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**The Effect of Anxiety on EFL Students' Test Performance: EFL
Second Year Master Students at the University of Guelma 8 Mai 1945**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfilment of the Requirements for the Master Degree in Language and Culture**

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Dedication

I am deeply grateful to dedicate this modest work to:

The soul of my prince “the greatest” father who devoted his life for us the one who had always taught me to depend on myself, encouraged me, and filled my life up with love and hope. May God has mercy on him, rest in peace.

Special thanks go for the most beautiful and wonderful mother on earth. The words are not enough to describe her kindness, sacrifice, and true love.

To my beloved sisters Amel, Zahra, and Rahma and their husbands Salah, Hakim, and Fateh.

Thanks a lot for your endless support and advice.

To my sweetheart nephews and nieces.

To my soul mate “Khadija” who always been with me in times of need, I owe you a lot, you are so precious to me best thanks for your everlasting support.

Finally, to my closest friends who believed in me, and with whom I shared precious memories,

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To my lovely ‘Nouara’ who has always been by my side whenever I need her, to the kindest twins Nessrine and Romyssa for their continuous love and encouragement,

To all my friends and relatives especially, my cousins Amira and Farah.

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I dedicate this work to each one who contributed to my success

To the dearest people to me

To my big lovely family, my lovely parents who help me in reaching this place god bless
them Inshaallah

To my sisters 'Imen' 'Amal' and 'Nour El Wijdene'

To my husband and my son 'Idris'

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Abstract

The present dissertation tries to shed light on the impact of anxiety on EFL students' test performance. This study seeks mainly to examine students' knowledge and attitudes towards anxiety and during exams. Also, it aims at investigating the extent to which both students and teachers can minimize the problem. Hence, we hypothesize that if the students are able to overcome their anxiety, their test performance will be upgraded. To verify the research hypothesis we have followed a quantitative descriptive method, the questionnaire as a data-gathering tool was delivered per e-mail due to the coronavirus pandemic for Second Year Master students of the English language at 08 Mai 1945, University of Guelma. The analysis of the findings provided a bunch of proof that affirms that anxiety as a serious problem has a great effect on students' test performance that prevents them from getting good marks and achieving high degrees in tests. The results revealed that some students agreed about their qualifications in controlling the fear and the stress throughout the testing process. Consequently, boost their performance over tests in particular and their educational level in general. To conclude this study, some recommendations are proposed for both students and teachers to promote their consciousness regarding the seriousness of this issue through the use of various strategies as well as applying particular principles among them practicality which helps in overcoming anxiety.

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List of Abbreviations

MLAT	The Modern Language Aptitude Test
PLAB	The Pimsleur Language Aptitude Battery
IELTS	The Cambridge International English Language Testing System
TOEFL	Test of English as a Foreign English
EFL	English Foreign Language
FLA	Foreign Language Anxiety
FLCAS	Foreign Language Classroom Anxiety Scale
FNE	Fear of Negative Evaluation
FL	Foreign Language
%	Percentage

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GENERAL INTRODUCTION

Tests are an inevitable stage in foreign language learning. They are used by teachers to evaluate learners' success and level, their knowledge, and how much they have learned the foreign language. Students' performance in tests can be affected by many factors such as preparation, concentration, knowledge, and feelings. Anxiety during tests is among factors that affect test performance which may lead to students' failure.

Anxiety is a normal feeling of life that most people can suffer from. Usually, facing difficult moments in life makes people obliged to feel anxious and stressed. It can differ from one person to another and from situation to situation. Within the field of Education, however, anxiety becomes a serious problem. Most of the students may struggle with the feeling of fear and nervousness which can harm students' performance resulting in learning failure. This tense can occur in various learning performances as in oral presentations, classroom conversations, and in test performance and exams. Teachers can also observe students' anxiety, fear, and stress in the classroom, especially during exams, as a result, they realize that some good students get bad marks in the exam which may be due to anxiety. Thus, test anxiety is a serious problem that students may encounter, and everyone needs to know how to identify his/her anxiety in tests, its causes, and treatment to overcome it.

1. Statement of the Problem

Some students at the English department of the University of Guelma have different scores in tests and exams even though they all were under similar conditions which proposed to attain the same results this may be caused by many factors, and among them is anxiety. Feeling anxious may negatively affect students' performance in tests. Some students revise very well

for the exam and work hard to get good marks, but during the exam they may feel stressed and anxious; which will result in their weak performance and hence their bad marks. Therefore, the present research addresses the following question:

Does Anxiety affect Students' Test Performance?

2. Aims of the Study

Most of the time students feel anxious, stressed, and incapable when passing a test or an exam, which might affect their results. Thus, the importance of being aware of the problem can help in controlling it. So, the aim of this research is twofold:

1. To investigate the effects of anxiety on students' test performance.
2. How students can overcome or at least minimizing anxiety.

3. Research Hypothesis

Students' awareness of their problems in learning, mainly anxiety may help them in improving their performance during tests and getting high scores. However, when students neglect the problem of anxiety and do not give it much importance this may affect their performance. So, we hypothesize that:

H1: If students can overcome their anxiety, their test performance would improve.

H0: If students can overcome their anxiety, their test performance would not improve.

4. Research Methodology and Design

4.1. Research Method

To show the effect of anxiety on students' test performance a quantitative descriptive method is used. This method aims at confirming or rejecting the hypothesis by administering a

questionnaire to second-year master students. The tool provides us with a variety of views that are related to how anxiety can affect students' performance during tests and exams.

4.2. The Population of the Study

The participants in this research are second-year master students at the Department of English, Guelma University. These participants that are under investigation are chosen because they are the best sample to conduct the research. They have lots of tasks to do such as presentations, tests, quizzes, and exams. Also, they are more aware of the problems and feelings that appear during tests and examinations. Thus, 50 students are randomly chosen for the sake of answering a questionnaire about the subject matter (As cited in Cohen, Cohen, Manion & Morrison, 2000, p. 94).

5.3. Data Gathering Tools

To test the hypothesis, the students' questionnaire gives exact information about how anxiety affects students' performance as well as how it can overcome this problem. This tool provides an in-depth context and valuable insight which allows us to know whether the research matches up with its goal.

5. Structure of the Dissertation

This dissertation is divided into three main chapters starting with a general introduction and ending with a general conclusion. The first and the second chapters introduce the theoretical part, while the third is a practical one.

The first chapter is devoted to "test performance". It deals with its definition, the main distinction between assessment and evaluation. Besides, it has tackled the different types of tests. Besides, the main principles of language testing. Also, it exhibited an overview of the major approaches and techniques. Then, various factors that affect test performance have been

presented. Furthermore, it has highlighted the importance of tests in both teaching and learning processes. The second chapter offers a brief review of the definition of anxiety in the light of some theories and approaches, then explores the causes, effects, and symptoms also the chapter will explain types and treatment of anxiety. The third chapter is “Field of Investigation”, it is concerned with data collection and analysis from the students' questionnaire. Then it explores the interpretation of the administered questionnaire. The chapter introduces the relationship between anxiety and test performance, and the extent anxiety affects students' test performance. By the end "General Conclusion” summarizes the main findings of the research.

CHAPTER ONE

TEST PERFORMANCE

Introduction

In instructional systems, the testing process has been conducted to inspect the efficiency of students it works as an implement to draw a final decision about students' fulfillment. Yet, tests are the most relevant method to conclude students 'qualifications that is why most learners credit great significance to them. The underlying purpose of testing is to exhibit how students perform accordingly to accomplish a certain goal whereby educators seek to find out whether the students reached the promised requirement. The teachers cannot design tests randomly rather they have to deem precise principles to obtain effective tests.

This chapter tends to shed light on the most common definitions of testing,. In addition, it gives some insights into what assessment mean to see whether they share similarities, or they are different. Then, it moves to explore the various types of tests. Moreover, it highlights the most prominent principles of testing as well as its major approaches in addition to the main test techniques. Furthermore, it tackles the different factors that greatly affect the performance of test-takers during exams. Finally, the chapter concludes by presenting the importance of testing in teaching and learning processes.

1. Definition of Testing

Tests are generally used to determine students 'level and degrees, it is a range of multiple questions that can be replied either orally or written. According to Carroll (1968), a test is defined as "a procedure designed to elicit certain behavior from which one can make inferences about certain characteristics of an individual" (As cited in Bachman, 1990, p.18). That is to say, a test is an effective instrument that is constructed to evoke specific attributes from persons' conduct.). Moreover, Hughes (1989) affirmed that tests are generally used to secure some

information (p.9). To put it differently; the aim behind any kind of test is to attain sufficient information concerning students' levels in their learning path. In this regard, Brown (2003) provided another definition of a test, he concluded that a test is "a method of measuring a person's ability, knowledge, or performance in a given domain" (p.3). This implies, it is necessary to take into account students' backgrounds and qualifications to estimate their capacities in language performance. The test can be seen as a determined instrument of the student's competencies and capacities in a specific field that provides detailed information about students' performance (Brown, 2003, p.4).

According to Oremann & Gaberson (2015) Tests are regarded to be the most practical vehicle that seeks to determine students' degree over miscellaneous sorts of questions as a mean to scrutiny what has been studied beforehand, they argue that the scoring process of any tests is mainly based on the numeral of the right responses (p.7). Brookhart and Nitko (2008) defined a test as "an instrument or a systematic procedure for describing a characteristic of a student's" (As cited in Oremann & Gaberson, 2015, p.8. In other words, a test is mainly used to estimate a student's adequacy. Yet, most students tend to work hard for tests' preparation since they know that their performance is going to be evaluated, likewise, the tests must be designed by officials in the light of some procedures during a specific time.

Furthermore, Testing can be defined as a very essential element in the teaching process which is used to evaluate and figure out student's abilities and capacities. Actually, testing and teaching are the two sides of the same coin which cannot be separated. So, they complete each other in which teaching language provides learners with the required knowledge and information whereas, the testing role is to check what has been learned in the classroom (Heaton, 1988, p.50).

In fact, Language testing cannot assess more than one's skill in a language's performance. For instance, speaking, writing, reading, and listening as an integral part of the language. Chappelle and Brindley (2010) described language testing as the process of gathering information to draw a conclusion relating to students' performance (p.247). Simply, language testing is a means used by teachers to measure students' level in a particular subject. To conclude, testing has been taken to mean a form of measurement tool, which permits the candidates to solve the issues and responding the given questions by providing a model of their practices (Mohan, 2016, p.34).

