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**Psycholinguistic Issues in Learning English
as a Foreign Language**

The Impact of Testing upon the Students' Behaviours

The Case of First Year Science And Technology Students

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Key to Abbreviations and Acronyms

CLT : Communicative Language Teaching

CPE : Cambridge Certaficate of Proficiency in English

CRT : Criterion-Referenced Test

EFL : English as a Foreign Language

ELT : English Language Teaching

ELPT : English Language Proficiency Test

EPT : English Placement Test

ESL : English as a second Language

NCTM : National council of Teachers of Mathematics

TEFL : Teaching English as a Foreign Language

TOEFL : Test of English as Foreign Language

UNESCO : United Nations Educational, Scientific, and Cultural Organization

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Abstract

Languge testing has become an inherent part of the society we live in. Language testing has really become a problematic in the field of education.Test anxiety as an affective variable has been shown to be negatively correlated with the performance in learning and testing.This dissertation focuses on first year science and technology students.The study is an attempt to study the impact of test anxiety on science and technology students at university.Subjects included 10 students from the faculty of science and techology. Two instruments were employed for this study : a questionnaire assessing students' anxiety and an observation during the examination.The findings indicated that students experienced some degree of anxiety while there were sitting for the English exam.From thr results of the study , the sources and the amount of test anxiety were as follows respectively : second language deficits , fear of negative evaluation and failure.The results indicated that a considerable number of students were affected, at least at some degree, by test anxiety.From this respect, the following questions are raised : what causes test anxiety ? What can be done to allevate this problem ? The finding of thid empirical study, the review of the literature as well aw students experiences provide useful suggestions concerning the ways of allevating test anxiety.

Key words : Testing, exam anxiety, students' performance.

General Introduction

In Algeria with its highly centralised education system , the exams are actually a high-stakes test, in the sense that, it has important consequences for individuals, institutions and the community at large. Tests are used as a source of and a means through which the students are obliged to sit for in order to be assessed and evaluated.Therefore, the students have developed an attitudes towards testing.This latter is incresingly becoming an issue of concern . One of the preoccupations of language testing is the students' attitudes and perceptions toward testing. Language testing can, at best, be regarded as a source materials for teaching. In 1980 Oller's *unitary proficiency hypothesis* seemed to be the dominating concept in the literature of language testing (Oller , 1979).

This study will approach the task of ELT language teaching/testing in Algeria.The researcher is going to shed the light on the concept of language testing and how it is perceived among the students.Arguably, the nationwide official exam may offer a lot of potential for our ELT teachers to assess their students' language proficiency and abilities in English and by the same token diagnose their strenghts and weaknesses. Such a professional assessment, if carried out and adequately orientd , will lead to innovation and change. Even the students themselves will have that opportunity to change their attitudes towards testing.Language educators and researchers in Algeriia have always considered testing as the 'poor relation' of the teaching-learning process and it is regrettable to say that the promotion of an effective testing system has never been taken seriously. In sum , it is widely acknowledged that the EFL testing system needs to be recognised in Algeria so that the students will as a 'necessary good' rather a ' necessary evil'.

Language testing researchers appear to steadily recognise that studies need to be accomplished in different contexts, and that a variety of different approaches are required to gain a profound understanding of the complexity of the nature in language learning and testing in particular. Therefore, this chapter seeks to suggest a classroom-based experimental framework to measure the students' attitudes and perceptions towards testing .It is, in fact, the practical aspect of the theoritical framework resulting from the literature review presented in the first chapter.

The inquiry starts with a more or less comprehensive account of the ELT situation in the educational system at different levels, exposing the actual objectives and perspectives of English learning and testing in Algeria, in the light of the newly adopted reforms .In addition to this, this chapter intends to reflect upon the students' attitudes and perceptions towards testing.

The predominant issue of the present study is meant to investigate the perceptions and attitudes of science and technology students of Mostaganem University towards English exam. The objectives of the research are as follows :

1- To figure out the perceptions and attitudes of the students towards the English exam.
2- To identify the causes of their perceptions and attitudes on the English exam.
3- To investigate the students' self-confidence and fear of making mistakes are the source of the students' anxieties.
4- To figure out the students' lack of knowledge and grammar rules and its relation to testing.
5- To investigate whether testing is the source of anxiety.

In order to demystify such issues , one has to find answers to some pertinent questions:

1- What are the students' attitudes and perceptions towards testing?
2- What are the causes of the students' anxieties during testing?
3- Which factors do the students attribute their success or failure?
4- Is testing a source of the students' anxieties?
5- Does testing per se from the students' standpoints a necessary 'evil'?

To find answers to the aforementioned questions, the researcher assumes first that the students' attitudes are generated by their perceptions towards testing. A negative attitudes towards testing may be due to previous experience of low marks and failure. Second, students may attribute their failure to no desire to study English since they belong to the scientific stream.Third, the students may attribute their success or failure either to previous testing experience. Fourth, helping the students to decrease their anxieties in order to change their attitudes towards testing.

This present study tries to demonstrate to what extent the aforementioned hypotheses can empirically be validated. The aim of the researcher in dealing with such a '' necessary evil'' to language learning and testing is to search for what the students have developed this attitudes towards testing. This would help the students devise appropriate language testing items on the one hand, and know more about our ELT testing procedures and their inherent shortcomings on the other hand. The implementation of appropriate teaching/testing may help our students to improve their '' learning path'' in general and move towards a betterment of

their overall English languge proficiency in particular. The organisation of the worn in three chapters mirrors the interconnectedness between the research question and their related hypotheses.

The first chapter stresses the importance of testing and the researcher shed the light on the literature review of the term '' testing''. The researcher divides the first chapter into two sections.The first section provides a survey of the theoretical insights into languge testing from a diachronic view, or to use Spolsky's terms, i.e. the '' pre-scientific'' period to the '' integrative-sociolinguistic'' in passing by the '' psychometric-structuralist'' one, or to use Morrow's metaphor, i.e. the Garden of Eden, the Vales of Tears and the Promised Land. It deals with the definitions of testing, the historical and the analytical view of testing, language testing and assessment, and language anxiety .The second section is devoted to the theoretical framework in which the researcher adopted both '' Attribution Theory'' and '' Self-worth Theory'' in order to back up the study.

The second chapter provides the practical work the present survey.It deals with instruments,i.e. the questionnaire and the observation as tools of the research.It also deals with the explanations of the results that the researcher comes up with during the whole enterprise.

The third chapter deals with the findings and recommendations.The researcher come up with logical and reasonable findings about the present study.The researcher also proposes some recommendations that are fruitful to be investigated in the future.

I. Introduction :

It is largely argued that language testing as a structured academic activity and a pedagogical instrument is relatively a new notion that has entered the field of applied linguistics and didactics (Davies,2008).Bachman (2000) argues that the field of language testing has shown ample evidence of maturity over the last quarter century.Description and validation of language tests have significantly influenced the field of testing in general and language testing in particular.

From a dichronic standpoint,Spolsky(1975) distinguishes three main dominant periods :the *"pre-scientific''*,the *''psychometric-structuralist''and* "the *integrative-sociolinguistic***''**.Morrow(1979) translated these periods metaphorically into the *"Garden of Eden''the "Vales of Tears"* and the "*Promised Land***".**This latter refers to the emergence of communicative language testing in the late 1970s and early 1980s as a direct reaction against tests consisting of multiple-choice items and the percieved heavy emphasis on the criterion of reliability.Yet,despite this long and deep-rooted tradition in the field of education,the use of tests has always been subject to criticism.*''Nevertheless,tests continue to occupy a leading place in the educational policies and practices of a great many countries''(Cheng and Curtis,2004,p.6).*

This chapter begins by highlighting the relationship between language teaching and testing.It also presents an overview of language testing and strives to provide definitions to the key-concepts underlying testing.It can, hopefully, help language teachers organise,reorganise their views and conceptions of languge testing on more systematic ways for the purpose of shaping more effective quality improvement techniques.It tries to make the classroom teacher familiar with the terminology in current testing theory and practice.The terminology used through this research work is drawn mainly from the standard testing handbooks and primers,such as Lado,Valette and Brown to mention just a few.It is clear that language tests,not least ESL/EFL testing,will continue to play a crucial and critical role in the field of education as we entering the second decade of the twenty first century.

1. Testing:A Historical View

In the pre-scientific period there was virtually no language testing research prior to the early 1950s.In other words,systematic language testing did not exist ; language teachers elaborated their own classroom test models drawing largely on the principles underlying the grammar-translation method ;that is to say purely grammar-language oriented exercices,translation activities from and into the mother tongue and essay writing.This is why Heaton(1982) calls it the 'essay-translation approach'.It has been termed 'traditional' and had a highly subjective,elitist and authoritarian character.The pre-scientific era was characterized '*'by the use of essays ,open-ended examination,or oral examiner''* (Spolsky,1995,p.356).

The early 1950s and the 1960s witnessed the emergence of the ''psychometric-structuralist'' period.This latter coincided with the advent of structual linguistics and behavioural psychology. A Study was undertaken by Lado (1961) strongly recommended that the content of language test should be based on a linguistic analysis.Language should be broken up into discrete units for the purpose of testing.This has clear implications for what is to be tested and how the test is to be carried out.Discrete items are construcyed to sample a specific component of the target language within a particular skill.

On the other hand,Stern (1983) notes that language tests produced during that period clearly reflected the analytical procedures advocated by the tenetes of structuralism[1].In this context Stern (1983) notes that,*''The influence of structuralism on language pedagogy was pervasive and powerful and can identified with teaching materials,teaching methods,language tests,and in the writings of language teaching methodologies''(Stern,1983,p.163).*

It is known for sure when or where the first formal test was given(Christmann & Badgett,2008).About 500 B.C in Greece, an educational system began in which children were tutored at home or attended a military school(Christmann & Badgett).Around 2300 B.C,the Chinese govenment gave civil service exams to Chinese citizens.The success on these tests resulted in a job in the administrativesystem of the Chineses government and a change in social status (Christmann& Badget,2008 ; Madaus & Kellagham,1993 ;Madaus & Russel,2010).Written exams began in Jesuit schools in Europe in the sixteenth century.Foucault, a French philosopher,saw this as '' the beginning of a pedagogy that functions as a science''(Madaus & Kellagham,1993).

Though the test,the teacher ,and later the policy-maker defined what was expected of students,and the test in turn forced students to reveal periodically how their learning was progressing.The written examination guaranteed the movement of knowledge from the teacher to the pupils.However,the exam extracted from the pupils' knowledge destined and reserved for the teacher.Thus, becoming a mechanism for exercising power of the pupil(Foucault,1977,p.187).It was only by the 1930s that many schools were administrating the first standardized tests.Until the 1960s,standardized tests had little to do with state or federal policies(Madaus & Kellaghan,1993).In the mid-1970s,test results were used for high-stakes decisions about promotion or retention and the allocating offunds to schools(Madaus && Kellaghan,1993).

The number of tests given increased during the 1980s.The tests in the early 1980s did little to measure how much students were learning or how advanced their skills were (Walker,2000).In this spirit, Walker(2000) notes that the late 1980s saw the rise of assessment tied to accountability for student and school performance.Although states were relying heavily on nationally published standardized tests,rather than assessments geared to individual states standards.*''Today,testing is seen as essential to developing a world-class standards,increasing the notion's productivity ,and restoring global competitiveness''*(Madaus & Russel2010/2011,p.2).One purpose of tests is to measure the degree to which students learned content and to see how effectively instruction is being delivered(Cizek & Burg,2006 ; Colwell,2013).

1.3. Definition of Test

In educational terms, a test can be defined as '' *any procedure for measurement ability, knowledge and performance''*(Richards et al.,1985,p.291).While Brown(194,p.252) nores that a test is *'a method of measuring a person's ability or knowledge in a given area'.*In

very practical terms,tests yield scores that mirror attributes or characteristics of individuals(Allen,2005).Brown's definition seems to be more comprehensive in the sense that it covers all the main components of a test.However,what does a test consist of and what is it inteded for ?Firstly,a test is a method consisting of a set of techniques , procedures, and test items that constitute an instrument of some sort.Secondly, a test has the purpose of measuring the testee's performance in precise mathematical terms,assigning a grade,r expressing evaluative qualifiers,such asexcellent,good,fair,poor and so on.Thirdly,a test is intended to measure a person's ability or knowledge, that is to say, who are tha testees and what is ,for instance ,their linguistic background knowledge ?Then, a test measures the ability or knowledge ,that is to say, competence and know how.Finally, the test is closely related to a given area, in the case of proficiency test,that area is language proficiency, for example, communicative competence.In other terms,*" The overall pupose 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.''(Milanovic,2002,p.2).*

Devising a language test that accounts for the different linguistic variables is not an easy task.Broughton et al.(1980) note that the preparation of tests for educational measurement is time-consuming,expensive and requires expertise in statistical techniques as well as in devising suitable tasks for the linguistic assessment to be on.In addition to this,Brown(1994) remarks *that '' one of the biggest obstacles to overcome in constructing adequate tests is to measure the criterion and not inadvertently something else''*(Brown, 1994,p.253).On the one hand, Brown puts forward three requirements that are axiomatic to qualify a test as a ''good'' test :practicality,reliability ,and validity ; in Brown's standpoint, if these three requirements are carefully met, a test can be administrable,dependable,and actually measure what it intends to measure.On the other hand, Flavell (1983) notes that a teacher who ignores the interrelatedness between the content of a test and the consistency of the results it gives, isin danger of writing tests which are likely to produce misleading information about the test-takers.

1.3.1.Practicality

It is recommended that some practical considerations are to be taken into account when constructing and administrating a test.These considerations closely relate to financial means,time constraints,ease of administration, and scoring and interpretation.Undoubtedly , a

test which requires considerable financial means and therefore a considerable budget is impractical.Additionally, a test which is time –consuming in the sense that, it takes hours and hours to complete is also impractical.Eventually, a testwhich requires individual one-to- one testing is impractical for hundreds of people and only a limited number of examiners.Conversely, a test that takes a few minutes for a student to complete and several hours for the examiner to correct is impractical.A test that is too complex and too sophisticated may not be of practical use to the teacher.In other words, it lacks instructional value to use Oller's(1979,p.52)terms.To sum up, the value,quality,credibility,and formality of a test are largely dependent upon such basic facts and realities.

