did not revise.

### **3.1.2. Discussion of the Results**

The aim of the current research is to investigate the effect of test anxiety on the EFL learners' performance and the reasons that provoke it through the analysis of both tools, the questionnaire and the interview. The major findings of the study indicate that majority of EFL learners suffer from test anxiety. In the questionnaire, the participants were asked if they feel worried before, during and after the test, and 70% of the informants stated that they feel worried when they know that they will take test. Also, the learners indicated that they become anxious during and after the test,

In addition, the informants were questioned whether the tests affect their performance negatively, the majority of them (60%) answered that their performance is affected by exams because of the test anxiety. As a result, 60% of the informants answered that they will study more without test. Moreover, 70% of the students feel worried and anxious before tests whether they are prepared or not.

To conclude, these values reveal that the EFL learners suffer from test anxiety; they feel anxious before, during and after the test which affect their educational process negatively,

they will not be able to concentrate when they feel worry and anxious even though they are prepared for the test. Therefore, most of them prefer to study without taking tests.

### **3.2. Analysis of the Interview**

In order to check the findings obtained in the questionnaire, we opted for an interview with the same students who participated in the questionnaire to seek the consistency of their answers. In this part, we attempt to analyze only the important questions that in order to (check the data obtained previously)

#### **Question one: do you feel anxious while doing a test?**

The vast majority of the informants replied that sometimes they feel anxious when they have a test.

*“Sometimes I feel anxious while doing a test, and sometimes I do not feel any sort of anxiety I just consider the test as a normal thing as a part of my learning process”*

*“Yes, sometimes I feel anxious more than ever when having a test”*

*“Yes, sometimes when I am not prepared enough”*

#### **Question two: What are the reasons that provoke test anxiety according to you?**

The responses obtained from the students showed that the majority become anxious because they were not prepared.

*“The reason could be: being unprepared, not attending the sessions regularly or having difficulty of understanding”*

*“Being unprepared, having problems, pressure to do well”*

*“When I did not revise”*

#### **Question three: What are the effects of test anxiety on EFL learners?**

Given the fact that the aim of this question was to investigate the effects of test anxiety on EFL learners. All the interviewees noted that they can be performing poorly, having bad grades and failing the test.

*“Performing poorly, getting bad grades”*

*“Most of the time failing the test”*

*“Reducing the performance (grammatical mistakes), will affect the learners’ grades and their flow of thoughts”*

#### **Question four: How do you think it can be reduced?**

The responses obtained from the students indicated that they try to avoid the test anxiety through revising the lessons and being well prepared.

*“It can be reduced by preparing well for test or revising the lessons very often”*

*“Actually it could be reduced following some steps like getting enough sleep and making sure you are well prepared”*

*“It can be reduced through good preparation, surrounding yourself with people who have positive attitude”*

### **3.2.1. Discussion of the Results**

The analysis of the responses obtained in the interview indicates that the most of the learners feel anxious and worried because of tests, especially when they are unprepared, have a difficult of understanding or have problems in their lives that affect their educational process. This means, having bad grades, failing the test and interrupting their flow of ideas during the test; as a result, they prefer to prepare themselves very well before the tests by revising their lessons, getting enough sleep and being positive.

### **3.3.General Discussion of the Results**

From the analysis of the obtained data; from the questionnaire and the interview we have reached the following conclusions.

First, the EFL learners are suffering from test anxiety, they feel worried and anxious when they know that they will have a test if they are not prepared for it. Also, they become anxious during and after taking the test, even if they are prepared very well. This affects their performance negatively, because it interrupts their flow of ideas and preventing them from demonstrating their knowledge during the test.

Secondly, test anxiety can be stimulated because of several reasons, the most common cause is being unprepared when the learners do not revise their lessons or they have lack of understanding of the module. Also, sometimes the learners have the fear of failure which makes them think about irrelevant things for example: I cannot answer the test questions, thinking about bad marks and when the test is hard. In addition, sometimes the atmosphere in the classroom provokes their test anxiety, such as crowded classrooms, the teachers' behavior.

Thirdly, the obtained data revealed that test anxiety affects the learners' performance negatively, this means interrupting their flow of thoughts during the test; so they will make grammatical mistakes when it is written test or they will mispronounce the words during oral tests. Moreover, it prevents the learners from demonstrating their knowledge during the test even if they are well prepared, which means performing poorly, having bad grades and failing the test.

Finally, from the analysis of the interview the students stated that they follow some steps to reduce the test anxiety for example: raising self-confidence, staying with people who have positive attitude, good preparation, perceiving the test as a normal procedure in the learning process and concentrating and focusing on the test instead of focusing on the negative emotions that is felt during the test.

### **3.4.Recommendations**

The results obtained from our informants' responses from the questionnaires and the interviews were of great importance to the present research. They revealed that test anxiety is a serious problem according to EFL learners, they become anxious before, while and after the tests which affects their performance. So the present research suggests and recommends the following:

The parents should create a healthy environment for studying at home. This means providing encouragement and guidance for them when they have homework or they need to prepare for test, which raise their self-confidence and self-esteem so they will be encouraged to do their best. Also, the parents must help the learners to avoid negative thinking, comparing them with others and avoid the excessive pressure to do well when they will have a test.