1.2. The Main Distinction between Assessment and Evaluation

The concepts "Assessment" and "Evaluation", have been used interchangeably they may seem interrelated, but there is a difference between them based on "focus" and "purpose" (As cited in Mohan, 2006, para.5)

1.2.1. Assessment

An assessment has to be viewed as an interrelated piece of learning and teaching processes that stands on describing students 'obstacles to enhance their learning (Palomba and Banta, 1996, p.3). Yet, the aim of any assessment is mainly based on the amount of information which stemmed from learners 'accomplishment to clarify it (Black &William, 1998, p.12). The interaction between teachers and students is the key element of assessment that authorized the teachers to gather a series of reasonable information concerning students 'overall competencies as well as capacities (Berry, 2008, p.6). Also, Palomba and Banta (1999) came up with another definition of assessment. Accordingly, "assessment is the systematic collection, review, and use of information about educational programs undertaken to improve learning and development" (p. 4).In brief, Assessment permits teachers to be aware of their students' learning styles. Besides, it allows them to make sure whether students' attainment of given information was

successful or not (Mohan, 2016, p.25). Besides, it helps the students to be familiar with their difficulties, and requirements through feedback, hence, reinforcing the educational level of students (Alhareth & Dighrir, 2014, para.5).

1.2.1.1. Types of Assessment

Mostly, assessment has various forms, yet, formative and summative assessments are the most prominent types of assessment. Weir (2005) asserts that Summative assessment takes place when ‘the teaching activity’ or the semester is over, it aims to form a judgment about test-takers ‘grades and to decide willingness for their accomplishments. Also, it acts as a determining tool for the full performance of students. To be clear, summative assessment measures what the students have attained after the end of the educational program (As cited in Tomas 2018, p.2).

On the other hand, formative assessment is specifically designed to recognize the strengths and weaknesses of learners. Consequently, to foster their future performance (Surbhi, 2016, p.4). In this regard, it is necessary to consider “feedback”, which describes learner’s attainments and assists them to promote their learning career (Darling-Hammond, 2006as cited in Tomas, 2018, p.3). According to Black &William (1998), formative assessment is defined as “all activities which, when undertaken by teachers and/or students, can provide information that helps to modify teaching and learning practices” (p 172).In other words, it is a form of assessment that enable both teachers and students to gain detailed information or facts about their capacities and struggles to improve their levels (Alhareth & Dighrir, 2014, para.6)

1.3. Kinds of Tests and Testing

Language tests are generally composed of considerable kinds that can be categorized under the aim behind each kind and the required information as well. According to many professionals

and scholars, there are various classifications of tests. In this regard, the most common types are proficiency tests, achievement tests, and diagnostic tests.

1.3.1. Proficiency Tests

Proficiency tests are not designed to assess what has already been taught in the course. Instead, they are regarded as a tool for examining students' capability in a language. Additionally, estimating the extent to which students are capable in that language and how they should act to master their capability to be "proficient" and skillful as well. Thus, the term proficiency may refer to an "enough demand for language skill". This means that test-takers must be adequate to perform the language efficiently without facing any obstacles; furthermore, the language used has a definite intention, which highly reflected the specification of the test content, this later seeks to take merely one form or subject such as arts or science(Hughes, 2003, p.11).In a similar vein, Brown (2003) maintained that the purpose behind any kind of test proficiency is to have out the general capacity of language which is not limited to what has been covered in the curriculum (p.44). The American TOEFL tests and the Cambridge International English Language Testing System (IELTS) are almost remarkable proficiency tests that are devised to scrutiny students 'capacity and recommended them to apply all that they have obtained about the language(Hossain&Ahmed, 2015, p.81)

1.3. 2. Achievement Tests

Achievement tests (or attainment) are prepared to probe whether the students are adept to realize the anticipated objectives at the closure of the course. Hence, the questions of this sort must be restricted to what has already been informed in the classroom (Dewi &Nastiti, 2012, para.4). Achievement tests fall under two types. The first one is a final achievement test, which refers to those tests that are doubtless written by officials when the course of study is over. Besides, its aim which bases on finding out whether the test's question is relevant to the content

of the program. The second one is a progressive achievement test. From their name they are used to indicate the progress or how the student moves forward (Bachman, 1999, p.34). According to Hughes (2003), “progress is towards achievement course objectives” (p.12). This means that they are planned to scrutinize the overall competency of students to reach the predicted purpose of the course, also, to make a judgment over the improvements of students.

1.3.3. Diagnostic Test

According to Hughes (2003), “Diagnostic tests are used to identify learners’ strengths and weaknesses” (p.15). In other words, they are designed to elicit the feeble and the potent side of students. In fact, the gained information from this sort of test authorizes the teachers to extract what students still need to enter in the curriculum. For instance, the aim of a test in pronunciation is to discover the phonological features that highly complicated the learners’ works. For that matter, the teacher seeks to find a solution by focusing more on the students’ difficulties to be part of the syllabi (Brown, 2003, p.47).

In this regard, Lee (2015) defined diagnostic assessment as “the processes of identifying test-takers’ (or learners’) weaknesses, as well as their strengths” (p.5). That is to say, the primary purpose of diagnostic assessment is to shed light on the weak points of students to upgrade their learning styles by providing “diagnostic feedback” as well as “specific remedial tasks”. Accordingly, diagnostic testing generally handles with both previous and future learning. Unlike, achievement testing, which is concerned only with the ‘past learning’ since it is proposed to verify what has been formerly instructed (Lee, 2015, p.5). However, proficiency tests mainly deal with ‘future learning’ since they are predetermined to inspect what student hopes to achieve onward (Heaton, 1975, p.72).

1.3.4. Language Aptitude Tests

Brown (2003) indicated that Language aptitude or prognostic tests are constructed specifically to anticipate the accomplishment of students in learning foreign languages to estimate their competency in a second language. Accordingly, both, The Modern Language Aptitude Test (MLAT) and The Pimsleur Language Aptitude Battery (PLAB) are the best examples of Standardized aptitude tests used in the United States (Brown, 2003, p.43). The term ‘aptitude’ was initiated with the work of Carroll (1981) who defined it as a range of qualifications that favor people to succeed in a second language than others (p.44). In other words, it refers to those general abilities that cause the distinction between people. Similarly, Cronbach and Snow (1977) argued that “psychologically, aptitude is whatever makes a person ready to learn in a particular situation” (as cited in Russo, 2011, p.6). This means that success in foreign languages is determined by the aptitude of students. In short, the aim behind such kind of test is to estimate the total performance of a student in learning foreign languages.

1.4. Major Approaches to Language Testing

Historically speaking, language testing as a paramount device in the teaching process, has been grown through several stages to reach what is called currently “testing”. Actually, its progress over time may refer back to disparate fields as well as theories as part of applied linguistics. There are four major approaches associated with language testing including the Essay translation approach (pre-scientific era), psychometric structuralists approach, integrative approach (pragmatic), and communicative approach (Alduais, 2012, p.203).

1.4.1. Translation Approach

In the 1990s, most of the tests were categorized under the essay translation approach, where all tests are constructed spontaneously which means there are no specific standards nor strategies to follow. For this reason, it was labeled “pre-scientific” (Madsen, 1983, p.23). In fact, most tasks of these tests were centered on grammar, translation, and writing essays.

Additionally, the leading typical feature of tests under this approach is “intuitive, subjective, impressionistic yet unspecific”. Actually, proponents of this approach prefer to embody certain subjects, which tie with both culture and literature to take place in their test paper (McNamara, 2000, p.12).

1.4.2. Psychometric-Structuralists approach

The deficiency of the above approach led to the emergence of another one, which is the psychometric-structuralists approach. It was highly affected by the multiplicity of scientific fields such as structural linguistics and psychology or what is labeled “the scientific era” (Madsen, 1983p.25). Essentially, the appearance of this approach was exactly in the 1950s, it comes to oppose and deny the main principles of the translation approach where the tests are designed in the light of specific criteria rather than instinctively (p.26). In fact, tests are aimed at eliciting the knowledge from students to test their competency in vocabulary and grammar, in contrast to the translation approach, this approach is characterized as “objective, statistics-based-exams, and non-impressionistic(McNamara, 2000,p.18).

1.4.3. Integrative Approach

Just like the previous one, the psychometric-structuralists approach fails to actualize communication as an integral part of the learning process. That is why, it was highly criticized and lead to its replacement with a further approach which is “pragmatics or integrative approach” (Madsen, 1983, p.27). Accordingly, tests under this approach can be described as “holistic, integrative, pragmatic, sociological, and subjective” (p.28). Yet, many skills were unified on purpose, which stands on measuring them together within the same type of tests to fulfill a communication purpose. Both dictation and cloze tests are designed to test students’ abilities in reading as well as listening skills (Weir, 2005, p.20).

1.4.4. Communicative Approach

The unreliability and invalidity of the preceding approach led to its downfall meanwhile, it gives birth to a new one, which is the “communicative approach”. This approach shifted attention to the use of language rather than the knowledge or the form of the language (Madsen, 1983, p.27). In other words, it focuses on the extent through which individuals are adept to practice the language accurately and effectively. The intent behind tests in this approach is to examine students’ capacities in the use of language to show their efficiency over the communication process (Alduais, 2012, p.205).

1.5. The Basic Principles of Language Tests

In designing a formal test, it is necessary for all constructors of tests to respect precise principles to bring about the potency of tests. Certainly, they are equivalent in terms of value and importance. Actually, they have been developed to exhibit how tests can be efficiently designed (Brown, 2004, p.18).

1.5.1. Practicality

Practicality states how a test is highly effective. That is to say, to achieve practicality it would be better to rely on your test on cost, energy, and time. According to Bachman &Palmer (1996) “practicality refers to the relationship between the resources that will be required in design development, and use of the test and the resources that will be available for these activities” (p.36). Equally, Brown (2004) claimed that a practical test “is not excessively expensive, stays within appropriate time constraints, is relatively easy to administer and has a scoring/evaluation procedure that is specific and time-efficient” (p.19).

To be more precise, Brown (2004) came up with an extra explanation of practicality in which he classified it into three fundamental items, which are time, effort, and money. Accordingly, whenever the test is lengthy and engages the learners to spend more than two hours writing their answers, then the test is a long way from being practical likewise, the test will lose its

practicality if it is extremely expensive. Furthermore, it is certainly impractical to commit a small group of testers to invigilate at least hundreds of students. Also, he asserted that the test would not be practical when the questions are too simple and obvious to respond by test-takers in a very short time while it required more exertion and time from the examiners to evaluate (p. 20). Simply, to gratify the practicality principle we must take into consideration the time consuming, keeping the test questions as brief as possible instead of lengthy one, no extra money than necessary, and finally, the test should be easy and effortless

1.5.2. Reliability

The reliability of a test generally relates to both ‘dependability’ and ‘consistency’, which is “the degree of consistency in measurement and the lack of error” (Gidron 2013, para.1). In other words, the test is reliable when the learners get almost the same marks by different examiners on various occasions (Brown, 2004, p.19). That is, the test should always obtain the same results regardless of time variation. Therefore, the consistency of marks is what makes the test reliable as well as it permits the testers to make a final inference concerning the real rank of students (Heaton, 1975, pp.155-156 & Brown, 2004, pp. 21-22).