1.3.2. Reliability

The criterion of reliability in test constructing denotes the degree to which a test gives consistent results.Actually, a test is said to be reliable if it gives that same results repeatedly when it is given on different occasions, or it is used by different people.Generally, if people get similar scores on parallel forms of a test, that is to say,using ifferent forms of a test which try to measure the same skills and abilities using the same methods of testing, equal length and level of difficulty, this proves that the test is reliable .Harmer (2001) notes that ,'' *In practice,'reliability' is enhanced by making the test instructions absolutely clear,restricting the scope for variety in the answers, and making sure that the test conditions remain constant''*(Harmer,2001,p.322).However, it is worht noting that the careful specification of an analytical scoreing instrument can increase what Brown and Bailey(1984) have called the score reliability, to refer to yhe consistency of scoring by two or more scores or examiners.Conversely, Flavall (1983) notes that the circumstances in which the test is taken, the way in which it is marked and the uniformity of the assessment it makes.According to Lado(1961) reliability is seen as a prerequisite for validity.

1.3.3. Validity

The attribute of validity is in effect complex and multi-faceted.Basically, it refers to the degree to which a test measures what is supposed to be measures ,or can be used successfully for the purpose for which it is intended.In other words, does the test evaluate what is intended to evaluate ?In this respect, Harmer (2001) notes *that '' to test writing ability with an essay question requires special knowledge of history or biology-unless it is known that students share this knowledge before they do the test***.''**Teachers can use a set of different statistical procedures to apply to a test to evaluate its validity.These procedures seek to determine whatthe test actually measures , and to what extent it does so .But, the question is worth posing : how are teachers to establish the validity of a test ? The answer to this question

leads to explore other related aspects of validity ; the following are of capital importance for the classroom teacher : content validity, construct validity,empirical validity ,and face validity.Teachers insist, in somewhat different ways, that test validity must account of how and where a test is used.

1.3.3.1. Content Validity

This aspect of validity is based on the degree to which a test adequately and sufficiently measures the particular skills it sets out to measure , what is called content specification.In other words, the extent to which the content of the test aligns the instructional objectives.For instance, a test of pronunciation skills in a language learning programme would have low content if it tested only some of the skills which required accurate pronunciation, such as a test whic tested the ability to pronounce isolates words with no reference to the other supra-segmental phonological features as stress, intonation and pitch.In this very specific context Flavell posits that ''*The content specification is important because it ensures as far as possible that the test reflects all the areas to be tested in suitable proportions and also because it represents a balanced sample, without bias towards the test material which happens to be availabe''*(Flavell,1983,p.11).A related point worth raising here is that content validity is crucial for the teacher who sets his/her own tests.However, according to Lado(1961), content validity concerns the degree to which an item contains a language problem that is representative of the problem in real life. As Xi (2008), posits, *'' A direct language test has to show face or content validity by demonstrating its resemblance of 'real-life' language situation in the setting and liguistic content.''*

1.3.3.2. Construct Validity

The late 1970s and early 1980s saw the first hint of the notion of construct validity in language testing (Xi,2008).This aspect is based on the degree to which the items in the test reflect the theory or the construct on which the test is based.For example, in language proficiency the greater the relationship which can be demonstrated between a test of communicative competence in a language and the theory relating cocept, the greater the construct validity of the test.

1.3.3.3. Empirical Validity

This aspect measures the validity of a test arrived at by comparing the test with one or more criterion measures, that is to say, another or other tests which are known to e valid.Such comparison could be made of the following basis :

1.Other valid tests or other independent measures obtained at the same , for example, an assessment made by teachers.

2.Other valid test or other performance criteria obtained at a later time.

1.3.3.4. Face Validity

The criterion of face validity refers to the degree to which a test appears to measure the knowledge or abilities it claims to measure, making use of the subjective judgement of an observer.Conversely, Brown's (1994,p.256) question : *''does the test,on the face of it, appear to measure what is it designd to test ?''*For instance, if a test related to a reading comprehension lesson or course contains many dialect or slang words whih the students are very likely to ignore, the test may be said to systematically lack face validity.In addition to this, one way of finding out more about the notion of face validity is simply to ask teachers and students concerned for their opinions and views about the test.This could be done either formally by administrating a questionnaire through an in-class informal discussion.

1.4. Principles of Testing

Many teachers still hold a specific vision about testing.They all too often regard it as one of the most controversial area of the teaching/learning process.It is undeniably an in-class activity that is necessary as a form of completion of the teaching input and the learning output.Basically, if properly prepared and adequately implemented , testing undoubtedly turns to be an objective pedagogical tool serving as activity to check the effectiveness of the whole language teaching/learning process.Test scores provide a valuable measure of how well the curriculum is being learnt and help indicate how well students do at the main exit point of the university system, for example the English exam of first year science and technolgy student.Teachers should tuen their attention towards the following basic principles of tsting :

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

2.Even wwhen assessing the learners' performance , at any level, the learners should be given clear instructions well.They should know what they are expected to do in a given task.The ideas, feelings, and emtions that th learners want to express cannot be limited to their insufficient linguistic input.

3.Teachers should test the outcomes or products of what they have taught their learners, not what their colleagues know.

4.We teach people and we evaluate languge ability but we do not evaluate people.

1.5.Analytical Review

The teaching-learning process depends on a larger extent on the provision of learners with knowledge about language use and its usage, to use Widdowson's (1978) diachotomy, for linguistic and communicative purposes is most generally the most largely common and clear assumption shared by language teachers in general and ELT teachers in particular.Pedagogical perspective can be best preserved,maintained, and actualized thruogh the implementation of a regular-basis testing schedule, that is to say continual control test.The literature dealing with testing in general and language testing in particular reveals the true facets of this oft-taken for granted and seemingly easy-to-do classroom activity, all too often viewed as part of a simple task and routinized pedagogical activity.In the field of Teacher Education Development, testing is another professional skill that is difficult to master due to complex nature of the criteria underlying the aforementioned criteria : practicality, reliability and validity.

To borrow Brown's terms, testing has its own features and each test has its own specificities inherent to the nature of the test type it is intended for.Making use of Carroll's (1980,p.16) concept of economy, a good test is expected to *''provide as much information as is required with the minimum of time, effort, and resources''.*Flavell(1983) would see the question of the qualities of a good test incomplete without taking into account the criteria of comparison and discrimination.In this respect, Flavell notes *that'' comparisons between two sets of scores obtained from the same group of students are the basis of estimates of reliability'(*Flavell, 1983,p.13).For discrimination, it can be better explained in relation to a placement test, in the sense that, the more sufficiently it discriminates between students, the easier it is to divide them in teaching level groups.

1.6.Types of Language Tests

The needs of assessing the outcome of learning have led to the development and elaboration of different test formats.Testing language has traditionally taken the form of teasting knowledge about language , usually the testing of knowledge of vocabulary and grammar.Stern(1983,p.340) notes *that'' if the ultimate objective of language teaching is effective language learning, then our main cocern must be the learning outcome''.*Following the same line of thought, Wigglesworth(2008,p.111) adds that *'' In the assessment of languages, tasks are designed to measure learners' productive language skills through performances which allow candidated to demonstrate the kinds of language skills that may be*

required in a real world context''.Douglas,2000,p.19) notes that'' *specific purpose language test is one in which test content and methods are derived from an analysis of a specific purposes target language use situation, so that test tasks and content are authentically representative of the target situation''.*

The issue of authenticity is central to the assessment of language for specific functions.To say differently that testing is a socially situated activity although the social aspects have been relatively under-explored (Wigglesworth,2008).Yet, language tests differ with regard to how they are designed, and what they are for.In other words, in repect to test method and test pupose.In terms of method, we can broadly distinguish traditional paper-and-pencil language tests from performance tests.

Paper-and-pencil language tests are typically used for the assesment either of separate components of language knowledge such as : grammar, vocabulary, or receptive understanding as listening and reading comprehension.In performance-based tests, the language skills are assessed in an act of communication.According to Davies, a performance test is '' *a test in which the ability of candidates to perform particular tasks, usually associated with job or study requiremants, is assessed''*(Davies et al.,1999,p.144).Performance tests are most commonly tests of speaking and writing, for instance, to ask a language learner to introduce himself or herself formally or informally and to write a composition, a paragraph or an essay on the way he or she spent him/her summer or spring holidays.These examples are elicited in the context of simulations of real-world tasks in realistic contexts.In terms of purpose, several types of language tests have devised to measure the learning outcomes accordingly.However, Richards et al. (1985) define a criterion-refernced test(CRT) as *''a test which measures a student's performance according to a particular standard or criterion which has been agreed upon.The student must reach this level of performance to pass the test, and a student's score id therefore interreted with reference to the criterion score, rather to the scores of the students''.The test types that will be dealt with in this part have been* laid-out not in terms of importance, they are all of equal importance, but not on the basis of alphabetic order.Yet, dictation, the traditional testing device which focuses much more on didcrete language items, will have itd fair of attention in terms of its pro's and con's.

1.6.1.Achievement Test

An achievement test, also refered to as attainment or summative test, are devised to measure how much of a language someone has learned with reference to a particular course of study or programme of instruction, for instance, end-of-year tests designrd to show mastery of

a language.An achievement test might be a listening comprehension test based on a particular set of situational dialogues in a textbook.The est has a twp-fold objective :

1.To help the teachers judge the success of their teaching.

2.To identify the weaknesses of their learners.

In a more practical and pedagogical terms, Brown(1994,p.259) defines an achievement test as '*tests that are limited to particular material covered in a curriculum within a particular time frame'*.In other words, tests are designed primarily to measure individual progress rather than as a means of motivating or reinforcing language.Ideally, achievement tests are rarely constructed by classroom teacher for a particular class.

1.6.2.Cloze Test

A cloze test also alternately referred to as cloze procedure, consists of a set of techniques for measuring, for example, reading comprehension.I a cloze test words are removed from a reading passage at regular intervals, leaving blanks.For example every fifth word may be removed.The reader must be read the passage and try to guess the missing words.For instance, a cloze passage looks like this :

A passage used in ………………. Cloze test is a ………………… of written material in ……………… words have been regularly……………….. .The learners must then ………………. To reconstruct the passage ………………… filling the missing ………

<div align="right">(Adapted from Richards et al., 1989,p.41)</div>

Here , the test-takers or the readers have to guess the following missing words : a passage,which,removed,try,by and words.

The cloze test can also be used to judge the difficulty of reading materials.If the cloze procedure is being used for language testing, the test-taker is given a score according to how well the words guessed align the original words, or whether or not they make sense.Two types of scoring procedure are used :

1.The reader must guess the exact word which was used in the original (as in the example) above.This called exact word method.

2.The reader can guess any word that is appropriate or acceptable in the context.This is called the acceptable word method.

Another illustative example of cloze test looks something like the following : ' Aweek has seven …… .'The only word which fits in this blank is 'days'.But,sometimes one can choose between two or more words, as in : 'We write with a …..' .In this blank one can write 'pen' or 'pencil' or even 'chalk', ' computor'or 'typewriter'.

However, two substantial criticisms have been made to the cloze-test types(Broughton et al., 1980).The first of these criticisms is that such tests rarely afford the person being tested any opportunity to produce language spontaneously.The second is that they are fundamentally trying to test that knowledge of the language system underlies any actual instance of its use-linguistic competence in the Chomeskan sense- they are not concerned with the ability to master the language system for particular purposes with particular people in particular situations.

1.6.3.Diagnostic Test

As its name denotes, a diagnostic test is primarily designed to diagnose some particular linguistic aspects.Diagnostic tests in pronunciation, for example, might have the purpose of determining which particular phonological features of the English language are more likely to pose problems and difficulties for a group of learners.One of the well-known diagnostic tests in English is Prator's(1972) Diagnostic Passage.This latter cosists of a short written passage that the learner reads orally ; the teacher then examines a tape recording of that reading against a very detailed checklist of pronunciation errors.Basically, diagnostic language tests have a three-fold objective :

1.To provide learners with a way to start learning with their own personal learningprogramme or what would be called in the literature of testing learning paths.

2.To provide learners with a way to test their knowledge of a language.

3.To provide learners with better information about their strengths and weaknesses.

Diagnostic tests are designed to assess students' linguistic knowledge(knowledge of and about the language) and language skills(listening,speaking,reading ,and writing) before a course is begun.However, the term formative is sometimes used to designate a diagnostic test.One of the main advantages of test is that it offers useful pedagogical solutions for mixed-ability classes.In this very specific context, Broughton et al.(1980) contend that :

''There will certainly be a large block in the middle of the ability range who cab be separated offf as a group for some parts of the lesson, or for some lessons, and will form a more homogenous teaching group.If this strategy is adopted, the poor ones and the better ones must recieve their due tile and attention''.

(Broughton et al.,1980, p.189)

1.6.4.Discrete-Point Test

The discrete-point test, also called discrete-item test, is a language test which measures knowledge of individual language items, such as a grammar test which has different sections on tenses, adverbs , and propositions.Discrete-point tests are based on the theory that

language consists of different parts such as speech sounds, grammar and vocabulary, and different skills such aslistening, speaking, reading and, writing.Thes are made up of elements that can be tested separately.Test consisting of multiple-choice questions are usually regarded as discrete-point tests.Discrete-point tests are all too often contrasted with what are called integrative tests.An integrative test is one which requires a learner to use several skills at the same time.An essay-writing is an integrative test because it leans heavily on the knowledge of grammar, vocabulary, and rules of discourse ; a dictation is also an integrative test as it requires knowledge of gramar, vocabulary ,and listening comprehension skills.

In this vein, Harmer notes the following distinction between discrete-point testing and integrative testing,'' *Whereas discete point-testing only tests on thing at time such as asking students to choose the correct tense of a verb, integrative test items expect students to use a variety of language at any one given time-as they will have to do when writing a comparison or doing a conversational test''*(Harmer,2001,p.323).In the same line of thought, Broughton et al. note that *''Since language is seen as a number of systems, there will be items to test knowledge of both the production and reception of the sound segment system, of the stress system, the intonation system, and morphemic system, the grammatical system, the lexical system and so on''*(Broughton et al., pp. 149-150).

1.6.5.Language Aptitude Test

Before one ventures into defining what language aptitude test is, it would be wiser to start first by defining what a language aptitude is.This latter, as a hybrid cocept part linguistic and part psychological, refers to the genuine ability one is endowed with to learn a language.It is thought to be a combination of several abilities :

1.Phonological ability, that is to say, the ability to detect phonetic differences(for example, stress, intonation, vowel quality) in a new language.

2.Syntactic ability, that is to say, the ability to recognize the different grammatical functions of words in sentences.

3.Psychological ability, in the sense that, rote-learning abilities and the ability to make inferences and inducive learning.