The teachers should provide healthy environment for the learners in the classroom. Also, they need to teach them about the techniques that help them to reduce test anxiety such as: time management, outlining, note taking and giving them practice tests. Moreover,

teachers have to inform them about the test before the administration, this means the teachers should give them an idea about the test content, test techniques, the types and number of items included. In addition, during the test the teacher must allow the learners to ask questions, give comments and do not limit them by time.

### **3.5.Limitations**

Although the process of the research was systematically organized and the purpose of the study has been reached, some limitations were presented while conducting the interview and the questionnaire.

- First, the time was not sufficient. However, we aimed to distribute the questionnaire for a large population and interview more participants, but it was not the case because of the quarantine.
- Second, Contradictions in the answers of some participants (students) due to either quick responding or just filling the gap.
- Some difficulties were encountered when opting for the context of the study. Some learners were not supportive enough.

### **3.6.Conclusion**

The last chapter in this dissertation was devoted to the analysis of the information gathered from the informants. The obtained results helped to answer the research questions generated previously. It has been remarked that the EFL learners suffer from test anxiety and it affects their performance negatively. In the end of the chapter, we provided some recommendations that may help the teachers and the learners to understand the reasons that provoke test anxiety and the implications that may help to reduce it.

## **General Conclusion**

Tests are the scariest position students are worried about, especially when facing unknown questions, marks and teachers. This is what is called test-anxiety which is the fact of being afraid and worried when sitting for tests. This later has an impact on test performance and leads to failure. It is a matter of psychological feeling that could lead to returning back in place when the learners should be going forward to success.

The present research has focused on three main goals. The most important objective is to examine that causes stimulate test anxiety among EFL learners. It attempted to investigate the effect of test anxiety on the learners' academic success, especially their performance during exams. In addition, it highlighted the approaches and implications that can help to reduce and avoid test anxiety.

The present dissertation is composed of three chapters. The first chapter was concerned with the theoretical part of the work, and it highlights the definitions of testing and anxiety, also it presents their main types. In addition, it includes the definition of test anxiety, its symptoms, components and causes. Then, it presents its effects on the learners' performance followed by some recommendations that may help the learners to reduce test anxiety.

The second chapter is concerned with the practical part of the research. It starts with providing a theoretical description of the research methodology, it was very important to take mixed methods to undertake this research in order to collect data from participants who included the second year master students at the English department at Mostaganem University. First, A questionnaire was conducted with the learners to investigate the effect of test anxiety on their performance. The other method was an interview with students to ask them about the causes that provoke test anxiety according to hem and the methods they follow to reduce it.

The last chapter deals with the analysis and interpretation of the results. First we analyzed and discussed the gathered data from questionnaire, in addition the most important responses of the students through interview. Finally, a general discussion of all the results was provided briefly followed by a set of recommendations that seek to provide some practical solutions that may help to reduce test anxiety.

To conclude, Teachers role is so important in controlling students test. Some strategies like study techniques, surveying the material or time management could help in overcoming test anxiety. Students should avoid thinking and struggle for a relaxed state of concentration

and avoid panic and low thinking in order to do well in tests. These were some recommendations to overcome test anxiety proposed by specialists to teachers and students.

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## Appendices

### Appendix 01: Questionnaire

#### Test anxiety questionnaire

##### Section One:

Male

Age .....

level .....

Female

Directions:

Read each statement and put the appropriate choice to indicate how you generally feel, there is no right or wrong answer, just give the answer which seem to describe how you feel.

##### Section Two:

**Always    Sometimes    Never**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. I feel worry while taking a test                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. While taking a text, I think that all the students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

are better than me

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 3. I do not feel confident and relaxed when knowing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

that I will take a test

- |  |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|
| 4. during the test, I think about unrelated things about | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

the class

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 5. I feel worried when I learned that I would take a test | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. During the test, I think I will fail                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. After the test I feel worried                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I can not feel confident even if I have good grades    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. After the test I feel I would do better                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. during the test my emotions affect my performance     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Negatively

|                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 11. during the test I forget what I know              |                          |                          |                          |
| 12. I feel worried when I study for a test            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The more I work the more confused I get           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. During the test, I can not be sure if I will pass | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Tests bother me so much                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. I feel pressured by time limits during tests      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. When I have bad grades so I study less            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. I would learn more if I should not have tests     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Tests effect my performance negatively            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. I worry even when I am prepared well              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. I worry when I am not prepared well               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. I feel crammed before an exam                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## **Appendix 02: The Interview**

1. Do you feel anxious while doing a test?
2. What are the reasons that provoke test anxiety according to you?
3. What are the effects of test anxiety on EFL learners?
4. How do you think it can be reduced?