In fact, there are many factors, which greatly lead to the unreliability of a test. Firstly, according to Mousavi (2002), student-related reliability refers to those personal factors like tiredness, temporary illness in addition, to other psychological and physical problems in which students’ performance is affected (p.805). Secondly, rater reliability which evokes many complications like lack of attention during the scoring process. Thirdly, test administration reliability encompasses almost every detail relating to testing surroundings and conditions this latter influences students’ grades either positively or negatively. Fourthly, test reliability deals with the nature of the test and its construction. The poor handwriting of the question test leads to bad students’ results. Substantially, test-takers are often affected by time especially when the

test is too long which exhausted them to complete the whole test due to time restriction (Brown, 2004, p.21).

1.5.3. Validity

The most crucial principle of language testing is validity. Gronlund (1998) Defined validity as “the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment” (p.226). From this quote, we can refer to validity to how much the obtained outcomes meet the anticipated objectives of the teacher’s assessment. For example, a test of reading skills is considered to be valid, if it is intended to measure the reading ability (Brown, 2004, p. 22). Similarly, Heaton (1975) affirmed that one way to achieve the validity of any test is to reflect what is intended to figure out, the objective of this test standing on offering an accurate and true measurement. For instance, supposing that the aim beyond a certain test is to scrutinize the extent to which test-takers are capable of writing skills, it will be suitable for teachers to inquire their students to write a paragraph about ‘photography. This test cannot fulfill validity since it requires test-takers to have some knowledge concerning photography that prefer specific student (p.159).

In particular, validity can be seen as the basic element of assessment that is linked to Inferences. This later alludes to persons’ interpretations and analyses around test scores. In other words, the concept of validity is based on the inferences that stem from test results that need to be accurate and convenient. In Messick’s (1989) words “what is to be validated is not the test or observation device but the inferences derived from the test scores or other indicators...” for him it is not possible to say a valid test nor observation since he refers validity only to inferences made from test outcomes (as cited in Messick 1996, p.245). Furthermore, Linn and Gronlund (2000) described validity as a “matter of degree” or grade rather than

“numeral value”. Actually, there are certain words that are used to display the validity of results including high, low, and average. (p.75).

1.5.3.1. Types of Validity

To accomplish the validity criterion, a test should carry special sorts of evidence. The evidence of validity is face validity, content-related evidence, criterion-related evidence, construct-related evidence, and consequential validity.

First, face validity is purely defined as the degree to which a test ‘looks right’ to the subjective judgment of the test takers, instructors, and administrators (Mousavi, 2002, p.244). In another regard, Brown (2004) claimed that face validity means that a test is valid when it conforms to students ‘expectations as well as perspectives. Indeed, tests must possess face validity, if not then a test may not be agreeable and achievable to students. In brief, face validity effects the psychological estate of students such as “confidence and anxiety” which perhaps drive them to feel uncomfortable and upset exclusively when they believe that the test does not honestly consider their abilities (p.26). Accordingly, to gain a high level of face validity, test-takers must consider the followings:

- A Well-Constructed, Expected Format With Familiar Tasks,
- A Test That Is Clearly Doable Within The Allotted Time Limit,
- Items That Are Clear And Uncomplicated,
- Directions That Are Crystal Clear,
- Tasks That Relate To Their Course Work (Content Validity), And
- A Difficulty Level That Presents A Reasonable Challenge

(Brown, 2004, p.27)

Afterward, Content-related Evidence turns around the relationship between the objectives of what is being informed in the syllabus and what is going to figure out, in other words, content-related evidence refers to the extent to which test items mirror the objectives of the course (Heaton, 1975, p.160). Similarly, Brown (2004) came up with an identical definition of content validity, he stated that “if you can clearly define the achievement that you are measuring” (p.29). For example, the test will lack its content validity, if the test aims to estimate the student capacity in speaking through asking the test-takers to answer a paper-and-pencil multiple-choice test instead of involving them to speak directly (p.30).

Subsequently, most of the “teacher-made classroom assessment” is used to suit what is so-called the “Criterion-related Evidence” which links to “the extent to which the criterion of a test has actually been reached” (Brown, 2004, p.23). In the light of this, criterion validity is perhaps used to display the connection between test results and the checked standards likewise to prove how those expected results attain the criterion, which is supposed to be evaluated. By a way of illustration, if the objective of a test is to appraise the qualification of students in phonetics, it will be convenient to compare the consequence of a “teacher-made test” with the results of the constant subject matter in the textbook (Brown, 2004, p.24).

Next, Construct-related Evidence, or what is frequently called construct validity is “any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions” (Brown, 2004, p.25). Particularly, the focal point of construct validity is to gouge the constructed theories and assumptions, which you pretend to scrutinize. For instance, in order to probe the theoretical constructs of the oral proficiency test, it is perfectly possible to deem the following factors like fluency, pronunciation, grammatical accuracy, and vocabulary used as the notable elements of oral production.

Lastly, Consequential Validity is highly related to the overall results of tests with taking into account “Its accuracy in measuring the intended criteria, its impact on the preparation of test-takers, its effect on the learners (positive or adverse effects), and social consequences of test interpretation and use” (Brown, 2004, p25). In this context, Weir (1990) described consequential validity as ‘washback’ validity that focuses special attention on the influence of tests (27).

1.5.4. Authenticity

The concept of Authenticity has a crucial role in the teaching process. According to Charles Alderson (2000) authenticity has been used to describe “the relationship between the test and the real world” (p.138). In addition, Bachman and Palmer (1999) offered a brief definition of authenticity “as the degree of correspondence of the characteristics of a given language test task to the features of a target language task” (p23). Most importantly, an authentic test refers to either a written or spoken test that is designed by native speakers who use a “real-life” language for a real audience to achieve an authentic or truthfulness intention (Morrow, 1977, p.13). In other words, Grellet (1981) described authenticity as the use of the real original text without any change. By way of illustration, whenever you want to achieve the criteria of authenticity, you should better systemize your test on something that guarantees the credibility of origins as it is appeared for the first time without being deprived or altered (p.8). Furthermore, Rogers (1983) explicitly pertained authenticity with the following terms ‘trustworthiness’, ‘genuineness’, and ‘realness’, in his concern, being an authentic teacher is equivalent to being a truly one (p25).

According to the definition carried by Richards (2001) who believes that authenticity as an underlying doctrine in language assessment is utilized to signify the extent to which the language of test is pure and actual, doubtless, this will sustain the student to perform the target

language in a very useful manner (p.21). The aim of authenticity stands on display the magnitude to which the language is straightforward rather than draw attention to teaching the grammar of the language. Certain conditions are substantial to fulfill the authenticity of the test. First, the most convenient option of languages 'test is very outstanding which means the language must be as simple as possible. Second, contextualized items. Third, you have to be careful while selecting the topics of test that must be appropriate and significant to attract the test-takers. Fourth, the items must be arranged according to the specific order. Finally, the target of the test is to symbolize the real world (Brown, 2004, p. 28).

1.5.5. Washback

The effect of tests in learning as well as teaching processes regain primarily to what is labeled as washback (Gates, 1995, p. 101). Yet, Messick (1996) viewed washback as the consequential facet of construct validity. Quite similar, many researchers have correlated washback to test validity (p.241). Otherwise, the concept of washback came to exhibit the relations amidst testing and teaching. There are miscellaneous terms that can be used interchangeably with washback including 'backwash', 'curriculum alignment', and 'test feedback' (Brown, 1997, p.27).

Generally, tests have a strong effect not only on learners who exert themselves to get ready for the exams but on teachers as well who tend to assist their students. Once again, Messick (1996) said washback is "the extent to which the introduction and the use of a test influence language and teachers to do things they would not otherwise do that promote or inhibit language learning" (p.1). A similar definition provided by Alderson and Wall (1993) described washback as the phenomena which exert learners and teachers to do things towards tests (p.110). Moreover, Brown (2004) provides a very potent plan to enhance washback that is through intrinsic motivation, autonomy, and self-confidence of the students. He believes that washback

enhances by associating students' marks with some kind of comments and remarks. That's why he rejected the idea of turning back test papers just with "a signal letter grades and numerical scores". Indeed, writing comments and feedback helps students to avoid any kind of ambiguity concerning their marks since the teacher covers every detail related to students' level (p.28).

Teachers have to accomplish their role while correcting the tests 'paper by following the mark with specific comments, for instance, providing comment for strengths, and avoiding destructive criticism about students' weaknesses. Therefore, the learners will be able to foster their performance especially when the testers write positive comments that enhance their motivation likewise help them to move ahead (Brown2004, p.29).

Washback is mainly perceived to be either positive or negative. The positive washback effect occurs once there are benefits across testing procedures upon the teaching process for instance, an oral proficiency test is planned just to enhance the teaching of speaking skills. Whereas, the washback negative effect refers back to the harmful which may occur between what is learned and what is performed like restricting the context of teaching and learning process (Taylor, 2005, para.2).

1.6. Test Techniques

Test techniques are generally used as a device to scrutinize the language qualifications stemmed from students' behaviors. The aim behind these techniques base on examining the four major skills of language such as listening, writing, reading, and speaking. In fact, what do we want truly from these techniques is to extract conduct that will ensure the reliability and validity of abilities as well as the accuracy of scores, also, the possibility of saving time and exertions, finally these techniques must achieve a positive washback effect. In this context, Hughes (2003) explained four common techniques that are multiple-choice items, true or false items, short-answers items, and gap-filling items (p.75).

First, multiple-choice items refer to those tasks that adhere to test-takers to choose only the most precise and accurate answer from three or more options. Noticeably, many teachers and students prefer these kinds of questions for the sake of their abundant advantages. Among them the accuracy of the scoring process, facilitating student's work in exams by sparing them from lengthy answers, instead, students are only asked to tick whatever fits best among the options, which in turn acts as the best time-saver. Indeed, there is only one structure for multiple-choice items, in which testers provide one single statement and accompany it with several choices (Hughes, 2003, p.76).

The second type of technique is a true or false item. It can be also labeled as YES/NO items. according to Hughes (2003), the candidate's role in this task is to conclude whether the statement is correct or wrong as well as to state their opinion if they agree or disagree merely via selecting between YES or NO (p.77).

Third, Hughes (2003) asserted that Short-answers items are commonly linked to listening and reading tests in which students have to concisely resolve the questions (p.82). Unlike multiple-choice items, short-answers items are a very easy task to write. Also, test-takers are restricted by the required length, in which their answers must be as abridged as possible. (Hughes, 2003, p.82).

Forth, Gap filling items are the most valuable technique by which test-takers are inquired to fill the blanks or simply write the missing word to finalize the essence of a given expression. If the gap-filling items are used to test the listening and reading skills, it will be useful to provide the learners with text that encompasses almost the missing terms. Additionally, they are also described as the best potent technique to find out the level of students toward vocabulary and grammar (Hughes, 2003, p.88).