Additionally,Crystal (1989,p. 371) suggests other variables conducive to successful language learning such as ' *empathy and adaptability, assertiveness and independence with good drive and powers of application'.* A high language –aptitude person can learn more quickly and easily than a low language-aptitude individual.The evidence in such assertion is axiomatic in a language aptitude test.

A language aptitude test tends to measure a learner aptitude for language learning, be it second or foreign, that is to say, students' performance in a language.Therefore, it is used to identify those learners who are most likely to succeed.Language aptitude tests usually consist of several different test items which measures such abilities as :

1.Sound-coding ability, that is to asy, the ability to identify and remember new sounds in a new language.

2.Grammar-coding ability, in the sense that, the ability ti identify the grammatical functions of different parts of sentences.

3.Inductive-learning ability, that is to say, the ability to work out meanings without explanation in the new language.

4.Memorization, in the sense that, the ability to remember and to recall words, patterns, rules in the new language.

To well-known standardized language aptitude tests have been used in the United States, the Modern Language Aptitude Test(Carroll and Sapon,1985) and the Primsleur Language Aptitude Battery (Primsleur,1966)Both of these are English tests and require students to perform such tasks as learning numbers, listening, detecting spelling clues and grammatical patterns , and memorization(Brown,1994).

1.6.6.Placement Test

A placement test, as its name implies, is originally designed to place learners at an appropriate level in a programme or course.The term''placement test'' as Richards et al.(1989) note does not refer to what a test contains or how it is constructed, but to the purpose for which it used.Various types or testing procedures such as dictation, interview ,or grammar test(discrete or integrative) cab be used for placement purposes.The English Placement test(EPT), which is well-known test in America, is an illustrative example of this test-type.The EPT is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate courses.Those undergraduate students who do not demonstrate college or university-level skills will be directed to remedial courses or programmes to help them attain these skills.

1.6.7.Proficiency Test

A proficiency test is devised to measure how much of a languge someone has learnt.It is not linked to any particular course of instruction, but measures the learner's general level of language mastery.Most English proficiency tests base their testing items on high frequency-count vocabulary and general basi grammar.Some proficiency tests have been standardized for worldwide use, such as the well-known American tests, the TOFEL, and the English

Language Proficiency Test.This latter was the name of a test last administerd in January 2005.It was a one- hour multiple choice question given on English langue proficiency.A student whose native language is no English could have chosen to take this test instead of or in addition to the TOFEL for college or university entrance depending upon the requirements of the schools in which the student was planning to apply.Untill 1994, the tests were known as Achievement Tests.The ELPT assessed both the understanding of spoken and written standard American English and the ability to function in a classroom where English is spoken.

However, the Cambridge Certificate of Proficiency in English or CPE, as it is generally referred to, is the most advanced remains the only British top-value and high prestige standardized language test.This latter is an exam which has been developed from tryouts and experimentation toensure that it is reliable and valid.It is also a test for which norms have been established and it provides uniform procedures for administrating(time limits, response format, and number of questions) and for scoring the test.Menken,2008,p.402) ststes that,''*Standardized tests are often used by school systems for high-stakes decision making*''.CPE is the most advanced general English exam provided by the University of Cambridge.The Certificate is recognized by universities and employees throughout the world.The English level of those who pass the CPE is supposed to similar to that of a fairly educated native speaker of English.Clearly, as Valette posits, *' the aim of a proficiency test is to determine whether this language ability corresponds to specific language requirements'*(Valette,1977, p.6)

1.6.8.Progress Test

A progress test is an achievement-like test.It is closely related to a particular set of teaching materials or a particular course of instruction.Progress tests are usually administerd at the end of a unit, a course , or term.A progress test may be viewed as similar to an achievement test(see 1.6.1.) but much narrower and much more specific in scope (Richards at al., 1989).They assist examiners in general and langue teachers in particular to assess the degree of success of their programmes and teaching, and therefore to identify their shortcomings and weaknesses respectively.Progress tests can also be diagnostic to some degree, in the sense that , they help identify areas of difficulties encountered by learners in general.

1.7.Languge Teaching and Testing

Language testing is a vital component of any instructional language programme throughout the world.It has evolved onto an independent discipline that is chracterized by well-articulated theories and a sound methodological framework.It is true to assert that testing

undoubtedly is an integral part of the teaching-earning process.At present it is *viewed*'' *as a means to promote learning(rather monitor it) , in order to facilitate social and academic mobility, hence 'Assessment for Learning''*(Gipps,1994 ;Stiggins,2002, cited in Inbar-lourie,2008, p.287).Piaget's cognitive development theory percieves learning as '' *integral and inseparable aspect of social practice*''(Lave and Wenger,1991, p. 31)Thus, teaching and testing are closely interwoven and complement each other, in the sense that, there is no testing with out teaching, no ris there teaching without testing.

Most commonly, educators use the metaphor of a coin to illustrate the relationship between teaching and testing : they are two sides of tha same coin, but to realy function properly the coin has a third side : the edge.On the two-sided coin of teaching and learning, the edge is testing.Though most teachers view testing as a ''necessary evil'' ; it is a pedagogical in-class activity which serves many purposes and helps teachers set academic standards for their learners and provide them with feedback about the learning progress in general and teaching process in particular. According to Flavell(1981,p.1),*'A test is seen as a natural extention of classroom work, providing teacher and student with useful information that can serve each as a basis for improvement'.*Teachers' feedback plays a major role in supporting , scafolding,and promoting students' learning(Black and William,1998 ;James, 2001 ; Shepard,2005, cited in Inbar-Lourie,2008,p.287).However, it is commonly agreed that testing is a time-consuming and effort-demanding activity, and all often it uses up valuable class time usefully.

Working on the assumption that testing is part and parcel of the language teaching-learning process, it follows logically that the person best prepared to set the test is the teacher.However, what the teacher actually needs in language testing is to be familiar with the general guidelines and key concepts underpinninig the different test-types.Such a knowledge will certainly serve as a platform for teachers to devise practical, reliable and valid testing activities, and consequently give helpful information to both teachers and learners about successes and failings, to use Flavell's terms.Although one of the biggest problems with testing is that of the standards.The notion of standards refers to what a learner at every grade level needs to know and be able to do(Greenlee ,2002).In the same thought, Richards et al.(1985) note that,*''the minimal level of language proficiency which is needed to achieve functional ability in a foreign language.It serves as an objective for foreign language teaching.''*(Richards et al., 1985, p. 293).Additionally, it is worth recalling Flavell's view which holds that the appropriatnesss of a test is largely determined by purpose : why is a test

needed at a particular stage in the student's learning and what use will be made of the results ? The answers to these questions lie to a larger extent in the teachers' mind.

1.8.Role of Classroom Testing

Testing has evolved and has become extremely prevalent in our educational system today.Year after year, testing is increasingly becoming an issue of concern and as previously mentioned, classroom tests have their share in the language/teaching process.Yet, the grading function should not be overemphasized at the expence of the learning function.In this respect, Valette(1977) notes that in-class testing fulfills three main functions in second and foreign language learning.These functions can be summed up as follows :

1.Definition of course objectives.

2.Stimulation of student progress.

3.They evaluate classroom achievement.

1.8.1.Definition of Course Objectives

From an instructional point of view, classroom tests are used in a very helpful way to define the course objectives.In other words,they define the short-term course objectives envisioned by the teacher, as well as the content and nature of the language learning programme.This has a two-fold aim, for one thing, the teacher will be systematically geared towards the set objectives, for the other, the tests will indicate how close the learner has come to attain the objectives.Haertel(1999) posits, testing appears to be logical approach to identify learners who do not meet expectations.

1.8.2.Stimulation of Student Progress

Traditionally tests have been devised by teachers to point up the learner's ignorance, errors, and lack of application.However, from a didactic perspective , testing is supposed to offer a ample opportunities for the learner to measure how well he/she masters specific linguistic items of the target language.In this context, Valette argues that,*'The test best fulfills its function as part of the learning process if correction performance is immediately confirmed and errors are pointed out'(*Valette,1977,p.4).

1.8.3.Evaluation of Classroom Achievement

Most teacher contend that testing is all too often viewed as a necessary evil.One should also note that testing on a frequent and regular basis provides the teacher with valuable information concerning areas of difficulties the learners encounter.In this way, the teacher gets more about what aspects of language need further clarification and explanation, and subsequently devise remedial activities.What is more, testing provides the teacher with clues andd details related to the effectiveness and soundness of a specificteaching approach and

method.It also gives an objective evaluation of learners progress individually, and his/her attainment of the set course objectives and his performance in relation to that of the other classmates.To sum up, one should view testing as a bridge-building process between teaching and learning and classroom tests as mirrors in which teachers and students see their reflections clearly(Valette 1977).

1.9.Anxiety

Anxiety was defined by Weinberg and Gould (1996) as a negative emotional state that is characterised by nervousness, worry, and apprehension and is associated with activation or arousal of the body. Anxiety is a phenomenon that people frequently encounter in their daily life. Anxiety can be described as the tense, unsettling anticipation of a threatening but vague event ; a feeling of uneasy suspense(Rachman,2004).According to Zeidner(1998) test anxiety is a set of phenomenological, physiological , and behavioral responses that accompany concerns about possible negative consequences or failure on an exam or similar evaluativesituation.Additionally, from Zeidner's standpoint, test anxiety is strongly related to failure consequences.Scholars agree among themselves that test anxiety affects students'performance.Basically,Liebert & Morris(1967) analyzed the responses of students to Sarason and Mandler's questionnaire(Sarason & Mandler,1952).The results indicated that test anxiety consisted of two major components.The first component was emotionality which was related to the physical reactions to test situations, such as nervousness,sweeting, constantly looking at the clock,pencil-typing and so on.The second factor was worry, which comprised the psychological or cognitive aspect of test anxiety. '' Worry relates primary to cognitive concern about the consequences of failure''Leibert & Morris (1967).Sarason (1980) believes that learners' capacity, task difficulty, the fear of getting bad grades and lack of preparation for a test are the other factors that make learners worried.Similarly, learners with high levels of anxiety have less control of attention.Sarason also suggests that there is considerable evidence that the performance of highly test anxious individuals on comples tasks is deleteriously affected by evaluational stressors.The less complex the task, the weaker this effect is.With regard to task difficulty, Gaudry and Spielberger(1971) seem to share the same view.The results of their study showed the high-anxious subjects performed better than low-anxious subjects on simple tasks but performed more poorly than low anxious subjects on complex tasks.This fact is supported by a study of Zeidner(1998) who found that test anxiety is moredetrimental to demanding tasks.Eventually, Ohata's study (2005) reavealed that most

of the participants in the study admitted that they feared taking tests, because test-taking situations would make them fearful about the negative consequences of getting bad grades.

1.10.Types of Anxiety

There are different forms of test anxiety, however, four types have been identified : rational, irrational, anticipatory, and situational.To try to overcome one's anxiety, it is necessary to consider if the stress is rational or irrational.For example, if the candidate has not prepared adequately in the sense that he/she has not reviewed and revised the material and has not worked through any practice exercices, his/her fear may be rational.However, if the student prepared well, did continuous revision and practice tests and still feel extremely tense, his/her anxiety may be irrational.Obviously, there are ways to reduce such tension through the adoption of different strategies to overcome the fear.Some students feel heavily stressed well before the test.In fact, they may even feel nervous and agitated when preparing for the test or just about thinking about the day of the test.This is known as '' anticipatory anxiety''.Other students feel nervous and distressed during the test per se.This is called''Situational anxiety''.

1.11.1.Symptoms of Test Anxiety

Due to its importance for first year university students the English exam has always been a source of anxiety like the other modules at university.The symptoms of test anxiety resulting from high-stakes exam are numerous and can be divided into three main categories :Physical, cognitive, and emotional.

- Physiological : rapid heartbeat, headaches, shortness of breath,fainting, nausea, diarrhea, extreme body temperature changes,excessive sweating, and dry mouth.
- Cognitive : feelings of dread, negative self-talk, going blank, difficulty concentrating and focussing,and difficulty thinking logically.
- Emotional : high level of fear and depression, disappointment, anger, uncontrollable crying, and feeling of hoplessness.

The following table summarises the anxiety symptoms experienced by some of our informants :

Physiological	Cognitive	Emotional

• My hands perspire and shake. • I feel like I am going to faint. • My mouth feels dry. • My heart pounds and races. • I feel too cold and too hot.	• I cannot concentrate or focus. • My mind sometimes ''goes blank'' • I cannot remember things I know. • I feel confused. • My mind drifts to other thoughts.	• I feel that everybody is fine except me. • I feel frustrated easily. • I think I am going to fail the test. • I feel disappointed in myself. • I feel helpless.

1.12.Test Anxiety :

Test anxiety can be defined as a form of stress.Test anxiety is a psychological and physiological response as a result of specific events that negatively effect and upset a person's balance.It is a humane motion that manifests itself through feelings of fear, uncertainty, and stress.One of the most obvious situations which leads to stress and causes anxiety for students is testing.Most of our informants have in one or another experience it.The inability to achieve the expected is not due to a luck of cognitive ability,but rather to a high level of test anxiety.Actually, test anxiety is a part of a wider phenomenon which psycholinguists term performance anxiety.In this respect, the psychologist Hassiba Beledi(2010) states that,*'' Personally, I have dealt with many cases of brilliant puupils who failed the baccalaureate because they did not know how to handle their stress in exams.Some have a mental block and are on the brink of depression at the very moment of the exam''*(Hassiba Beledi reporting to Magharebia on 04-06-2010).

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. In many language

classes, attitudes towards testing are highly negative. Recent studies (Jones et al., 1999; Smith, 1991) reveal the fact that tests have negative effects on learners and their learning. As an example, Yıldırım (2010) carried out a study to investigate whether 'The Foreign Language Examination' in Turkey exerts a positive or negative impact on test-takers and found that the exam had certain negative effects on students' foreign language competen-cies. Teachers noted several negative effects of testing such as; narrowing of the curricu-lum, teaching to the test, lowering teacher morale, increasing student and teacher stress etc.. 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). Test anxiety, an apprehension towards academic evaluation, is a fear of failing in tests and an unpleasant experience held either by consciously or unconsciously by learners in various situations (Horwitz and Young, 1991). According to Horwitz (1986), there was a significant moderate negative correlation between foreign language anxiety and the grades students expected in their first semester language class as well as their actual final grades, indicating that students with higher levels of foreign language anxiety both expected and received lower grades than their less anxious counterparts. In a greater extent, language anxiety is a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986)Researchers have found that high student anxiety can have detrimental effects on student performance (Everson, Smodlaka, & Tobias, 1994).MacIntyre and Gardner(1989) also found significant negative correlations between a specific measure of language anxiety (French class anxiety) and performance on a vocabulary learning task. Ganschow and Sparks (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).