Heaton (1975) on the other hand provided extra techniques. Firstly, open-ended items in which the test-takers are required to answer either in one/two words or in a full sentence following the nature of the questions 'sort. Secondly, rearrangement items generally refer to those types of questions that commit the test-takers to rewrite the disarranged sentence to pick up the correct answer stand on many instructions. Accordingly, this item aims to measure how well students are adept to recognize a series of steps in the narrative process. Lastly, completion items are somehow similar to the first one in which test-takers are asked to respond in one word or producing a sentence. They are used "to measure recall rather than recognition" as well as the test the reading skills (p.129)

1.7. Factors Influencing Language Test Grades and Performance

The testing process has been viewed as the cornerstone of teaching systems as it helps the testers to scrutinize the rank of students in their learning career. Most of them will get different grades that favored some of them upon the others even though they all have received the same test under similar conditions. The success and failure of test-takers in exams may refer to several factors. Yet, many studies were administered to explore what are these kinds of factors, which impress the performance of the learners in exams. Bachman (1997) noted that the grades of test papers as well as students 'performance are determined by the following four factors: communicative language ability, test methods facet, personal attributes, and random factors (p.23).

1.7.1. Communicative Language Ability

This leading factor is mainly used to indicate students' ability in clarifying any complication by implementing their competency and skills in a very convenient manner (Bachman, 1990, p.165). Yet, when the test-takers receive a constant test several times without any alteration in their work then, the language capacity of them will be predicted employing their actual grades.

Essentially, according to Bachman (1990) this factor, which may vary from student to student is made up of three basic elements. First, language competence, which refers to knowledge. Second, strategic competence or simply mental competency. Third, psychophysiological mechanisms (p.164). Indeed, Language ability as crucial part endeavors to tell us about students 'qualifications over their performance. Yet and most importantly, the scores behind any test are concluded by the language ability of the test-takers. Certainly, those who possess high communicative language ability will reach the most excellent marks in the test (Bachman, 1990, p.165).

1.7.2. Test Method Facet

Bachman (1999) argued that the test method facet links to the main features of the test task which greatly affects students' performance in exams and brings about test grade variation. Accordingly, this factor involves five preeminent brands including the 'testing environment', which comprises of both time and place of testing in addition to, 'physical Conditions' (seating, noise, and climate). Then, 'the test rubric', which refers to time distribution. For example, the test-takers are inadequate to entire the test questions because of time restriction, likewise, test organization, as well as test instructions (language, channel). Afterward, task input indicates the amount of use of information among the test. Subsequently, the expected response (the kind of language which is utilized within the input) and lastly, investigating the connection amidst response as well as input (Bachman, 1990, pp.165, 126).

Similarly, Rasul & Bukhsh (2011) classified various factors under four types. The first one is 'extrinsic factors', which incorporate all the environmental conditions or the room where the test comes about. This may include, the annoying sound or the noise either interior or exterior the classroom which lead to lack of student's concentration, also, the climate conditions, the light, and the place of seating which may generate cheating especially when the seats are too

close to each other, in addition to the role of invigilators towards students' discipline (p.2040). The second one is called 'Intrinsic factors', which are used to indicate the exam itself and how it is painstakingly constructed (p.2041). In other words, these factors may refer back to some tests' typical features, which place most of the test-takers in ambiguous stance, including "The Style of question paper" by which the teachers should contribute enough attention to the nature of questions with taking into consideration students' perspectives to avoid any kind of ambiguity during the exams. Otherwise, the students will face huge obstacles to understand what is asking for. Further, a problem which may confuse students' responses is the improper sequence of questions (Rasul & Bukhsh, 2011, p.2043).

1.7.3. Personal Attributes

In contrast to the above factor, the personal attributes factor links to "individual characteristics" which are likely to alter from one person to another since each one has disparate person's traits and experiences as well (Bachman, 1990, p.164). These characteristics are gender, age, race, ethnic background, native language, and educational level in addition to, cognitive style, which may refer to the learning strategies as well as students' aptitude. Moreover, the test-takers will be affected by their own psychological and physical state including tiredness and anxiety (Bachman, 1990, p.165).

1.7.4. Random Factors

Bachman (1990) suggests that random factors allude to those factors that cannot be predicted and lasting for a brief time, in other words, they are unpredictable in which test-takers are incapable to await them beforehand (p.164). Furthermore, they are not permanent that is, they can alternate over time according to a given condition. Accordingly, these factors are classified under different conditions such as the emotional state and the mental alertness of students, in addition to the changing in the time of test environment, which may occur because of the

uncontrolled differences in test method facets (p.165). However, Singha (1998) identified several factors associated with students' performance which are "The inappropriate structure of questions, pattern, and type of question papers, subjective marks and individual difference in evaluating the answers, dishonest invigilating staff, wrong marking of scripts"(p.54).

In this context, Rasul & Bukhsh (2011) defined miscellaneous factors as an abundance of essential features that correlated with, for instance, handwriting most of the tutors have complained from those who have this problem due to the difficulty of reading their awful penmanship. Therefore, those students will surely secure substandard grades, even though they have answered correctly(p.2044).

1.7.5. Test Anxiety

Horwitz (1980) defined test anxiety as a "type of performance anxiety stemming from a fear of failure" (p. 23). Yet, most of the students are familiar with this feeling of fear and dread which occurs either before or during the examination. Those who are suffering from test anxiety sense extreme tension to even obvious questions meanwhile, others may feel very normal stress. In this context, Dusek (1986) came up with a similar definition accordingly "test anxiety is an unpleasant feeling or emotional state that has psychological and behavioral concomitants, and that is experienced in formal testing or other evaluative situations" (p.88). This kind of anxiety is perhaps related to the lack of preparation as well as the lack of success. Therefore, test anxiety can harm students' accomplishments and lead to injuring their educational path (90). To sum up, tests are considered to be the almost confusing instrument by which most of the students may experience some kind of discomfort in addition to the feeling of stress and strain throughout test duration, this uncomfortable state among students lead them to fail in exams. Besides, the negative effect on students' whole life.

To conclude, if we want to comprehend why certain students perform in such a manner and why some of them get the highest degrees while the others degrees are down, actually, we need to shed light on several factors that highly affect test-takers in exams and lead to scores variations. Besides, these factors may complicate the tutors' assessment in which they enable them to estimate the actual performance of students. Most of them thought that their failure in examination refers to a very wrong fate. Bachman (1990) provided a diagram that symbolizes all factors cited above that threaten students' marks in the examination.

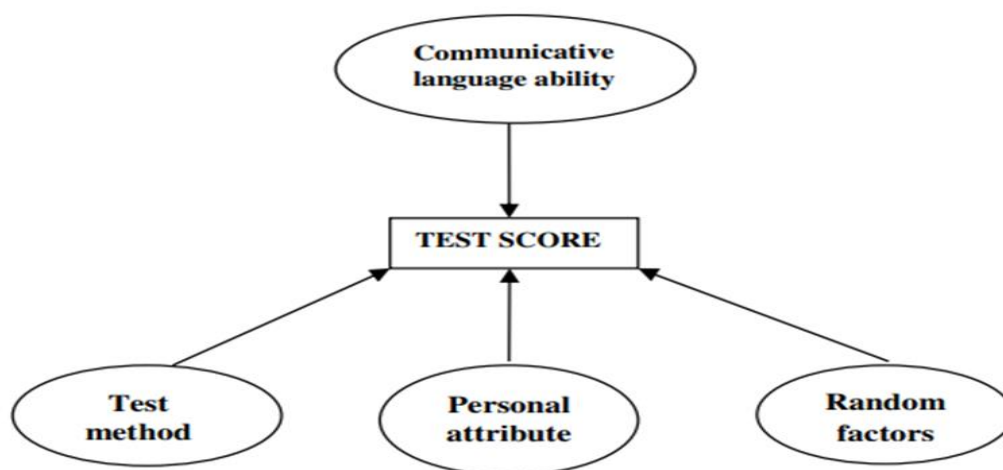


Figure1: factors that affect language test scores (Bachman, 1990, p.165)

1.8. The Significance of Testing in Teaching and Learning

It is very impossible to deny the significance of testing as part of the teaching process. Yet, tests have a crucial role in consideration of both tutors as well as students since they can provide them with the most valuable knowledge about what they have informed beforehand, and what they still require to reconsider (Singha, 1998, p.120). The teaching process will be boring without such a kind of assessment. Indeed, tests are like a chance where students are adequate

to introduce their capacities to accomplish certain goals. This enhances their motivation towards learning, extreme self-confidence, likewise boost their ambition to learn more and more in addition to a sense of gratification, teachers on the other hand will be adept to shed light on the weaken point of students in terms of mistakes and errors to be covered meanwhile, permits them to decide what must be done for the progress of the learners (Taylor, 2005, para.23). To be clearer, tests will tell the teachers about the potency of their teaching. Likewise, they will provide them with valuable knowledge to enhance their teaching styles (Rasul & Bukhsh, 2011, p.1332).

Tests are of considerable significance since without such assessment; teachers cannot recognize what students gain from their courses. Whether they have reached the intended criteria. More important, Salend (2012) argued that the aim behind some kind of tests is to investigate the weak point and strengths of students with focusing more attention on the weaknesses as an attempt to improve the learning process (p.34). Moreover, without the intervention of tests, most students will not pay enough attention to the lessons presented previously. Here tests force students to give enough effort to pass with an acceptable mark (Salend, 2012, p.35).

To sum up, it is worth mentioning that testing is the basic element of the teaching and learning process. It provides valuable information about students' levels, abilities, and learning styles besides their achievements not only that but also it measures how much the teaching programs and methods are effective (Ahmed, 2017, p.1).

Conclusion

In brief, this chapter has tackled the issue of testing as a keystone of both teaching and learning processes. At the starting point, it has presented detailed definitions of testing Then, since testing is somehow similar to assessment, it is necessary to know what is meant by it.

After that, it has shown the meaning of different types of language testing which can be classified according to the information that may serve and the purpose behind each kind. Next, the main principles that have been discussed in this chapter are practicality, reliability, authenticity, washback, and validity, all of them have equal importance and worth which are necessary for the effectiveness of any test. Moreover, it has provided an overview of the history of language testing which represents gradual stages under common approaches. Besides, the various test techniques of language testing. Again, this chapter has given more attention to different factors, which threaten students' performance. Finally, it is necessary to conclude this chapter with a highlight of the importance of testing in the teaching and learning process.

CHAPTER TWO

LANGUAGE ANXIETY

Introduction

The feeling of tension, stress, and anxiety becomes an obstacle when it comes to EFL learners to express themselves using the second or foreign language. On this basis, foreign language anxiety becomes the main focus for many researchers in which they aim at giving a full understanding of this problematic issue. This chapter aims at finding clarification about anxiety and how it has a real influence on the learning process as a whole and the foreign language learning as a specific situation. The following literature review shows that anxiety can affect language learning, language communication, and learning achievements. Therefore, this review of literature investigates and negotiates the definitions of anxiety which is given by many researchers in which it is explained, its types in which some of the scholars argued that there are only two types such as facilitating anxiety and debilitating anxiety. However, others claimed that there are three types and they are: trait anxiety, situation-specific anxiety, and state anxiety. Moving to talk about the components of anxiety in which researchers stated three of them fear of negative evaluation, test anxiety, and communication apprehension. Also, the sources that lead to anxiety in which scholars divided them into two parts one is related to the

learner itself whereas the other part is related to teachers. To end up with the effects of anxiety on test performance related to English foreign language students. Finally, the chapter concludes with a small conclusion summarizes everything about the chapter.

2.1. Definition of Foreign Language Anxiety

Horwitz, Horwitz, and cope (1986) proposed that foreign language anxiety is not only the combination of the three fears such as communication apprehension, test anxiety, and fear of negative evaluation. But rather, they defined it as ‘a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process’ (p.128). That is, foreign language anxiety refers to any negative status that appears towards a foreign language learning inside the classroom.

Depending on their clinical experience established with foreign language students in university classes. Horwitz et al. (1986) categorized foreign language anxiety as situation-specific anxiety that appears during the formal ways of learning the foreign language. Furthermore, students who are anxious in many situations are likely to experience foreign language anxiety. Unlike, the good students. Thus, there is always something special related to the language learning process that leads to anxiety (Trang, 2012, p.70).

According to Merriam Webster (1828) ‘anxiety’ is an abnormal and overwhelming sense of apprehension and fear often marked by physical signs (such as tension, sweating, and increased pulse rate), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.

According to clement (1980), foreign language anxiety is a very complicated psychological phenomenon that deals with learner's feelings, how they see themselves, and how they think about themselves (as cited in Tran Thi Thu Trang, 2012). That is, foreign language anxiety is

something difficult and complex to deal with because it is related to the inner of the learner, exactly the self-confidence and self-esteem of the learner towards himself.

Horwitz et al. (1986) proposed that foreign language anxiety is not only the combination of the three fears such as communication apprehension, test anxiety, and fear of negative evaluation. But rather, they defined it as a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process' (p.128). That is, Foreign Language Anxiety refers to any negative status that appears towards a foreign language learning inside the classroom. So, language anxiety is a feeling that is complicated and different related to how a person can perceive, think, feel, and behave in the classroom. (Hurwitz, Hurwitz & Cope, 1986, p.128)

According to MacIntyre and Gardner (1994a) when the learners feel nervous and fear that is related especially to foreign language settings such as speaking, listening and learning this can be called language anxiety (p.284). Foreign language anxiety occurs when the learner is asked to perform in a second or foreign language (MacIntyre & Gardner, 1993). That is when the learner is asked to use the second or foreign language or even listen to something related to it and try to learn that language in this case the learner will be depressed, stressed, and anxious.

Many researchers defined the word anxiety in various ways. Thus, all of them felt under the same idea of anxiety as an uncomfortable state that affects language learning development.

2.2. Theories of Anxiety

Sigmund Freud was one of the first figures who worked on the importance of anxiety and showed the difference between both types of anxiety; objective anxiety and neurotic anxiety. He defined objective anxiety as a natural reaction towards any danger in the surroundings equal to stress, fear, and apprehension. However, when a person feels troubled in the inner and he is unaware of it, this refers to neurotic anxiety according to Freud's perspective. Moreover, when

the person is unaware of what happens/happened and why? Then he is as well not aware of the reasons behind feeling anxious and stressed. Freud tackled three major theories or concepts towards anxiety and they considered as the three major ones (University of Michigan Health System, 2012).

2.2.1. Anxiety as an Unconscious Conflict

Sigmund Freud assumed that anxiety came as a result of an unconscious struggle between both the id motivation such as sexual or aggressive types and limitations imposed by the ego and the superego. Furthermore, many id impulses pose as a threat to the individual, seem contradictory to personal or social values in which they apply a method for protection called a defense mechanism to cope with the situation. A married woman who has a strong hostile feeling and behavior toward her husband may not acknowledge these feelings because they contradict the belief that one should respect one's husband and endure everything like the swallow and harden. And to accept her true feeling, would destroy her self-image of a good wife and place herself in danger of losing everything (ScienceDaily,2012).

2.2.2. The social Learning Theory

Anxiety is a learned response is a narrowed theory in which it doesn't focus on the internal conflicts, instead, it focuses on how anxiety becomes associated with certain situations related to learning. 'What we are and what was expected to be' this is the conflict that leads to anxiety especially in the case of teaching children. Sometimes fears the child learned in his childhood are very difficult to destroy. So, the first thing that comes to mind is to avoid or escape from the situation which makes him or her anxious (Bandura & Walters, 1977).

2.2.3. Anxiety as a Lack of Control

Anxiety occurs when you feel that you are helpless and you are not in control. This theory gathers between the first two theories such as psychoanalytic theory in which anxiety arises

when the ego is threatened by impulses it cannot control, as well as social learning theory so that people become anxious when they are threatened by painful stimuli that they can only control by avoidance (Wieser & Pauli & Muhlberger, 2009)

2.3. Types of Anxiety

Anxiety is a feeling that any person can experience in many situations and at any time. This status is as any other status has its positive side as well as its negative one. On this basis, some researchers classified anxiety into two types either facilitating anxiety or debilitating anxiety.

2.3.1. Facilitating Anxiety

Some researchers insist that there is some kind of anxiety that can facilitate the learning process. Scovel (1978) suggested that language anxiety helps students and facilitates the learning path for them. Unlike, Horwitz (1990) claimed that anxiety is helpful in a very limited way such as simple learning tasks, not for more complex tasks as language learning.

According to Scovel (1978), this type of anxiety “motivates the learners to adopt an approach attitude, willing to deal with the new learning task”. That is, the learners are excited to take a position by this worry, to be able to deal with more complex learning tasks.

2.3.2. Debilitating Anxiety

Debilitating anxiety motivates the learners in adopting avoidance attitude, tending to escape from the learning task (Scovel, 1978). That is, debilitating anxiety, a status that prevents learners from learning new things. The idea behind debilitating anxiety advocated by significant researchers in which all their studies showed that there is a negative relationship between anxiety and speaking or writing activities (Young, 1986), with grades in language courses (Aida, 1994), and with test performance proficiency (Ganschow, Sparks, Anderson, Javorshy, Skinner & Patton, 1994). In other words, when the learner’s ability to go ahead freezes and he

became unconfident to his ability, knowledge, and performance in the foreign language learning this is called debilitating anxiety.

2.3.3. Trait Anxiety

Spielberger (1966) was the first researcher who speaks about trait anxiety, in which he categorized it as a fixed, individual behavior to face any threatening situation (As cited in Magdalena Szyszka, 2017, p.55). In the same scope, MacIntyre and Gardner (1991b) identified/ it as the person's possibility to be stressful in any situation (p.87, as cited in Magdalena Szyszka, 2017, p.55). Thus, trait anxiety serves as a selfhood trait in which it is fixed and continuous. However, the way the threatening situation differs from an individual to another, this of course for the anxious people (Szyszka, 2017, p.55). Moreover, trait anxiety is a more permanent disposition to be anxious (Scovel, 1978), in which it is viewed as an aspect of personality.

2.3.4. State Anxiety

According to the American Psychological Association (APA) Dictionary of psychology (2007) 'Anxiety' in response to a specific situation that is perceived as threatening or dangerous. State anxiety varies in intensity and fluctuates over time. State anxiety is an apprehension experienced at a particular moment in time as a response to a definite situation (Spielberger, 1983, as cited in Aydin, 2008). That is, something normal that the learner or the person, in general, may respond to any threat or any danger by being anxious. State anxiety is unstable rather it changes all the time. So, in an exact situation and at a specific time when the learner is afraid then this status can be called state anxiety.

2.3.5. Situation-Specific Anxiety

Situation-Specific Anxiety is aroused by a specific type of situation or event, such as public speaking or class participation (Ellis, 1994, p.480). That is, this type of anxiety appears

according to a specific situation to respond to a certain threatening i.e. it occurs as a response to a specific threat in a specific situation for instance tests or examinations.

2.4. Components of Foreign Language Anxiety

Many researchers in the field of language learning were interested in the issue of foreign language anxiety for years. Horwitz et al. (1986) argued that FLA is a specific disorder that involves three prominent components of anxiety, which are accompanied by the use of the first language and second or foreign language as well. These are communication apprehension, test anxiety, and fear of negative evaluation.

2.4.1. Communication Apprehension

The first component is communication apprehension that was defined as an individual's discomfort like shyness, tension, and fear about talking in front of people. (Horwitz et al., 1986, p.127).

According to Aydin (2008) communication apprehension occurs in cases where learners lack mature communication skills although they have mature ideas and thoughts, and it refers to the fear of getting into real communication with others (p.423).

2.4.2. Test Anxiety

The second component is test anxiety that refers to 'an apprehension over academic evaluation' (Aydin, 2008, p.423). That is to say, learners experience a high level of stress and fear in testing situations like before and during examinations, this may affect and hurt learner's performance. Moreover, it could be defined as a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations. This type of anxiety concerns apprehension towards academic evaluation which is based on a fear of failure (Horwitz & Young, 1991).

2.4.3. Fear of Negative Evaluation

Fear of negative evaluation is the third component of FLA. It is related to both academic and personal evaluations of the learner's performance in the foreign language (MacIntyre & Gardner, 1991. as cited in Fakieh Alrabai, 2014). Furthermore, fear of negative evaluation is observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others and avoidance of evaluative situations (Aydin, 2008, p.423).

Aydin (2008) argued that fear of negative evaluation is related to how the learner gives much importance to their classmates' point of view as well as of their teachers about him or her especially if it is negatively viewed. That is to say, this kind of learner thinks that making mistakes is something abnormal in which these mistakes can help in the development of the learner's performance. The problem here is the way of correcting the mistake and not the mistake itself.

2.5. Sources of Foreign Language Anxiety

Many researchers claim that the most known sources of language anxiety are different. Some are related to the learner, others to the teacher, and some related to instructional activities. According to Young (1991) language anxiety arises from personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures, and language teaching.

2.5.1. Personal and Interpersonal Anxieties

Two main sources associated with learner anxiety such as low self-esteem and competitiveness. In this regard, Bailey claimed that when learners of a foreign language

compare themselves to others or an ideal in this case competitiveness can be associated with anxiety (as cited in Young, 1991, p.427). That is, all the time almost of learners compare themselves to their classmates in which they try to be the best and they have a strong desire to be more successful and better than others. Furthermore, Krashen (1983) suggests that the degree of how a person sees and thinks about himself is related to language anxiety. He said

"...the more I think about self-esteem, the more impressed I am with its impact. This is what causes anxiety in a lot of people. People with low self-esteem worry about what their peers think; they are concerned with pleasing others. And that I think has to do a great degree with anxiety"(p. 15. As cited in Young, 1991, p.427).

That is, self-esteem is an important factor associated with anxiety in which learners who have low self-esteem give much importance to what their mates think about them and how they see them. So, this can lead to anxiety.