1.12.Assessment and Testing

Assessment is a popular and sometimes can be realized as a misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared for administrative procedures that occur at identifiable times in curriculum when learners master all their faculties to offer peak performance, knowing that their responses are being measured and evaluated. Assessment, on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher sub-consciously makes an assessment of the student's performance. Written work-from a jotted-down phrase to a formal essay- is performance that ultimately is assessed by self, teacher, and possibly other students. A good teacher never ceases to assess students, whether those assessments are incidental or intended (Brown,2004).

1.13.Formative and Summative Assessment

The terms formative and summative assessment were put forward by Bloom(1971) to refer to language assessment and classroom curricula and pedagogy.Fundamentally, the difference between the two terms lies in the fact that the former is administered during a course of instruction.Its pupose is to determine which aspects of the unit, file or sequence the learner has actually mastered and where remedial work is necessary.This would lead us to assert that the rationale underlying formative and summative assessment is the identification of the learners' strengths and weaknesses so that necessary adaptations can be made and neesed modifications can be introduced.Teachers all too often have recourse to the type of assessment to improve instructional methods and learners feedback during the teaching-learning process.Formative assessment should be an integral part of instruction that informs and guides teachers.It should also be done for students to guide and enhance their learning(National Council of Teachers of Mathematics, 2000).The latter, however, is usually graded on a pass-fail basis.Learners who have failed are given the opportunity to improve their learning outcomes and take the test again.In addition to this, the summative test,however, is one given at the end of a course of instruction.Its main purpose is to measure or to sum up how a learner has acquired of the course.The summative test is a graded, in the

sense that, the learner is usually marked and graded.Thus, this would lead us to posit that this type of assessment is used as a means to gauge, whenever it is felt needed, learning outcomes in relation to content standards; it has an important role in monitoring the overall educational progress of learners.Hence, the difference between two types of assessment is clearly illustrated in Black's *analogy'' When the cook tastes the soup, that's formative assessment; when the customer tastes the soup, that's summative assessment''(Black,1998, quoted in Moodley,2008, p.1).*

The interface between formative and summative assessment has given rise to another form of debate.For the purpose of this argument, it has been reported cases of disagreement among teachers arising *from''the need for summative assessment data of learner achievement for bureaucratic reporting purposes and formative language assessment for their own instructional planning''*(Rea-Dickins,2008,p.259).Yest, the dichotomy of formative and summative assessment has been'' *undertheorized and oversimplified in the language assessment literature''*(Rea-Dickens ibid).The ELT situation in Algeria is still largely dominated by the three'Ts': teacher, textbook, and test.In other words, a teacher-centerd pedagogy in which the prescribed textbook is the only teaching-learning material and ultimately, summative testing represents the lion's share in the overall assessment process.Effectivr learning-testing is therefore seen as requiring a radical shift of pedagogy*'from teacher-centred to pupil-centred, from textbook-based to task-based teaching from summative assessment to formative assessment''*(Ko,200, p.84).

1.14.Conclusion

The reasercher's concern in dealing with language testing arises from the urgent need to know much more about key concepts underpinning language testing in general and the students' reactions towards testing, and the different test-types practical, reliable,and valid.These attributes represent the skeleton of language testing as a comprehensive concept both theoretical and practical terms.Additionally, this chapter is concerned is concerned with the many different steps ELT teachers can take to develop effective classroom tests.However , this' double-sword edge' literature may either enrich both our students'and teachers' knowledge about testing, or may add a further layer of confusion and complexity to the testing process.

In-class is the major, if not perhaps the only source of objective feedback available to the teacher with regard to the effectiveness of his teaching.In this way, assessment is to be

used as a technique among other techniques to monitor learners' progress and a strategy among other strategies to make students learn better.Testing, in this sense, becomes an integral part of the education system in general and the teaching/learning process in particular.

II.   Section Two

2.1.Attribution Theory:

Attribution theory (Weiner, 1980, 1992) is probably the most influential contemporary theory with implications for academic motivation. It incorporates behavior modification in the sense that it emphasizes the idea that learners are strongly motivated by the pleasant outcome of being able to feel good about themselves. It emphasizes that learners' current self-perceptions will strongly influence the ways in which they will interpret the success or failure of their current efforts and hence their future tendency to perform these same behaviors.

According to attribution theory, the explanations that people tend to make to explain success or failure can be analyzed in terms of three sets of characteristics:

- First, the cause of the success or failure may be *internal* or *external*. That is, we may succeed or fail because of factors that we believe have their origin within us or because of factors that originate in our environment.

- Second, the cause of the success or failure may be either *stable* or *unstable*. If the we believe cause is stable, then the outcome is likely to be the same if we perform the same behavior on another occasion. If it is unstable, the outcome is likely to be different on another occasion.

- Third, the cause of the success or failure may be either *controllable* or *uncontrollable*. A controllable factor is one which we believe we ourselves can alter if we wish to do so. An uncontrollable factor is one that we do not believe we can easily alter.

- Note that this factor is distinct from the previous two categories. An internal factor can be controllable (we can control our effort by trying harder) or uncontrollable (most people cannot easily change their basic intellectual ability or change from being an introvert to being an extrovert). Likewise, an external factor can be controllable (a person failing a difficult course could succeed by taking an easier course) or uncontrollable (if calculus is difficult because it is abstract, it will still be abstract no matter what we do).

An important assumption of attribution theory is that people will interpret their environment in such a way as to maintain a positive self-image. That is, they will attribute their successes or

failures to factors that will enable them to feel as good as possible about themselves. In general, this means that when learners succeed at an academic task, they are likely to want to attribute this success to their own efforts or abilities; but when they fail, they will want to attribute their failure to factors over which they have no control, such as task difficulty or bad luck.

The basic principle of attribution theory as it applies to motivation is that a person's own perceptions or attributions for success or failure determine the amount of effort the person will expend on that activity in the future .There are four factors related to attribution theory that influence motivation in education: ability, task difficulty, effort, and luck. In terms of the characteristics discussed previously, these four factors can be analyzed in the following way:

- **Ability :**is a relatively internal and stable factor over which the learner does not exercise much direct control.
- **Task difficulty :**is an external and stable factor that is largely beyond the learner's control.
- **Effort :** is an internal and unstable factor over which the learner can exercise a great deal of control.
- **Luck :** is an external and unstable factor over which the learner exercises very little control.

According to the Attribution theory, students need to feel in control over the outcome of an academic task. Students who feel more in control over the outcome will have more motivation to successfully complete that task (Lim, 2007). To feel in control, students need to understand why a certain outcome happens. For example, a student who never studies for a spelling test and fails each week might not understand the reason for the poor performance. If the student understands that studying is important for on the spelling tests, the student will be more motivated to study and do well on the test.

Causes of success or failure can be external or internal, stable or unstable, and controllable or uncontrollable. Internal reasons are something that the student did. Someone or something else controls external reasons. Stable causes are expected to occur again, and unstable causes are changeable. Controllable causes are something a student can change, but uncontrollable causes are believed to be unchangeable (Vockell, n.d.). Males tend to focus more on ability and other internal factors while females tend to focus on effort and external factors (McClure, Meyer, Garisch, Fischer, Weir, & Walkey, 2011).

Attribution Theory focuses on two types of goals, learning goals and performance goals. Students who have learning goals are students who want to learn more and work hard

to succeed. Students who have learning goals can see failure as a motivator. For students with performance goals, failure is anti-motivation. Students are focused on performance and outcomes. Students do not want to try if failure is at all possible (Vockell, n.d).

The Attribution Theory suggests a relationship between students' sense of control over the outcome of an academic task and motivation to succeed. Students can also develop self-handicapping (Vockell, n.d.). Students who self-handicap are convinced that success will not happen and will not do anything to try for success. Self-handicapping hampers motivation. The theory and the relationship with motivation and anxiety propose the following research questions.This theory is about how people explain things.It is called ''Attribution Theory''.The theory is quite simple despite its rather strange sounding name.When one sees the term ''attribution'', he/she should think of the term'' explanation'' as a synonym.I explain, therefore I am.I attribute, therefore Iam.When people offer explanations about why things happen, they can give one or two types.First, they can make an external attribution.Second, they can make internal attribution.This latter assigns causality to an agent or force.For instance, students say,'' The devil made me do it''.An external attribution claims that some outside thing motivated the event.By contrast, an internal attribution assigns causality to factors within the person.The student says,'' I failed, it is my fault.''Therefore, an internal attribution claims that the person is directly responsible for the event.

''The term' attribution' has been used in psychology to refer to the explanation people offer about why they were successful or, more importantly, why they failed in the past''(Dornyei,2001,p.118).It was seen that these subjective explanations have an important role in people's future plans or actions.For example, when learners have failed in the past, they think that they will not be successful again.This is 'learned helpnessness'' in the psychological literature.They attribute their past learning experiences(Dornyei, 2001).

According to Graham(1994),'' the most common attributions in school environment are :ability, effort, task difficulty,lack,mood, family background,help or hindrace from others''(cited in Dornyei,2001,p.119).Teachers or educators can encourage effort attributions in some ways :

1.Provide effort feedback

2.Refuse to accept ability attributions

3.Model effort-outcome linkages

4.Encourage learners to offer effort explanations

5.Make effort and perseverance a class norm(Dornyei,2001,pp.121-122).

For the first suggestions teachers should provide positive feedback to their students.When the students fail , teachers should say that the reason of failure is their low effort not their insufficient ability.So students can understand that they do better next time.In the second item, when teachers meet the students who verbalize attributions to low ability, they should gently refuse these kinds of explanations.Instead,they should point out that they used ineffective strategies or they did not persist long enough.The other item is about modeling.Teachers should be good models for their students.They can give their personal experiences in which hey managed to accomplish a difficult task by trying hard to succeed or using a better strategy.According to the fourth suggestion,students should express their individual efforts in their own words.Teachers can encourage students by providing support.They can ask students what they found particularly challenging about a task or what strategies they used to meet this challenge.The last suggestion points out that teachers should emphasize the general importance of effortful behaviour in the classroom.Teachers can use some motivating sentences like' I like the way you try'or' That was a nice piece of effort'.Teachers can also spend some whole-class time discussing the importance of effort and persistence in overcoming failures and producing productive work(Dornyei,2001).

Basically, people attribute their actions and behaviours to internal or external factors(Weiner, 1985).The internal factors relate to ability and effort whereas the external ones relate to task difficulty or luck.Consequently, achievement may be attributed to effort, ability, luck, or task difficulty(Weiner, 1985, cited in Ziani's thesis,2013-2014,p.87)).To understand better this causality of factors, studies have showed that individuals ascribe different causes to their successes and failures.In this context, Weiner explains that :

''*Attribution theorists investigate the perception of causality and the Judgement of why a particular incident occurred.The allocation of Responsibility manifestly guides subsequent behaviou*''*(1972 :203).*

The four aforementioned dimensions are classified as internal and external.They may come from within the learner or from the outside learning environment.(figure 1.1)
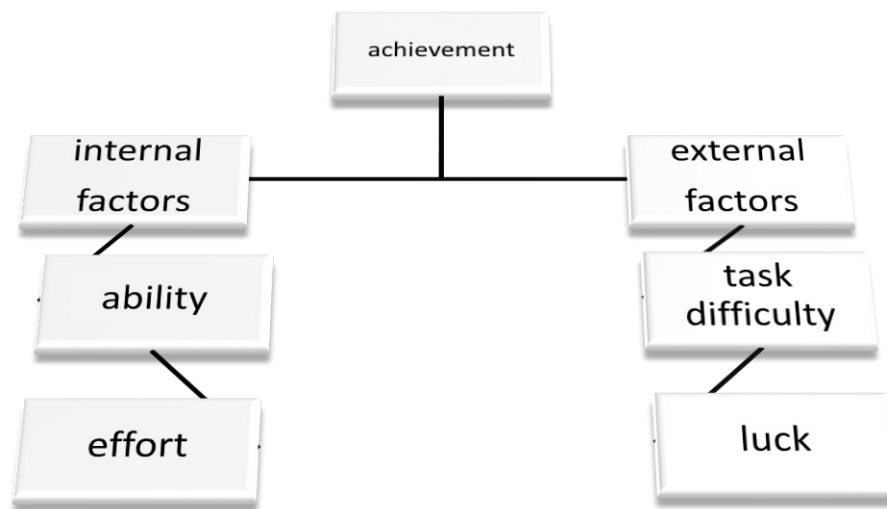
Figure 1.1 : Attribution Theory Model (Weiner, 1972&1986 , cited in Malik's thesis, 2014,p.88).

In fact, effort and ability are identified as being internal factors and luck and task difficulty as being external ones(Gardner,1985,p.3 ; cited in Malika,p.88).In the same line of thought, Crozier considers that :

''An individual's interpretation will depend on how he or she conceives the causes of events, and attribution theory distinguishes whether an event is caused by the individual,factors that are external to the individual,or some combination of the two''(1997, p.147).

It is commonly known that in a learning context, success is usually related to grades.Teachers, administrators, parents and learners themselves consider a learner successful once he/she passes a test or an examination.Thus, success is commonly twined with effort and successful learner is recognized as the one who shows interest and makes effort.Moreover, unless learners recognize the relevance of learning, they will not make effort.''Individuals low in achievement needs are predisposed to attribute failure to a luck of ability''(Weiner, 1972, p. 212 , cited in Malik,2014, p. 88).

To sum up, one may conclude that attribution factors have significant implications for success and failure paradigms.In fact, learners maya scribe their successes or failures to different parameters related to personal, social,or educational variables.Apart from the social dimentions, the individual and educational dimentions are major contributors to

achievement.Indeed, the learner's effort and his ability are determinants to his or her own readiness and disposition to learning the target language.Similarly in scope, educational variables ; the teacher, the setting, and the methodology, all are salient in determining the learning outcomes.Therefore, learners may attribute their failures to for instance, unfavourable learning conditions or inappropriate methodology(Malika,2014, p. 91).