Moreover, Price (1991) pointed out that the overall of his learners always thought to the extent of believing that their language capacities and skills are less than of their classmates, and they thought that everyone looked down on them, that they do better than they did as usual (As cited in Young, 1991, p.427). Furthermore, many researchers stated other sources related to personal and interpersonal anxieties such as communication apprehension, social anxiety, speech anxiety, shyness, embarrassment, language anxiety, and many (Young, 1991, p.427).

2.5.2. Learners' Beliefs about Language Learning

Many researchers claimed that EFL learners may bring to their minds unrealistic and negative thoughts that may affect their language learning process. These thoughts may lead to stress, frustration, and anxiety between their classmates inside the classroom.

According to Gynan (1989), there are some preferable practices that the learners associated with successful language learning. He stated that some of his learners believe for example that

pronunciation is the most valuable element concerning language learning, others believe in vocabulary, grammar, communicate with others, traveling abroad and many (as cited in Young, 1991, p.428). Moreover, Young (1991) stated that language anxiety can be caused by these unrealistic beliefs. He said that most beginners are extremely motivated but this cannot make them sound native-alike speakers. Also, when they think that pronunciation is the most important then this will lead to frustration and stress (Young, 1991, p.428)

2.5.3. Instructors' Beliefs about Language Teaching

Numerous studies showed that many teachers can be responsible for their learners' language anxiety. In which they think that when they are strict and harsh with their learners then this will motivate them. Unfortunately, this can make the learner more stressed and afraid about expressing what they want freely as well as participating inside the classroom.

Instructors believe that they have to correct the mistakes of their learners instead of helping them. This can be considered as a contributor to language anxiety among students. The common problem among EFL learners is not correcting the mistake by the teacher but rather how this teacher is correcting that mistake. Thus, teachers reject the idea that this way of correcting errors and mistakes and being harsh with the student may lead to anxiety among them as it is meant down here by Young:

Instructors who believe their role to correct students constantly when they make any error, who feel that they cannot have students working in pairs because the class may get out of control, who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like drill sergeants than a facilitator's maybe contributing to learner language anxiety (1991, p.428).

2.5.4. Instructor-Learner Interactions

Young (1991, p429) stated that the interaction between the teacher and his learners can be influenced by teachers' manners in the classroom. Severe ways used by the teachers when correcting students' mistakes are considered as the provocative factor for anxiety. Moreover, answer incorrectly, being in the wrong position in front of their class members, and look in a way stupid all these can lead to anxiety. However, correcting mistakes is something important and necessary but the unacceptable thing is that how these mistakes will be corrected. To sum up, what matters here is not the mistakes but rather how is corrected.

2.5.5. Classroom Procedures

The major contributor to anxiety in EFL classrooms are activities including oral tasks and practices. Young (1991) claimed that the majority of students who suffer from a high level of anxiety is associated with oral activities in which they are obliged to use the language in front of their classmates (p.429). All of us at the beginning of the year we experience the situation when the teacher asks us, who will be the first group to present the first topic? In which we became afraid, very stressed, and anxious, and we always feel that we will do bad, to the extent that after we present, we ask our classmates; how was the presentation?

Koch and Terrell (1991) claimed that more than one-half of their subjects noted that most activities that make them very anxious in their natural learning process are oral presentations in which they perform next to the class. Besides, another example about sources that lead to anxiety is oral quizzes when the teacher suddenly calls the student to perform orally and in front of his classmates (as cited in Young, 1991, p.429).

2.5.6. Language Testing

Madsen et al. (1991) found that some students are more anxious when it comes to a specific type of language tests than from others. That is, some formats provoke more stress and anxiety than others. Students may also experience anxiety when they spend long hours studying the

module and expect the type of questions how it will be, however, they find something else that they have no idea about it (as cited in Young, 1991, p.429).

Concerning language testing, the more the teacher evaluates his learners and the more he establishes uneasy and ambiguous formats of tests and tasks, the more the learners will be anxious and frustrated (Young, 1991, p.429)

2.6. The Effect of Anxiety on Students Test Performance

Mohammed Bagher Shabani (2012) investigated the relationship between foreign language anxiety and fear of negative evaluation among EFL learners. Two scales were used to collect data. Foreign language classroom anxiety scale (FLCAS) and fear of negative evaluation (FNE) scale were administered in an Iranian context. The descriptive analysis pointed out that participants suffer from both foreign language anxiety and fear of negative evaluation. At the level of anxiety, there is no distinction between men and women. Although, the questionnaires showed that the main source of anxiety and fear of negative evaluation is the unfavorable impression left on people and the fear of failure in class.

In Addition, Ardi Marwan (2007) attempted to identify the types of anxiety experienced by FL learners and the strategies that can be applied to cope with this disorder. Data were gathered through administering questionnaires with a Likert scale. The used tools showed that almost all of the students, regardless of their sex and their rank of distinctions, suffer from FL anxiety and most of them tried certain strategies to overcome anxiety.

Moreover, a study was done by Fakhri Mesri (2012) aimed to examine the degree of foreign language anxiety in an Iranian context. A questionnaire was administered to collect data. Eighty EFL learners' from Tabriz University were participants in this study. The analysis of the collected data was based on the percentages. The findings showed that oral-oriented activities

are more provoking the learners to be anxious. However, group-oriented activities producing less anxiety.

Furthermore, Nahavandi and Mukundan (2013) study investigated the level of anxiety of the Iranian EFL students towards English as a foreign language. The participants were randomly selected. Foreign Language Classroom Anxiety Scale (FLCAS) was used to measure anxiety from four phase's communication apprehension, test anxiety, fear of negative evaluation, and fear of English classes. In which the results of the study showed that students suffer from anxiety in all four phases.

Foreign language anxiety is an important factor that influences one's level of achievement in foreign language learning (Dordinejad and Ahmadabad, 2014. As cited in Elaldi, 2016). This means, when the learner learns a foreign language it is something normal to be afraid and anxious because it is a new thing for the learner. However, this feeling may affect the learner's achievements in learning that language whether facilitates or prevents him from moving on.

Conclusion

Along with this chapter we speak about different concepts concerning language anxiety in the EFL classroom in which we confirm that anxiety has a real influence on students' performance at the educational level as a whole and during tests specifically. Furthermore, we gave a clear background about the phenomenon of anxiety in the learning process which is tackled by many scholars who specified their researches to this domain. Moreover, in this chapter, we have discovered that in an EFL classroom it is something very important to understand and know what are the factors that lead to this status including factors associated with the learner in itself, how he value himself as well as those associated with the classroom environment to help the learner to keep going in their language development.

CHAPTER THREE

FIELD INVESTIGATION

Introduction

This chapter is devoted to the analysis of students' questionnaires. It aims to examine students' knowledge, awareness, and attitudes towards the effect of anxiety on test performance. So, this chapter is concerned with the description and analysis of the data gathered from the students' questionnaire in addition to a summary of the results and the main findings. Therefore, the interpretation of the results is provided to find an answer to the research question and to confirm or reject the research hypothesis. The chapter ends up with a summary and conclusion of the main findings of the students' questionnaire.

3.1. Research Method

To show the relationship between the two variables, which is anxiety and test performance, a quantitative descriptive method is used as a suitable tool to test the hypothesis. An online student questionnaire is used with EFL second-year master students at the English Department of Guelma University. The questionnaire provided quantitative data about students' attitudes and opinions about the effect of anxiety on test performance.

3.2. The population of the Study

The sample of this study has been chosen randomly. The population chosen is master two students at the department of English, university of 08 Mai 1945 Guelma. Master two students only 51 from 137 who answered our questionnaire due to COVID-19 and they are selected because they are more aware and care about their learning in general and the different factors that may affect their test performance in particular. So, they are supposed to have an opinion concerning the effect of anxiety, whether it is negative or positive, on their test performance.

3.3. Description of Students' Questionnaire

The questionnaire is based on the previous literature review of the theoretical part. It includes twenty-five [25] questions that are divided into three sections; the general information about the student, test performance, and the effect of anxiety on EFL students' test performance. Most questions are kind of Yes/No questions besides Likert scale questions. Other questions are multiple-choice questions in which the participants are required to tick from the options. The last question is the open-ended question for the student to be free to add anything related to the topic like suggestions about the subject that is under discussion, or recommendations.

The first section is entitled 'general information' it contains three questions in order to know the students' background; their level in English, Years, and choice of studying English.

The second section is entitled 'Test performance' it contains seven questions in which the students are required to answer whether the teacher assesses his learners (Q5), the student's opinion toward testing (Q6), types of tests (Q7), and the principles of testing (Q8), the easiest techniques of the test (Q9), students' feeling when answering a test (Q10) and factors that may affect students' test performance (Q11).

The third section is entitled 'The effect of anxiety on test performance'. Through this section, we aim to find the relationship between anxiety and the quality of students' performance during tests and examinations. That is, does anxiety affect students' test performance when learning a foreign language? Students are asked about their personal experience towards anxiety in their studies (Q12). So, they are asked whether anxiety can influence the way of learning (Q13). Also, when they are anxious, if they face problems and what are those problems (Q14& Q15). Besides, if anxiety can be considered as an important factor that can influence test performance (Q16). In addition, what are the main factors that lead to anxiety; getting bad marks, test difficulty, making mistakes, sitting in the front of the class, and time-limited (Q17, Q18, Q19, Q20, Q21, Q22& Q23) respectively. To conclude, asking about the effective strategies to overcome anxiety (Q24) and whether the teacher can reduce or help to minimize it (Q25).

3.4. Administration of Students' Questionnaire

The online questionnaire was delivered on July 15th, 2020 via an electronic version for master two students of English language at 08 Mai 1945 University of Guelma. Admittedly, we were compelled to send it per e-mail due to a highly unexpected global pandemic known by the name

of Covid-19. The major obstacles to this research question were the limited number of answers we have received. Despite the long time they were given only fifty-one students decided to respond. The unwillingness of the majority of learners to unhesitatingly reply made the situation quite pessimistic for us. In addition to the very finite numbers of answers we got, time was another issue. Many students took lengthy periods and were very slow in sending their replies. The amount of time spent waiting for them caused as well a major limitation for us. Fortunately, some students were highly cooperative, aware, and honest in which they provided us with explicit and precise responses instantly.

3.5. Data Analysis and Interpretation of the Findings

Section one: General Information

Question one: What is your gender?

Table 3.1

Students' Gender

	Number	Percentage
Male	8	15,7%
Female	43	84,3%
Total	51	100%

From the results mentioned above, we notice that the majority of the participants are females while male participants are a minority in which 43 students making up 84, 3% are females whereas, 8 males representing only 15, 7%. This implies that females prefer studying foreign languages and literature compared to males who prefer science and technology.

Question Two: Age.....years.