2.2.Self-worth Theory

''*The self-worth theory assumes that a central part of all class-room achievement is the need for students to protect their sense of worth or personal value''* says Covington(1984 ,p.1).Individuals struggle to give their lives meaning, they want to be approved by other people and they avoid the implications of failure(Covington,2009).According to this theory,individuals want to approach success and they avoid failure and they use some self-serving strategies like the use of excuses when they face failure.One of these tactics is to set unrealistically high achievement goals for themselves.In case of failure, individual can attribute that failure to the difficulty of the task.Another tactic is that students use some self-handicapping techniques like procrastination.They do not study so they easily create an excuse in case of failure.The one is excuse-giving.When they fail , they attribute the failure to uncontrollable factors since illness or poor teaching(Graham & Weiner,1996).

Conclusion:

In this chapter the researcher reviewed the literature about testing.It is also an attempt to link between testing and anxiety.This theoretical framework of languge testing tried to make the reader familiar with testing and its principles and types.The researcher also adopted Weiner's '' Attribution Theory'' to back up the arguments of the students' causes of success and failure.In addition to this, the researcher endorsed his arguments by another theory, which Covington, Graham and Weiner have called it '' Self-worth Theory'', so that to back up his arguements about the students' perceptions towards success and failure.

Second chapter

2.1.Introduction

The second chapter pertains the preliminary stage of the methodological scaffold of the study which diagnoses the testing context in the department of science and technology.It depicts the research process and provides a clear and objective interpretation of the data gathered.The research design aims at finding out the students' perceptions towards testing.Accordingly, two research tools have been used for gathering information and testing the hypotheses.

The questionnaire is the main methodological tool used in this study.It has been drawn to a certain extent fromEsmaŞenel and BirsenTütüniş who are teacher from ELT department,Open Education Faculty at Anatolian University Eskişehir, Turkey. Following graduation she began combine PhD from English Language and Literature at IstanbulAydınUniversity. She has been working as an ELT instructor at the same university since 2011. The questionnaire measures students' attitudes and perceptions towards English exams in particular.The researcher has adopted Weiner's model of attribution theory (see chapter 1).Basically, the purpose of this study is not to generate a theory per se but to make sense out of the data gathered so that to find out the students' perceptions towards English exam at the department of science and technology.Indeed, the main goal behind the present investigation is to figure out the causes behind the students' anxiety during the English exam.

This survey, a two- phases study, is qualitative.It is undertaken through one questionnaire attributed to first year science and technology students and an observation during the hour of the English exam.For a diagnostic purpose, the questionnaire was addressed twenty minutes before the English exam.The questionnaire was meant to help the researcher identify the major variables pertaining to testing; the text of the exam, the questions, and exercices, all were at the core of the researcher's investigation.

The aim of the students' questionnaire which was administered before the English exam was to discern the students' perceptions and attitudes towards the English exam.This step of the survey was crucial in order to unveil the hidden parameters pertaining to testing.The researcher aims at identifying the causes behind the sudents' anxiety while they were examining.In fact, the aim of this study is to figure out the causes that led the studends to feel anxious while they were examining.

The sample group of the study consisted of 10 students at the Science and Technology department,first year L.M.D system, of AbdelhamidIbn-BadisUniversity.All the participants, 5 are males and 5 are females students. They have studied English during their high school education. The students were chosen randomly as an experimental group.A questionnaire was given to both groups to see their beliefs and attitudes towards the English exam. The students answered the questionnaire just twenty minutes before sitting for the exam.

2.2. Research Methodology : Design & Rationale

In the last decades, attention has grown in   research in languge learning and testing.The increased professional activity is stongly reflected in the growing number of books, journals, and conferences devoted to the issue of research. The researcher experiment is based upon a classroom-oriented research, which combines different approaches.For instance, a classroom experiment is accompanied by rich descriptions of the different instructional interventions and by analysis of students' attitudes and perceptions towards testing.Within a classroom-oriented setting, a number of researchers point out the necessity of a particular methodology which needs to be adopted when coducting this kind of research. In this respect, Johnson (1993) tackles six approaches in which she maintains that they are not mutually exclusive, but rather interacting with one another in experimentation.These six categories are : correlational approaches, case studies, survey research, discourse analysis, and experimental research.

- Correlational Approaches : refer not to *''how one collects data, but the types of research questions that are asked''* Johnson (1993 : 4).It is frequently quantitative in nature.This type of methodology may explore topics which range from language testing to language learning strategies. For instance, Ely(1986) examines participation in the classroom and its prediction for learning outcomes.
- Case Studies: refer to '' *an examination of a case in its context''* (Johnson : 1993 :7). Case studies are used to explore   issues   including child literacy, adult language learning, teaching strategies, and programme evaluation.
- Survey Research : may offer valuable information about classroom practice and teching methods, providing the *'' status of the profession and about the political, demographic, and programmatic contexts in which teachers teach and students learn languages''* Johnson (1993 : 9).

- Ethnographic Research : looks at the study of cultural and social phenomena as they affect the classroom.*''Ethnographically-oriented research .... refers to work that involves the holistic study of social and cultural phenomena-including communication''* Johnson (1993 : 11) . This approach may be used to collect data of individual instances of speech acts, or ways of language socialization across cultures.

- Experimental Research : the researcher's goal in this approach is to establish a *'' cause-and-effect relationship between two different phenomenona, to establish that a specific set of actions or conditions (the independent variable) causes changes in some outcome (the dependent variable)''* (Johnson, 1993 : 13). This approach randomly selects participants into the experimental and control groups, and experiements are generally conducted in labs.

- Dicsourse Analysis : the study of a language beyond the sentence. This approach looks at written texts and oral interchanges and analyzes them in interdisciplinary and multidsciplinary fashion. Among its uses , it studies teacher-student interaction , student-student interaction politness strategies , and classroom discourse.

2.3. Sample Management

One of the most challenging tasks a researcher faces in conducting a study is recruiting an appropriate sample.Any investigation should be endorsed by subjects on which the experiment is built. A sample may be defined as a subset of a population ; in this line of thought Dörnyei (2007 :96) establishes the difference between sample and population as : *''the sample is the group of participants whom the researcher actually examines in an out of the issue of defining the population on which the research will focus.Researchers must take sampling decisions early in the overall planning of a piece of research''.*Conversely, it is very difficult for researchers to assess how representative the sample they have drawn must be (Morrison, 1993).

It is worth pointing out that questions related to sampling start mainly from the issue of defining and recruiting the population on which the research will focus.Thus, a number of of influencing *''factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population'',* Cohen et al. (2005 : 92). It seems crucial to conceive that sampling differs greatly according to the way of approaching research, whether qualitatively or quantitatively. In quantitative studies, the main aim is *'' straightforward : we need a sizeable sample to be able to iron out idiosyncratic individual*

differences. Qualitative research, on the other hand, focuses on describing, understanding, and clarifying a human experience'' (Dörnyei (2005:126).

2.4.Students'Biodata :

This study is concerned with first-year LMD students from Mostaganem University, Science and Technology Department. Ten students were randomly chosen. The students involved in this classroom-investigation are in the age group of 17 to 20 years old, they are Baccalaureat holders from the same stream (Natural Science). As they come from government schools, they share the same educational background. Each student completed 7 years of English study proir to entering university.However, they experienced the same feelings and attitudes towards language testing.

2.5.Questionnaire :

One of the most common methods in collecting data in foreign language research is to use questionnaires of various kinds , since the essence of any scientific research is the attempt made to find out answers to questions in systematic manner . Therefore, questionnaires have gained considerable attention in social sciences. In this line of thought, Dörnyei (2003:3) states: *'' Questionnaires are certainly the most often employed data collection devices in statistical work , with the most well-known questionnaire type – the census- being the flagship of every national statistical office''.*On his part Brown (2001 : 3) reports a definition of athe questionnaire as being : *'' Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers''.*

In the present study , the questionnair was chosen for eliciting data from the informants to investigate the research questions and test the hypothses. One questionnaire was designed for students. The close-ended questionnaire (see appendix A) was administered to students for the sake of getting data about their attitudes and perceptionds towards language testing.

2.6.The Students' Questionnaire :

The purpose of the students' questionnaire was to find out the students' beliefs and attitudes towards the English exam.To reach this aim, it was necessary to examine the testing methodology.Thus, the English sample exam was the core of the investigation.To obtain reliable data, the questions were designed to get accurate and objective answers which reveal the students' beliefs and attitudes in terms of exam methodology, text, and exercices that were

designed according to the students' level at English. The questionnaire consisted of eleven questions, it closed-ended one that had three options (A , B,C) as answers.The questionnaire was used by the researcher to measure the students' attitudes and perceptions towards the English exam.

2.7.The Researcher's Observation :

The purpose of theresearcher's observation while the students were examining.The aim was to figure out the causes behind the students' anxiety.This tool helped the researcher to see closely the students' attitudes towards the English exam.Undoubtedly, almost the students in general, and the participants who were selected randomly felt anxious while the English exam had begun.The researcher was able to see the studennts' attitudes that unconsciously and sometimes consciously striving for cheating by relying to their classmates or mobile phones.The fear of getting low grades was behind the feeling of being anxious.Another cause was that the lack of knowledge and vocabulary words pushed them to feel anxious.

2.8.Piloting the questionnaire :

Prior to the administration of the full-designed questionnaire, it seemed wiser to pilot the questionnaire at the onset of the academic year of 2016/2017 in order to collect feedback on the functionality of this research instrument. In this fashion, Dörnyei (2003: 63) considers that: *an integral part of questionnaire construction is* **'field testing'**, *that is,*piloting *the questionnaire at various stages of its development on a sample of people who are similar to the target sample the instrument has been designed for".* These trials were done as a feedback collection in order to assess the validity of the questions used and whether they fulfil the aim they were designed for as put by Cohen *et al.* (2005:260): *'' The wording of questionnaires is of paramount importance and that pretesting is crucial to its success. A pilot has several functions, principally to increase the reliability, validity and practicability of the questionnaire".T*herefore, based on this information, the researcher made some modifications and fine-tuning in the final version of the students' questionnaire. The questions were copy-past, in the sense that the researcher sees no need to reformulate the questions.

2.9. Analysis of the Questionnaire

To come up with reasonable answers to the research questions, data analysis shows that:

Question 1 : I can not write well in writing exam because

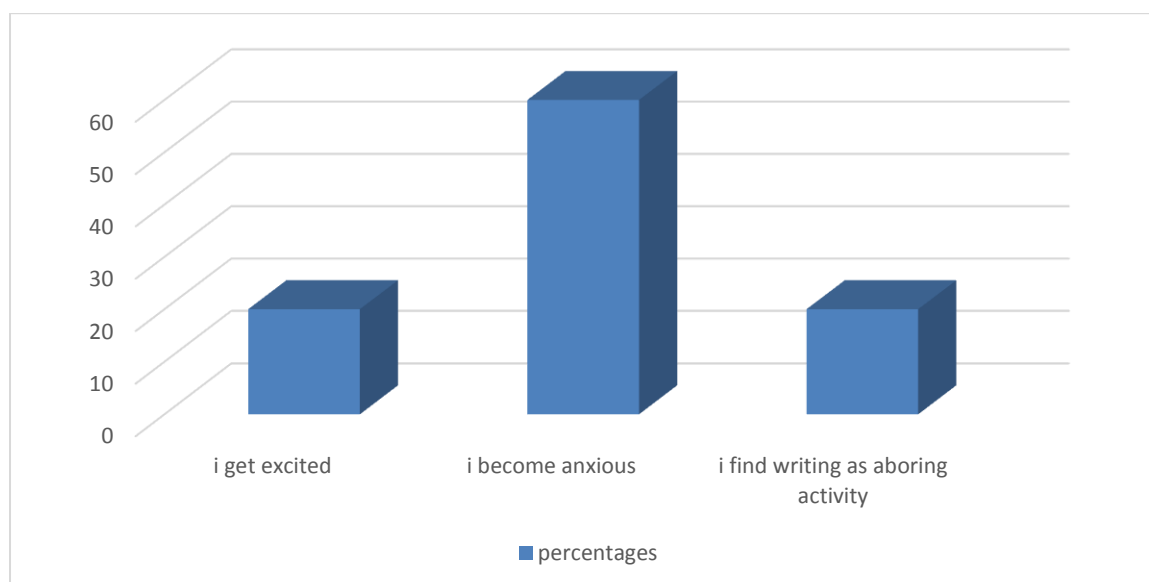| Options	Numbers	Percentages
I get excited	2	20%
I become anxious	6	60%
I find writing as a boring activity	2	20%

Table 1

Figure 1.1 : The Students' perceptions towards writing exams

The result of the first question is negative. (Figure 1.1) represents the students' perceptions towards writing exams.When asked why they can not write well in exams, the results were negative because almost all the students (60%) answered that they become anxious. (20%) of the students get excited when they write in the exam. (20%) of the students find writing as a boring activity.All these answers are negative towards writing exams.

Question 2 : I get excited very much in writing exams because

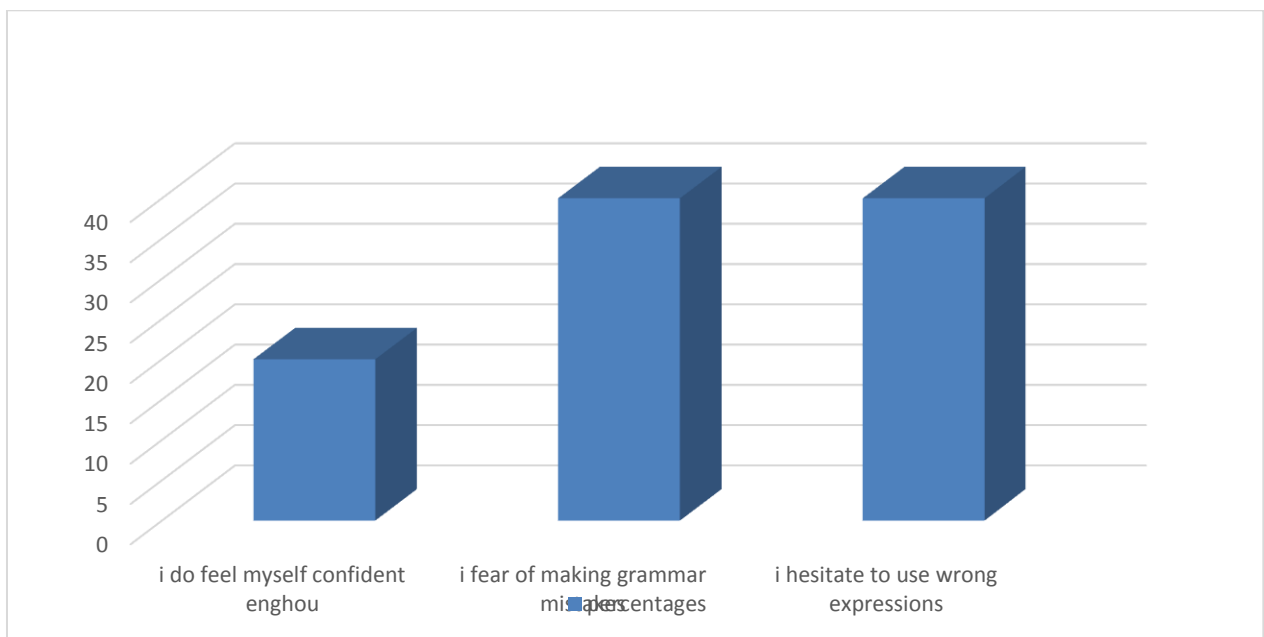| Options	Numbers	Percentages
I do not feel myself confident enough	2	20%
I fear of making grammar mistakes	4	40%
I hesitate to use wrong expressions	4	40%

Table 2

Figure : 2.3. : The Students' feelings towards writing exams

The results of the second question are not satisfactory. (Figure 3.2) represents the sudents ' feelings towards writing exams. When they were asked whether they get excited very much in writing exams , the results were not satisfactory because 40% of the students fear of making grammar mistakes and 40% of the students hesitate to use wrong answers. (20 %) do not feel themselves enough.

Question three : I often feel nervous in writing exams because

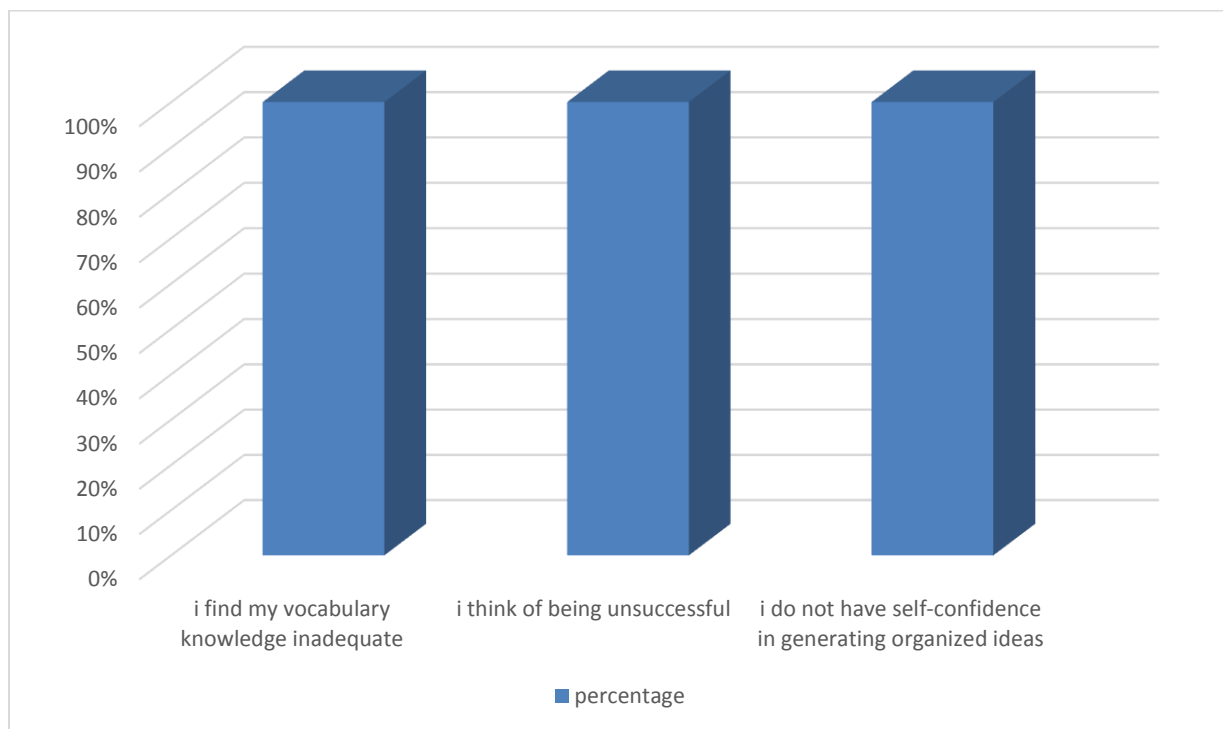| Options	Numbers	Percentages
I find my vocabulary knowledge inadequate	2	20%
I think of being unsuccessful	4	40%
I do not have self-confidence in generating organized ideas	4	40%

Table 3.3

Figure 3.3 : The Students' Nervousness in Writing Exams

The results of the third question show that the students' anwers are negative. (40%) of the students think of being unsucessful and the same (40%) do not have self-confidence in generating organized ideas. (20%) of the students find their vocabulary knowledge inadequate.

Question 4 : I feel anxious in writing exams because

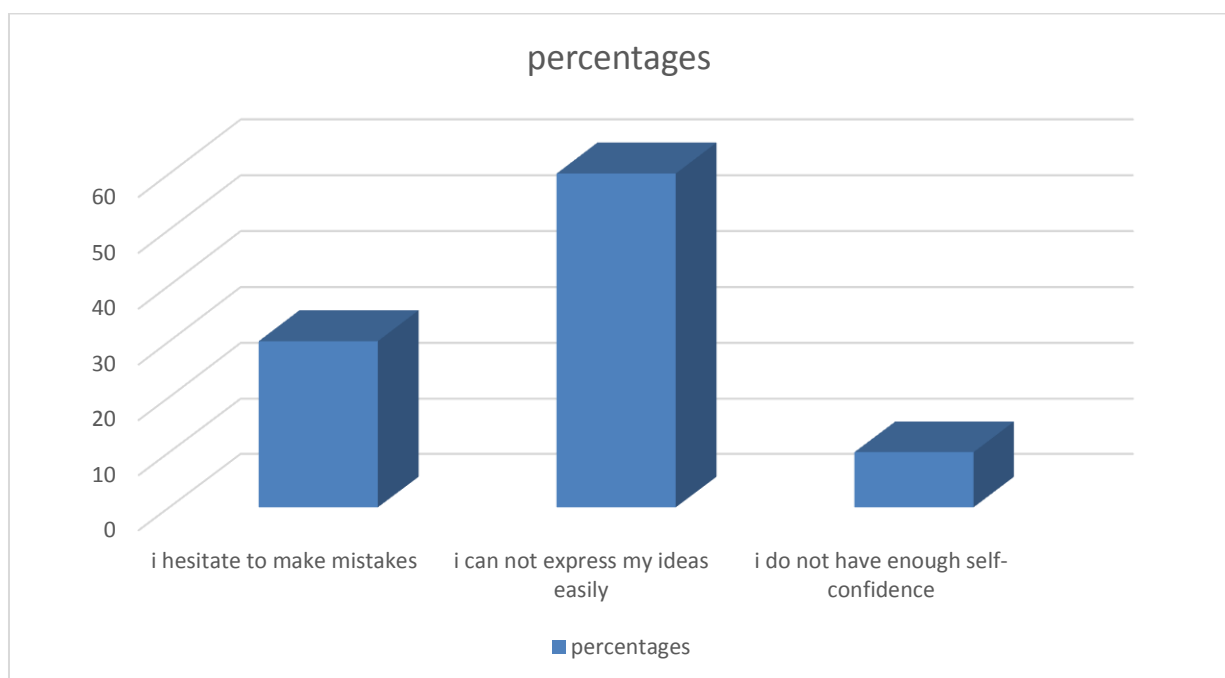| Options	Numbers	Percentages
I hesitate to make mistakes	3	30%
I ca not express my ideas easily	6	60%
I do not have enough self-confidence	1	10%

Table 3.4

Figure 3.4 : The Students' Anxieties in Writing Exams

The results of question 4 indicates that the students' attitueds toward writing exams is negative. (60%) of the students are not able to express their ideas easily. (30%) of the students hesitate to make mistakes. (10%) of the students lack self-confidence

Question 5 : I write better when it is not an exam because

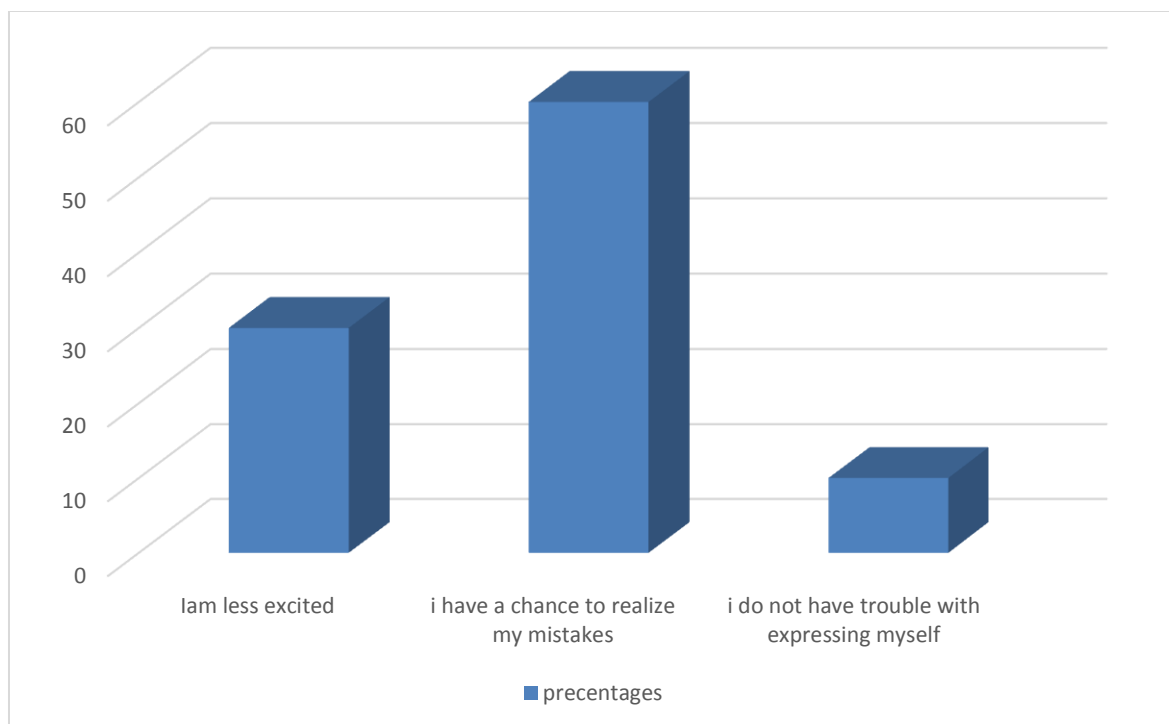| Options	Numbers	Percentages
I amless excited	3	30%
I have a chance to realize my mistakes	6	60%
Ido not have trouble with expressing myself	1	10%

Table 3.5

Figure 3.5 : The Students' Feelings When it is not Writing Exam

The results of the question 5 seems satisfactory. When the students were asked whether they write better when it is not an exam, they responded positively. (60 %) of the students had a chance to realize their mistakes. (30%) of the students were less excited. (10%) of the students did not have trouble with expressing themselves.

Question 6 : I feel anxious after writing exams because

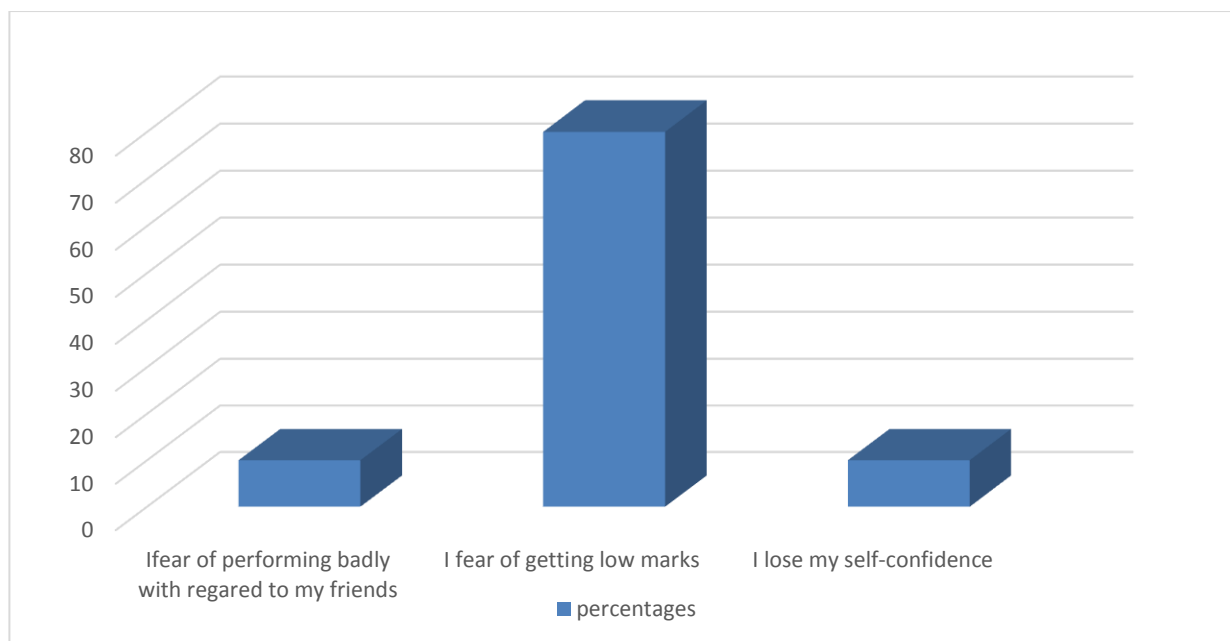| Options	Numbers	Percentages
I fear of performing badly with regard to my friends	1	10%
I fear of getting low marks	8	80%
I lose my self-confidence	1	10%

Table 3.6

Figure : 3.6 : The Students' anxieties after writing their exams

The results of question 6 are negative. (Figure 3.6) represents the students' anxieties after writing their exams. When asked whether they feel anxious after the exam , the resluts were not satisfactory because (80%) of the students fear of getting low marks. (10%) of them fear of performing badly with regard to their friends. (10%) of the students lose their self-confidence.