Table 3.2

Students' Age

Years	Number	percentage
22	11	26%
23	24	40,3%
24	5	7,8%
25	9	22,7%
26	2	3,2%

Table 2.3 shows the difference concerning students' age which varies from 22 to 26 years old. To begin, the table demonstrates (11) students at the age of (22) years old representing only 26% of the overall percentage. Hence, this entails that they might have started their first year at a very early age, 5 years old to be precise. The majority of students are of 23 years making up 40, 3% which is considered to be the normal age of master two students. This variation between the two may refer back to the Algerian policy in which they have once declared to start the study with the age five years instead of six years in primary schools. Moreover, as we observe 22, 7% of students are (25) years old and no more than 5 participants with the age of 24 years representing only 7, 8%. Thus, the minority are the older ones in the sample with the age of (26) years old which indicates that they have at least failed a couple of years or even three in their educational course.

Question Three: Is English your personal choice?

Table 3.3

Students' Choice of English Language Study

Options	Numbers	Percentage
Yes	45	88,2%
No	6	11,8%
Total	51	100%

The attained results reveal that most of the students answered by “yes” representing the highest percentage (88, 2%), which indicates that they have studied English by their selection and desire. All of them appear to prefer English as the first choice of their future universal studies which implies that they are motivated to learn this language and they acknowledge its importance. Whereas just (6) participants representing the least percentage (11, 8%) go for “No” which displays that they may choose English as a third or fourth option as it also could be the choice of their parents and hence they may be unmotivated to study English and ignore its importance as an international language.

Question Four: How can you describe your level in English?

Table 3.4

Students' Level in English

Options	Number	Percentage
Very good	17	51%
Good	27	52,9%
Average	6	11,8%
Bad	1	2%
Total	33,3%	100%

We have noticed from the exceeding tabulated results that (52, 9%) represent the highest percentage of students who declare that they are good in English. This implies that they are satisfied with their grade. While (17) participants making up (33, 3%) state that their level in English is very good. This entails that they are confident students and they merit to be in the rank of master two-level. Likewise, they have also perfectly mastered their language skills. Only one student represents (2%) who claims that his/ her level is somehow bad exhibiting that he/she may face some struggles, barriers that distrust his/ her language capacities. On the other hand, the rest of the students (6) representing (11, 8%) display that their level is average. This means that they are not sure about themselves and this may question their level as master two students.

Section Two: Test performance

Question Five: How often do your teachers assess you?

Table 3.5

Teachers' Assessment

Options	Number	Percentage
Always	14	27,5%
Often	21	41,2%
Sometimes	13	25,5%
Rarely	3	5,9%
Never	0	0%
Total	51	100%

Regarding students' opinions about teachers' assessment. As observed, the majority of participants (41, 2%) agree that their teachers "often" assess them which is considered to be the most convenient answer. There is two close percentage which ranges between 25, 5% and 27, 5% in which 13 participants said "sometimes" this means that they may refer to periodical tests and exams. While 14 respondents declared that teachers are in fact in a continuous assessing process upon learners. This entails that some teachers seek to monitor their students frequently. On the other hand, just 3 students claim that their tutors rarely do that. In addition, we can easily observe that none of them said "never" this demonstrates the honesty and the credibility of students in their answers.

Question Six: In your opinion, is testing?

Table 3.6.

The Importance of Testing

Options	Number	Percentage
Important	26	51%
Very important	23	45,1%
Not important	2	3,9%
Total	51	100%

According to the results mentioned above, students were requested to give their opinions regarding the importance of testing in the learning process. (45, 1%) of the participants state that testing is very important which implies their awareness about its vital significance. While (26) respondents making up (51%) as the highest percentage declare that testing is important considering testing as the most valuable method to recognize what they have gained from their courses. However, the rest of the participants represent (3, 9%) assert that testing is not important which demonstrates their ignorance and unawareness regarding the importance and the seriousness of testing in both teaching and learning processes.

Question Seven: Which types of tests do you have?

Table 3.7

Types of Tests

Types	Number	Percentage
-------	--------	------------

Proficiency	20	39,2%
Achievement	30	58,8%
Diagnostic	19	37,3%
Aptitude	8	15,7%
Direct	32	62,7%
Indirect	16	31,4%

As shown in table 3.7, we notice that the less known type of tests is the aptitude test in which only 8 participants making up 15, 7% who agreed that they have had an aptitude test whereby tutors used it to know about their students' overall capacities. On the other hand, 19 participants reveal that they have diagnostic test entailing that the aim behind this test is to elicit the feeble and the potent side of students. While 20 students who represent 39, 2% stated that they have proficiency tests. The highest percentage range between 62, 7%, and 58, 8% which demonstrates that the majority of students agreed that the most known types are direct and achievement tests. Nonetheless, the rest of the students about (16) respondents said that they have an indirect test. The majority of students are familiar with all types of tests since they have already handled them previously. However, they vary to agree in choosing one type for the reason that each one has its own distinct goals in addition to teachers' choices who deduce which type to base on to estimate their learners. Therefore, when we have analyzed this question we observed that the most useful kind of tests is the achievement one. As it is used by most tutors for the reason for assessing students' knowledge after a given session.

Question Eight: Which of the following principles of language testing do your teachers consider?

Table 3.8

Testing Principles

Principles	Number	Percentage
Practicality	34	66,7%
Reliability	30	58,8%
Authenticity	27	52,9%
Validity	28	54,9%
Washback	19	37,3%

According to the findings tabulated above, we conclude that more than half of respondents state that most of their teachers consider all testing principles. However, the absolute majority of them (66, 7%) agreed about practicality principle while (58, 8%) mentioned that most of the tests are prepared regarding reliability which indicates that teachers rely on reliability to get almost consistent scores. Apart from the preceding one 54, 9% affirmed that all tests rely on validity criteria which means that the test is valid when it meets the almost anticipated objectives. Whereas, 52, 9% admitted that most of the tests are classified under the authenticity principle by which the teacher has to consider to guarantee the credibility of origins or the original text. Only 19 participants choose washback. Hence, this exhibit that most master two students are mindful of each principle and the most important thing is their consciousness about the applicability of the above-cited standards by their educators.

Question Nine: According to you, what are the easiest test techniques?

Table 3.9

Test's Techniques

Options	Number	percentage
---------	--------	------------

Multiple-choice items	26	51%
Gap-filling items	10	19,6%
Short-answer items	20	39,2%
True-false items	27	52,9%

The collected results indicate that 52, 9% represented by 27 participants stated that true-false items are the easiest technique. Whereas, 51% of the students reported that multiple-choice items are too clear and simple. This maintains the ease of that technique whereby the students are inquired to tick the most accurate answer from three or four options. Others 39, 2% claim that the easiest technique is Short-answers items. The remaining respondents (10) making up 19, 6% opted gap-filling items as the most obvious one. From the analysis of this question, we have denoted that half of the participants agreed about the facility of all items. Nevertheless, they disagreed in choosing between the most and the least easy techniques.

Question Ten: How can you describe your feeling while answering your test?

Table 3. 10

Students Feelings During Tests

Option	Number	Percentage
Anxious	36	70,8%
Good	9	17,6%
Nothing	2	3,9%

This question is prepared to know about students' opinions concerning their feeling throughout the moment of responding to the test questions. The majority of students stated that they always feel anxious, tensed, afraid, and angry, and stressed even when they are well prepared, some of them declared that they feel a mixture of optimism and uncomfortableness

which depends on the type of questions, lack of preparation and time requirement as well. Others confessed that they feel so relaxed, good, and very motivated entailing that they were strongly sure about their information and they are well prepared. Only two students who said that they feel nothing showing that they tend to be careless in such situations. From the analysis of this question, we have noticed that most of the participants have test anxiety where they are constantly in the experience of negative feelings of worry and nervousness confused all the time of test period and feel an extreme hurry to leave.

Question Eleven: Which factors may affect your test performance?

Table 3.11

Factors Affecting Test Performance

Options	Number	Percentage
Psychological state(test anxiety)	30	58,8%
Testing environment	23	41,1%
Physical conditions	26	51%
Personal attributes	7	13,7%
Nature of question	26	51%
Knowledge	11	21,6%
Mental capacity	6	11,8%

Concerning the factors affecting students 'test performance 58, 8% represented by 30 respondents confessed that the psychological state of students is the most influential factor including test anxiety, showing that most of them feel anxious throughout the test period. Whereas, 51% agreed upon the physical conditions such as noise, climate, and the nature of questions in terms of structure and type. Moreover, only 13, 7% opted for personal attributes which entail that these differences among individual characteristics including age, gender, and

race influence their performance in exams. Some of the participants asserted that knowledge has a great impact on the student's test performance. While, mental capacity was chosen by the rest of the 6 students making up 11, 8%.

Section Three: The Effect of Anxiety on Test Performance

Question Twelve: Do you agree that anxiety can affect the learning process?

Table 3.12

Students' Attitudes towards the Effect of Anxiety on Learning

Options	Number	Percentage
Strongly agree	32	62.7%
Agree	18	35.3%
Disagree	00	00%
Strongly disagree	01	02%
Neither agree nor disagree	00	00%
Total	51	100%

As showed in the previous table, we asked students if they agree that anxiety can affect the learning process. (62.7 %) of the participants choose the first option which is 'strongly agree' and (35.3%) of them ticked for 'agree'. This indicates that anxiety can affect the students' path to learning and that students are aware of its effect. Moreover, (2%) of the students selected 'strongly disagree'. This implies that they do not recognize the relationship between anxiety and the quality of learning. However, no one ticked the options 'disagree' and 'neither agree nor disagree'.

44 people who replied and justified their answers in which all of them agree that anxiety can affect the learning process of the student. Moreover, their justifications are less focus and

concentration, poor academic performance, facing problem in store and retrieve information, less participation, and less comprehension. Whereas, there is a student who had two points of view. According to that student, anxiety can affect in a positive way in which helps in pushing him/herself to work harder, however, it can affect negatively simply feel confusion and dizziness.

Question Thirteen: Do you face problems in learning when you are anxious?

Table 3.13

Students' Attitudes to the Problems they face Due to Anxiety

Options	Number	percentage
Yes	49	96.1%
No	2	3.9%
Total	51	100%

This question aims at discovering if the students do suffer from any problem or problems when they are anxious. As it is shown in table 13 above, almost (96.1%) of the students confirm that they do suffer from many problems. Whereas, (3.9%) of them do not. This implies that there are students who do recognize that anxiety affects their performance in learning but others do not give much importance or attention to it.

Question Fourteen: Which problems do you face?

Table 3.14

Students' Suggestions Concerning Anxiety Problems

Options	Number	Percentage
---------	--------	------------

Panic	21	41.2%
Feel uncomfortable	12	23.5%
Cannot memorize information	29	56.9%
Thoughts are less efficient	10	19.6%
Avoidance of homework	13	25.5%
Avoidance of test	9	17.6%
Others	2	3.9%

This table shows that half (56.9%) of the students when they are anxious, they cannot memorize information. Moreover, (41.2%) of the students suffer from being panic. Besides, (23.5%) of the students when they are anxious they feel uncomfortable. Also, (19.6%) of them think that their ideas or thoughts are less efficient and they are unable to express what they want exactly and correctly. Furthermore, (25.5%) of the students they avoid doing homework when they are anxious and (17.6%) of them they avoid having tests. Whereas, other students have other problems. This implies that students suffer from many problems and anxiety does really affect students in different parts of their learning and performance.