Question 7 : I can not express my ideas easily in writing exams because

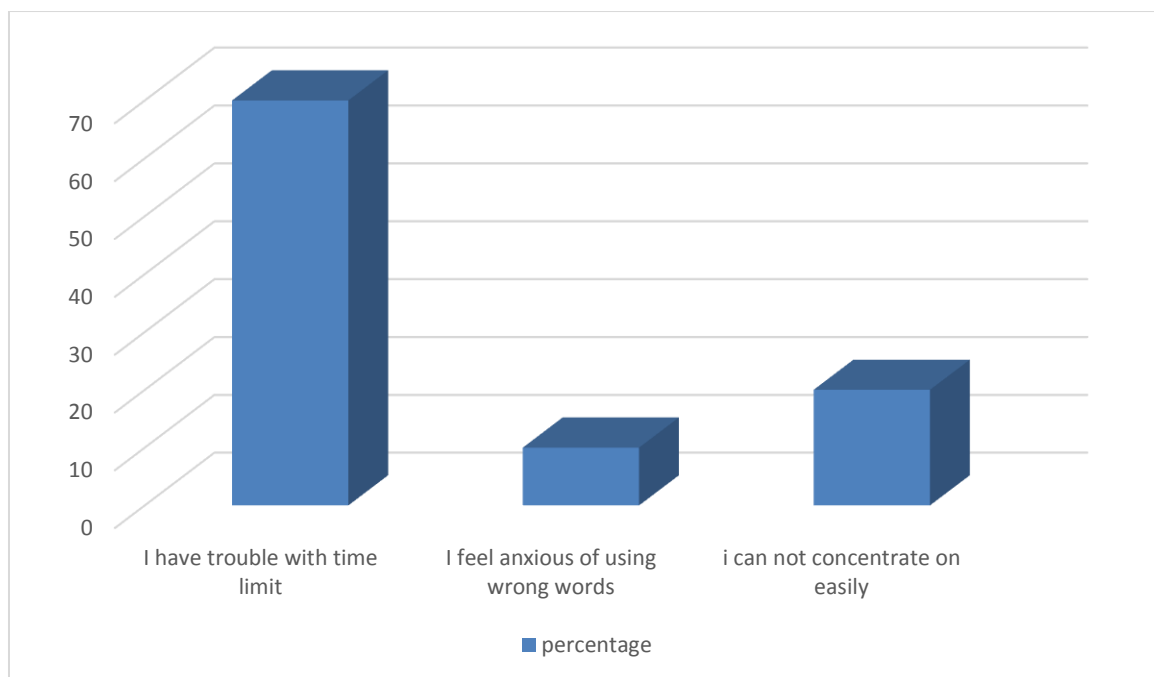| Options	Numbers	Percentages
I have trouble with time limit	7	70%
I feel anxious of using wrong words	1	10%
I can not concentrate on easily	2	20%

Table 3.7

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Figure : 3.7 : The Students' Attitudes towards their ideas

The results of this question are not satisfactory. (Figure 3.7) represents the students' attitudes towards their ideas. (70%) of the students had trouble with time limit. (20%) of the students were not able to concentrate on this exam easily. (10%) of the students felt anxious of using wrong words.

Question 8 : I am less excited when it is not writing exam because

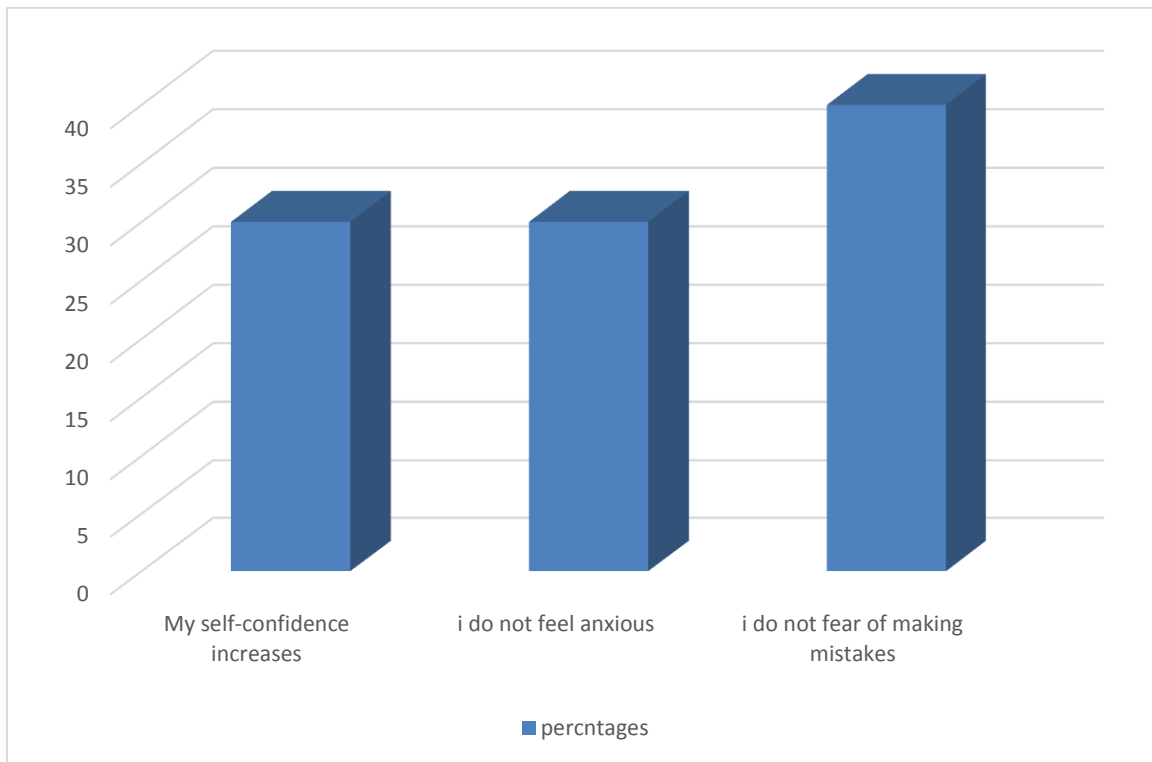| Options	Numbers	Percentages
My self-confidence increases	3	30%
I do not feel anxious	3	30%
I do not fear of making mistakes	4	40%

Table 3.8

Figure : 3.8 : The Students' feelings when it is not an exam

The results of question 8 are satisfactory and positive. When the students were asked whether they felt excited when it is not writing exam , the results were satisfactory. (40%) of the students did not fear of making mistakes. (30%) of the students did not feel anxious. (30%) of the students' self-confidence increased.

Question 9 : I make many mistakes in writing exams because

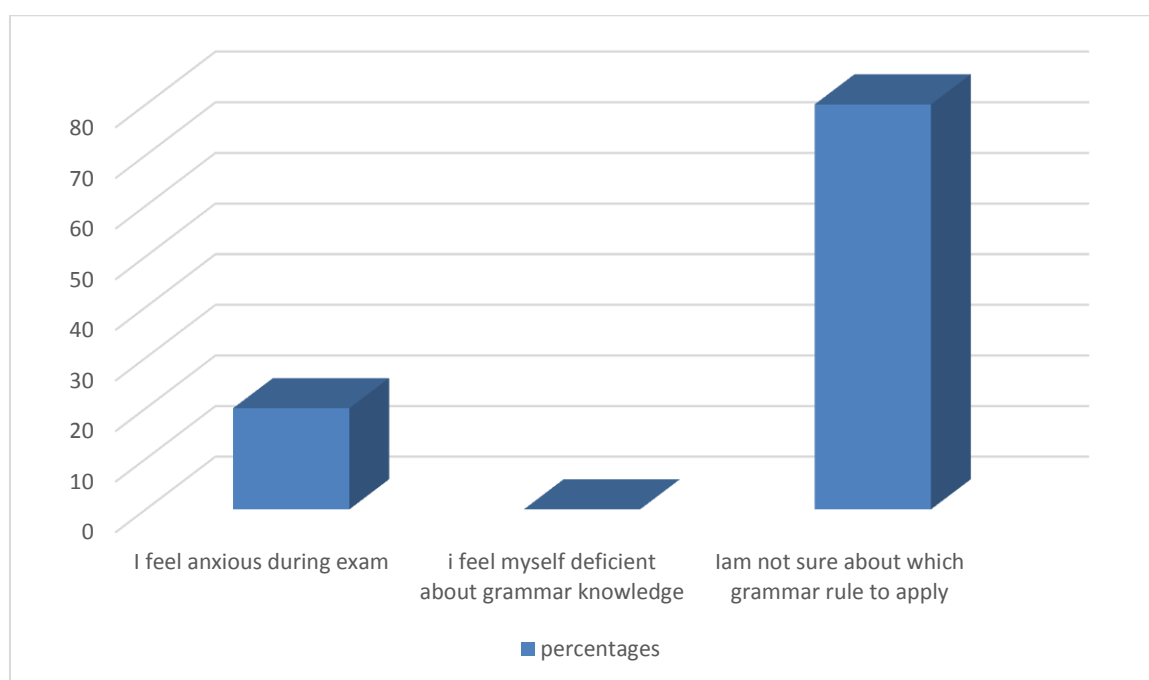| Options	Numbers	Percentages
I feel anxious during exam	2	20%
I feel myself deficient about grammar knowledge	0	0%
I am not sure about which grammar rule to apply	8	80%

Table 3.9

Figure : 3.9 : The Students' mistakes in writing exams

The results of question 9 are negative. (Figure 3.9) represents the students' mistakes in writing exams. When asked whether they made many mistakes in writing exams , the results were unsatisfactory because (80%) were not sure about which grammar rule to apply. (20%) of the students felt anxious durin the exams. (0%) of the students felt themselves deficient about grammar knowledge

Question 10 : I can not use my vocabulary knowledge enough in writing exams because

Options	Numbers	Percentages
I can not generate ideas fast and easily	3	30%
I am not sure of using appropriate vocabulary	3	30%
I fear of making mistakes	4	40%

Table 3.10

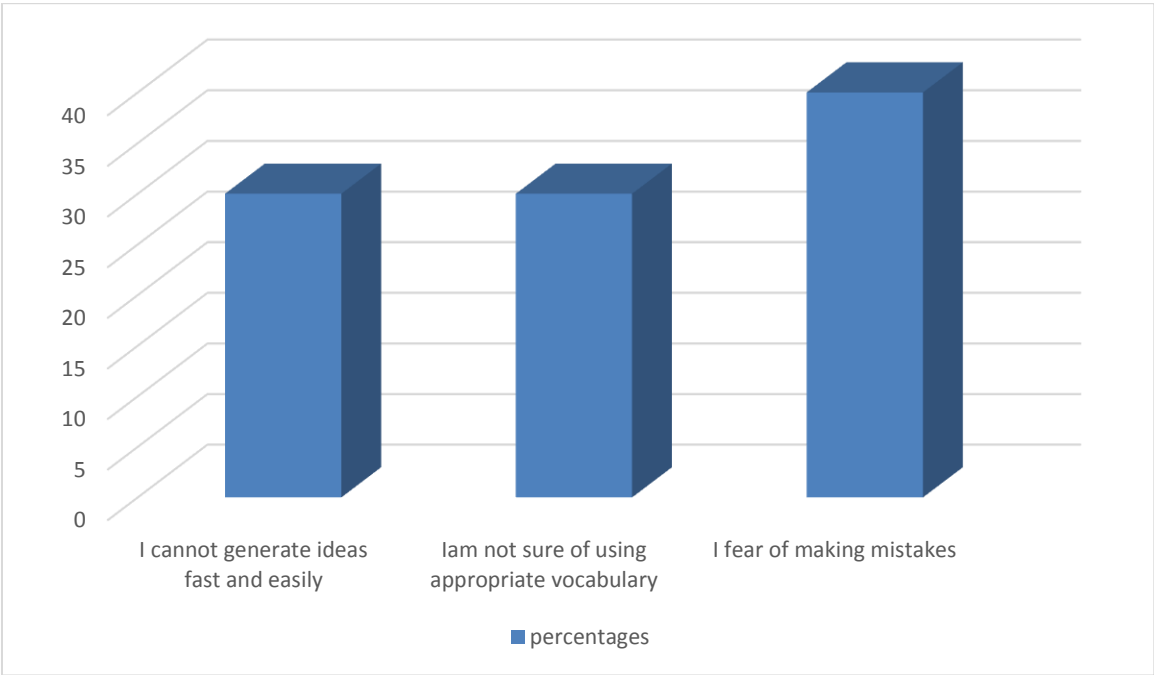**Figure : 3.10 : The Students' lack of using vocabulary knowledge enough**

The results of question 10 were also negative. (Figure 3.10) represents the students' lack of using vocabulary knowledge enough in writing exams. When asked whether they lack of using vocabulary knowledge enough in writing exams , the results were not positive. (40%) of the students feared of making mistakes. (30%) were unable to generate

their ideas fastly and easily. (30%) of the students were not sure of using appropriate vocabulary.

Question 11 : I think of being unsucessful after writing exams because

Options	Numbers	Percentages
I think that I will make many mistakes	3	30%
I do not think I write appropriately on given topic	1	10%
I do not think of generating good ideas	6	60%

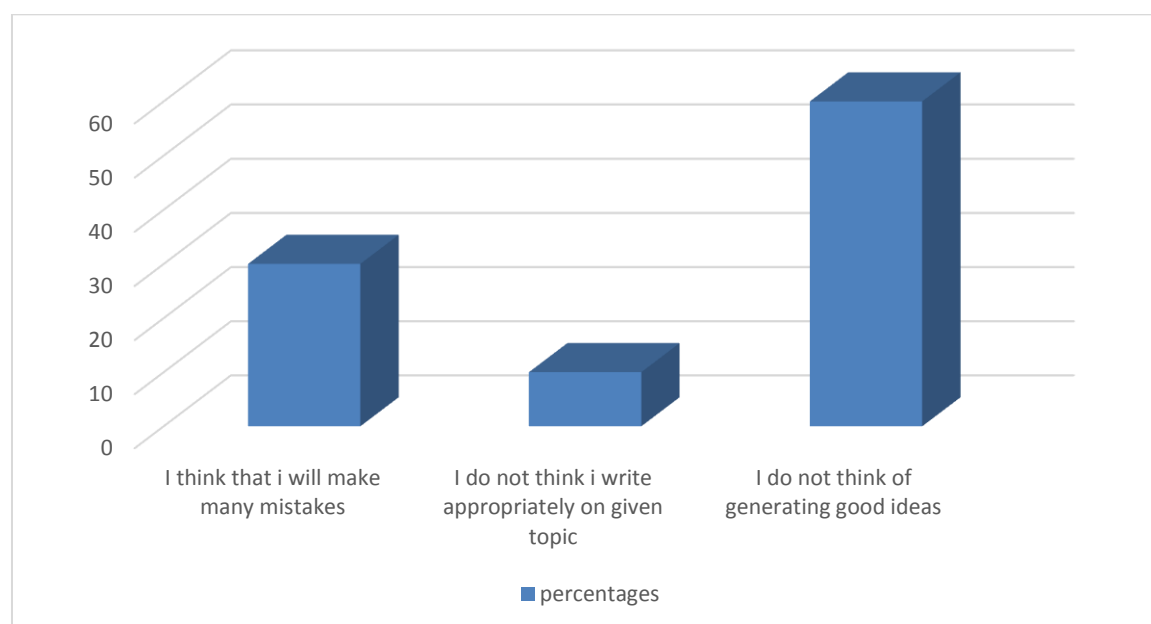**Table 3.11**

percentages

Figure : 3.11 : The Students' thought of being unsucessful after writing exam

The results of question 11 is also unsatisfactory and negative. (Figure 3.11) represents the students' thought of being unsucessful after writing exams. When asked whether they thought of being unsucessful after writing exams , the results were negative. (

60%) of the students did not think of generating good ideas. (30%) of the students thought that they would make many mistakes. (10%) of the students did not think that they wrote appropriately on given topic.

Conclusion :

The purpose of this practical study is to determine the students' attitudes and perceptions towards the English exam.The researcher arrives at that test anxiety id modrately and positively related with academic achievement.The researcher means that the presence of test anxiety entails high academic achievement.It is obvious that there exist a high negative relationship between test anxiety and students' interest in exams.Hence, the higher the test anxiety, the less the students' in English exams.

Chapter Three

3.1. Introduction :

Language testing researchers appear to steadily recognise that studies need to be accomplished in different contexts, and that a variety of different approaches are required to gain a profound understanding of the complexity of the nature in language learning and testing in particular. Therefore, this chapter seeks to suggest a classroom-based experimental framework to measure the students' attitudes and perceptions towards tesiting.It is, in fact, the practical aspect of the theoritical framework resulting from the literature review presented in the first chapter.

The inquiry starts with a more or less comprehensive account of the ELT situation in the educational system at different levels, exposing the actual objectives and perspectives of English learning and testing in Algeria, in the light of the newly adopted reforms.In addition to this, this chapter intends to reflect upon the students' attitudes and perceptions towards testing.

3.2. Results and Recommendations :

According to the data gathered from the questionnaire, %80 of the participants were not sure about which grammar rule to apply while writing . Data are categorized according to answers provided by the students in the questionnaire. In the questionnaire, the participants were asked the reason why they do not write well in exams and %60 of the participants stated that they become anxious during and after exams and they experience testing anxiety. Only %20 percent of the students whose English is good state no anxiety. After detecting the students who become anxious , the researcher concentrated on the reasons of their testing anxiety by the help of third, fourth, sixth and eleventh questions in qusetionnaire (see the- appendix) and did observation during and after the examination. The reasons of their testing

anxiety are arranged according to their frequency among the participants who are anxious and some reasons occur more than once . %60 of the participants have said that they do not become excited and anxious when it is not an assessment. The sources of language anxiety and fear of negative evaluation of foreign language learners were compiled according to the answers in the questionnaire. The findings about sources and levels of anxiety are

presented in Figure 6. These values indicate that EFL learners suffered from language anxiety because of certain anxiety-provoking factors. First, the findings reveal that learners experienced language anxiety when they developed the fear of failure. Second, fear of performing badly with regard to classmates and fear of making mistakes were considered as factors provoking anxiety. Third, for many of the students, fear of using wrong expressions was among the factors aggravating anxiety. As the values indicate, among other factors arousing anxiety were test anxiety and negative attitudes towards English courses.

In conclusion, the results of the study indicate that foreign language learners in the study suffer from language anxiety and fear of negative evaluation; that fear of negative evaluation is a strong source of testing anxiety, and that certain subject variables had significant correlations with the levels of language anxiety and fear of negative evaluation. According to the findings of this study, first and foremost, the sources of testing anxiety included lack of word knowledge, lack of grammar and syntax knowledge, fear of failure, fear of negative evaluation, anxiety, and time limit, whereas the sources of anxiety were fear of failure, fear of performing badly with regard to classmates, fear of making mistakes, fear of using wrong expressions, test anxiety and negative attitudes towards English courses. Secondly, data showed that fear of negative evaluation is the source of language anxiety in EFL learning. Finaly, data analysis obtained from the study indicate that fear of performing badly with regard to classmates is a strong source intensifying test anxiety.

The number of studies on washback effect in language testing literature has been improving rapidly due to its critical impact on learning, learners and teachers, and the complete educatonal system. The testing formats across countries have led the scholars to concentrate on the consequences of such tests on students and teachers (Alderson & Wall, 1993; Bachman & Palmer,1996; Yıldırım, 2010). This study aimed to examine the negative effects of testing on EFL students' writing and to find the reasons of these negative effects.

The results of this study indicate that students performance on tests cause increased level of anxiety. The results of the previous studies demonstrate that langauage anxiety has a distinctive feature from other types of anxiety (Horwitz, 1986). To put it another way, language anxiety is a distinct complex of self perceptions, beliefs, feelings and behaviors related to classroom language learning arousing from uniquness of the language learning process . Horwitz (1986) also states that there was a significant moderate negative correlation between foregn language anxiety and the grades students expected. Furthermore, language

anxiety stem from many sources, such as fear of failure and test anxiety. Among these sources, test anxiety is one of the most prominent one. Test anxiety is a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in various situations. Studies conducted in Algeria are too limited to draw conclusions on test anxiety. The sample group of this study consisted of 10 university students. The instruments used to collect data consisted of a questionnaire and an obsevation. The collected data were used to provide a descriptive analysis to adress the research question. Three main results obtained from this study. The first one is that EFL learners experience of testing anxiety is aroused by some main factors, such as lack of word knowledge; lack of grammar and syntax knowledge; fear of failure; fear of negative evaluation; anxiety and time limit. Secondly, the sources of language anxiety consist of fear of failing class; fear of performing badly with regard to classmates; fear of making mistakes; fear of using wrong expressions. Thirdly, language learners feel more comfortable and unstressed when teachers do not let them know that it is an assessment. In other words, EFL learners will not be anxious and excited if teachers do not let them know that it is an assessment. Denoting the negative effects of testing on learners performance and learning, future research might well investigate the relationship between testing anxiety and other variables such as learner disablity, gender role, age. Studies regarding the level and source of testing anxiety could be of utmost importance.

In addition to this, there have been other studies about language testing anxiety.According to Zeider (1998) test anxiety is a set of phenomenological, physiological , and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation. In this respect , Zeider assumes that test anxiety is strongly related to failure cosequences.This connection can be noticed even in (Sarason & Sarason, 1990) who state that when not in an evaluational situation, or anticipatory one, the highly test anxious individual may not worry about possibilities of failure , embarassement and social rejection.However, in evaluational situations these possibilities become active.One should also emphasize the fact that students who suffer from test anxiety do not necessarily lack in intellect or drive.Test anxiety and other deficits related to test anxiety, interfere with academic performance (Everson & Millsap).

In order to understand in what way test anxiety affects students' performance it is necessary to take under consideration the study of Liebert & Morris (1967) . These researchers analyzed the responses of the students to Saraso and Mandler's questionnaire (

TAQ : Sarason & Mandler, 1952) . The results indicated that test anxiety consisted of two major components. The first component was emotionality which was related to physical reactions to test situations, such as nervousness, sweating , constatly looking at the clock , pencil-typing and so on. The second factor was worry which comprises the psychological or cognitive aspect of test anxiety. '' *Worry relates primary to cognitive concerns about the consequences of failure''*Liebert & Morris (1967) .This is not surprising since a students test anxiety is something that cannot be perceived by a teacher or instructor.What is more , students' actual levels of test anxiety cannot be directly measured or examined.The only thing that could be observed id the students' manifestation of test anxiety in the form of emotionality responses mentioned.Morrris & Liebert study (1970) found that the factor oof worry had a stronger negative relatioship with performance outcomes than emotionality, in a group of high school students.This suggests that it is the cognition or thoughts about the evalautive situation that will have the greatest impact on performance under such conditions.

3.3. Conclusions and Discussions :

The findings of the present study can be mentioned as the following :

First, the students are usually affected by test anxiety, especially during the administration of the exam.Some of them report a high level of test anxiety.The results show that participants feel worried and anxious.Second, it results that some of the factors that cause test anxiety are related to the lack of vocabulary words , knowledge of grammar rules, and self-confidence.Third, according to the study, students fear of negative evaluation , getting low marks, and have trouble with time limit.Test anxiety gives rise to physical and psychological problems as well. It affects motivation, concentration, and achievement negatively.

Basically, based on the findings of the present study, recommendations can be presentesd.First, teachers should be aware of test validity and reflect content of the course to tests.Second, teachers should informe the students on content, test techniques, number of the items included in the test before the administration of the exam as Alcala (2002) suggests that teachers should familiarize students with the exam format and the type of rating system.Third, creating a low- stress environment allows the students to concentrate on the test rather than being distracted by test anxiety.Fourth, teachers should be aware of students' anxiety and should find ways to evaluate students without inducing high levels of anxiety , while still maintaining a positive effect climate.Another way to decrease test anxiety in testing

environment is to give learners the possibility to express their comments.For example, Smit & Rockett (1958) found that if students were asked to write comments on items during multiple-choice test the high anxiuos student did better and the low anxious worse but in the '' no comment'' condition the high anxious student did worse.

3.4. Limitation of the sudy :

Concerning this aspect, the researcher can say that some limitations can be noted.The study is limited to the students of only one faculty, namely ''Science and Technology''. Secondly, the study is limited to the subject variables such as : sex , age , and level of the students.Lastly, background education is not a variable.As a conclusion, considering the study is limited to test anxiety of '' Science and Technology '' students at Abdelhamid Ibn-Badis University.Eventually, further research should focus on more analytic issues such as teacher attitudes on test anxiety and feedback before and after the exam.

Conclusion :

This study determines the students attitudes and perceptions towars the English exam.The researcher arrives at that test anxiety is moderately and positively related to academic achievement.The researcher means that the presence of test anxiety entails high academic achievement.Obviously, there exist a high negative relationship between test anxiety and students' interest in exams. Hence, the higher the test anxiety, the lesss the students' interest in English exams.

General Conclusion

From a narrower vision, the introduction of a qualitative research methodologies closely related to the design, description and validation of language tests has undeniably impacted the field of testing in general and language testing in particular.The main concern of

educationalists, test designers , and teachers, is to make the most of an EFL test. Unfortunately, this cannot be realized without first and foremost a somewhat coprehensive knowledge of the criteria underlying what ought to be called informally 'a good test', namely practicality, reliability, and validity ; practicality,i.e. to account for some considerations : financial means, time constraints and ease of administration, scoring and interpretation, reliability, i.e. giving the same results if administered on different occasions and by different people and validity, i.e. the degree to which a test measures what is supposed to measure, or to be used successfully for tthe purposes which are intended to be measured.These basic criteria represent , so to speak, the backbone of the testing literature.

Arguably, many of EFL teachers are not familiar with such terms and in many occasions have recourse to tests designed by others.In a way they test what other teach.To fulfill mindfully and come closer to the functions that are assigned to testing, teachers should turn their attention towards a set of basic principles outlined by Korsal 2006.Basically, teachers should schdule testing activities on a permanent and regular basis and to give a meaningful orientation to the ' necessary evil'.In addition to this, the benefits of moving away from the traditional testing has been argued ; it should encourage educators to create more practical language exams that concentrate more on speaking and understanding the target language in real situations than memorizing its rules and reegulations in adition to other forms of alternative assessments.Yet, it is found that most EFL tests put too much emphasis on vocabulary and grammar.

Languge testing has become a core issue in language learning programms.While interest in the effects of testing on the students has been focused more solely on upon test performance and graduation outcomes, students have developed a negative ettitudes towards testing.Most of the time research in the field of language learning and testing has reported more negative than positive attitudes towards testing. A substantial literature has developed giving language testing a demarked orientation within the field of applied linguistis , TEFL and educational psychology.From a research perspective, the analysis and interpretation of the results and the findings can serve as gold mine to better understand the true nature of language testing and the students' perceptions and attitudes towards testing.While from a pedagogical perspective, feedback from languge tests can provide useful information about the process of language teaching and testing.

To avoid any pretentious interpretations , this research work no way 'nuts and bolts' dissertation nor a practical guide on how to write language tests or how to decease the students' perceptions towards testing.Beyond the descriptive and analytical aspects of language testing anxiety it has dealt with, this dissertation has dealt with fundamental issues in languge testing anxiety and English language testing in particular as part of the first year students of science and technology and their perceptions upon English exam.

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Questionnaire   *Male* ☐   ☐

Female

1.I can not write well in writing exams because

a. I get excited

b. I become anxious

c. I find writing as a boring activity

2.I get excited very much in writing exams because

a. I do not feel myself confident enough

b. I fear of making grammar mistakes

c. I hesitate to use wrong expressions

3.I often feel nervous in writing exams because

a. I find my vocabulary knowledge inadequate

b. I think of being unsuccessful

c. I do not have self-confidence in generating organized ideas

4.I feel anxious in writing exams because

a. I hesitate to make mistakes

b. I can not express my ideas easily

c. I I do not have enough self confidence

5.I write better when it is not an exam because

a. I am less excited

b. I have a chance to realize my mistakes

c. I do not have trouble with expressing myself

6.I feel anxious after writing exams because

a. I fear of performing badly with regard to my friends

b. I fear of getting low marks

c. I lose my self-confidence

7.I can not express my ideas easily in writing exams because

a. I have trouble with time limit

b. I feel anxious of using wrong words

c. I can not concentrate on easily

8.I am less excited when it is not writing exam because

a. My self-confidence increases

b. I do not feel anxious

c. I do not fear of making mistakes

9.I make many mistakes in writing exams because

a. I feel anxious during exam

b. I feel myself deficient about grammar knowledge

c. I am not sure about which grammar rule to apply

10.I can not use my vocabulary knowledge enough in writing exams because

a. I can not generate ideas fast and easily

b. I am not sure of using appropriate vocabulary

c. I fear of making mistakes

11.I think of being uncessfull after writing exams because

a. I think that I will make many mistakes

b. I do not think I write appropriately on given topic

c. I do not think of generating good ideas