Question Fifteen: Do you think that anxiety is an important factor that can affect test performance?

Table 3.15

Students' Attitudes towards the Effect of Anxiety on Test Performance

Option	Number	Percentage
Yes	49	96.1%

No	2	3.9%
Total	51	100%

This question intended to discover if anxiety can affect specifically the students' test performance. The answer shows that almost all of the students (96.1%) ticked the option 'yes'. That is, anxiety is an important factor that can influence their test performance. Whereas, only (3.9%) who selected the option 'no'. That is, anxiety cannot be an important factor that can influence their performance or they didn't understand the relationship between anxiety and test performance. This indicates that they never give much attention to stress and fear rather focus on their test and forget about everything else.

Justification

Only 40 people from the participants who replied and justified their answers in which they confirm that anxiety does affect the performance during a test. That is, most of them feel nervous and stressed. Besides, they may lose their ideas, lack of concentration. Also, students when they are anxious they feel uncomfortable and less confident about their answers. Moreover, some students feel disappointed and unable to retrieve the needed information for the question here you will be confused and worry about the left time. Furthermore, some of the students said that they forget everything when they are stressed and anxious. This indicates that anxiety has a great influence on students themselves and their performance in the test.

Question Sixteen: During tests, do you feel stressed and anxious?

Table 3.16

Students' Feelings during Tests

Options	Number	Percentage
---------	--------	------------

Yes	42	82.4%
No	9	17.6%
Total	51	100%

According to table 3.16, almost all of the students (82.4%) ticked the option 'yes'. This shows that the majority of the students feel stressed and anxious when they have a test. Whereas, (17.6%) of the students do not.

Question Seventeen: How often you are constantly restless throughout a test (moving your feet, playing with your pen, looking around the room, at the clock, etc)

Table 3.17

Students' Behaviors When They are Anxious

Options	Number	Percentage
Almost always	15	29.4%
Usually	10	19.6%
Often	7	13.7%
Sometimes	14	27.5%
Rarely	5	9.8%
Total	51	100%

As indicated in table 3.17, we asked the students how often they are restless during the test. (29.4%) of the students chose the option 'almost always' and (27.5%) of them ticked the option 'sometimes'. This explains that the students most of the time stressed and anxious during the test. Besides, (19.6%) selected 'usually', (13.7%) of the students chose 'often' and (9.8%) of them ticked for the option 'rarely' this shows that the students can control their fear or they give much importance to the test and forget about the stress.

Question Eighteen: Do you feel anxious because you fear getting a bad mark?

Table 3.18

Students' Attitudes towards the Bad Mark

Options	Number	Percentage
Yes	40	78.4%
No	11	21.6%
Total	51	100%

This question aims at discovering what causes anxiety, we asked the students that they feel anxious because of the fear of getting a bad mark. (78.4%) selected 'yes' this shows that their first concern is the mark that leads them to feel anxious and hence performing badly in the test. Whereas, (21.6%) of the students ticked the option 'no' which explains that they don't care about the mark.

Question Nineteen: Do you feel anxious if the test is difficult?

Table 3.19

Students' Feeling about Test Difficulty

Options	Number	Percentage
Yes	39	78%
No	11	22%
Total	51	100%

As shown in the previous table 3.19, (78%) of the students answered 'yes' when we ask them about the difficulty of the test. This implies that the difficulty of the test plays an important role in making students anxious. Whereas, (22%) of them ticked 'no' this explains that the difficulty no longer important for them and does not cause them to feel anxious.

Question Twenty: Do you feel anxious because of the fear of making mistakes?

Table 3.20

Students' Feelings about Making Mistakes

Options	Number	Percentage
Yes	39	76.5%
No	12	23.5%
Total	51	100%

According to the table above, the majority (76.5%) of the students feel anxious about making mistakes in the test. This implies that they give much importance to how will others see them or how they will think about them when they do mistakes. However, (23.5%) of them do not give much to others.

Question Twenty-one: If you sit in front of the class, do you feel anxious?

Table 3.21

Students' Attitudes towards Sitting in the Front

Options	Number	Percentage
Yes	21	41.2%
No	30	58.8%
Total	51	100%

We ask the students if you give much importance to the place where they sit. (41.2%) chose the option 'yes'. This implies that this category of the students they do care about sitting in the front which makes them more anxious and stressed. Whereas, (58.8%) of them opted 'no', this explains that they do not care if they sit in the front and this never makes them anxious at all.

Question Twenty-two: If the test is time-limited do you get more anxious?

Table 3.22

Students Anxiety Concerning Time-Limitation of the Test

Options	Number	Percentage
Yes	46	90.2%
No	5	9.8%
Total	51	100%

Here the question being asked is related to the time-limitation of the test whether it affects the student and makes him anxious or not. (90.2%) of the students ticked the option 'yes' to show that the majority of the students become anxious when the test is time-limited. However, (9.8%) of them do not give more attention to time.

Question Twenty-three: Do you think that anxiety hinders you from doing well in tests?

Table 3.23

Students' Test Performance and Anxiety

Options	Number	Percentage
Yes	42	82.4%
No	9	17.6%
Total	51	100%

Table 3.23 above indicates that anxiety can hinder students from doing well in tests. That is, (82.4%) of the student opted 'yes' which explains that anxiety does affect the performance of the students in tests. (17.6%) of them do not.

Question Twenty-four: What is the most effective strategy in overcoming test anxiety?

According to you

Table 3.24

The Most Effective Strategies to Overcome Anxiety

Options	Number	Percentage
Nature of questions	17	33.3%
Supporting atmosphere	12	23.5%
Providing indirect rather direct correction	3	5.9%
Accepting the need for self-worth protection	13	25.5%
Teacher immediacy	5	9.8%
Others	1	2%
Total	51	100%

This question aims at discovering the most effective strategies in overcoming anxiety according to the students. (33.3%) of the students chose the option ‘nature of questions’. That is, the type of question and how it is delivered matters for this category of students. (23.5%) of them ticked the option ‘supporting atmosphere’. That is, the student needs support from both the teacher and the classmates as well. Besides, (5.9%) chose ‘providing indirect rather direct correction to avoid embarrassment in front of their classmates. Also, (25.5%) of the participants selected the option ‘accepting the need for self-worth protection’ in which they protect their value in front of people. (9.8%) of the students opted ‘teacher immediacy’ that is the teacher must be there at any time needed as a director, mediator, and assistant. (2%) of them selected the option ‘others’ to show that they have other strategies they depend on them.

Question Twenty-Five. Do you think that your teachers can help you to overcome or reduce your anxiety?

Table 3.25

Teachers' help to overcome or reduce anxiety

Option	Number	Percentage
Yes	30	60%
No	14	28%
Other	6	12%

According to the collected answers, most of the respondents go for “yes” in which they agreed about the ability of teachers to decrease students’ anxiety during exams period which entails that a successful teacher is the one who can provide a comfortable atmosphere to his students where they can feel good and more relaxed especially if they smile to their students or encourage them by using some positive comments. Others declared that the teacher's presence would boost learners' motivation and make them more at ease in the classroom. Some of them claimed that the role of the teacher is extremely important by being silent during exams and by stop whispering with other teachers showing that their talk leads students to be distracted and may cause in losing attention rapidly. Furthermore, few of them asserted that if the teacher is really calm and helpful, he would act as a source of comfort and confidence.

Whereas the rest of the students representing the least percentage say “NO” in which they all agreed that teachers are not capable of reducing students’ anxiety, they stated that the situation is more related to the learner who can make him/her self-feel less anxious or vice versa. Exhibiting that if they can't control or overcome their anxiety nobody can help them for it is merely an inner problem. Additionally, some of the participants confirmed that teachers themselves are the source of anxiety in which they make them feel more anxious particularly when the teacher tries to ask and talk a lot in exams. Instead, students tend to prefer a silent room so that they can feel calm and less stressed. Whereas the rest of the students 6 say that it

depends on the teacher's personality, some may make you feel comfortable, while others may not. Hence, we have observed that the absolute majority of students are aware of the significant role of teachers in reducing students' anxiety whereby tutors act as a source of support and guidance while others believe that anxiety is mainly a personal matter.

3.6. Summary of Results and Findings from Students' Questionnaire

Depending on the collected information and the analyzed data from learners' answers we have gathered some evidence to reveal whether the student feels anxious while responding to the test. The questionnaire is made up of three sections each has various questions which are designed to display students' attitudes regarding the impact of anxiety on their test performance.

Firstly, in section one which is about "general information" the results of the first question show that the absolute majority of participants are females which entails that males of master two English students are less than females, the second question is about students' age which displayed that the largest part of respondents are of 23 years old as the normal age of master two-level while the rest age varies between 22 to 26 entailing that some of them may start their studies at an early age while others may fail one or two years. The results of the third question displayed that the larger part of participants prefers to learn English by their free will. This indicates that they were excited to be a student of the English language. While the remaining students said it was not their personal choice. Moving on to the last question in this section concerning the level of students in the English language, most of the respondents agreed about "good" which entails that they have worked honestly in mastering their competencies to realize the most excellent grade. While others say that they are very good this confirms that they are constantly confident and proved their achievements in accomplishing certain aims which foster them to learn more and more while others confessed that they have an average level, just one student who said that he/she is bad in the English language.

Furthermore, the results of the “test performance” section exhibit that some respondents obtained the highest percentage, which they declared that, their teachers “often” assess them which is considered the most convenient answer. Whereas, other responses range between “sometimes” and “always”. On the other hand, only few respondents opted for “rarely”. The analysis of the fifth question shows that most of the participants stated that testing is important while others said that it is very important. This reveals that they are aware of the significance of testing in both teaching and learning processes. Coming to the question six in this section regarding kind of tests we have noticed that more than half of the participants are familiar with all types of tests. Accordingly, the most useful kind is an achievement one. Besides, to students' consciousness of each principle and its applicability by their teachers. Regarding the results collected from the ninth question concerning test technique, we have concluded that all agreed about the facility of items showing that all of these techniques are effortless. The tenth question, before the last one, is devoted to students' feelings while answering the test, the findings reveal that the larger part of respondents experiences some kind of stress and tense throughout the test' period. The same result was revealed in the final question of this section when we have asked about which factor may affect their test performance. We have asserted that test anxiety is the most influential factor. Which means that they constantly experience the negative feelings of worry and nervousness.

The results of the last section “the effect of anxiety on students' test performance” shows that students at this level clearly understand what is anxiety? How it affects the learning process in general and the test performance specifically? Do the awareness students have about what problems anxiety can cause? What are the factors that lead to anxiety? What are the effective strategies that help in overcoming test anxiety to finish with the role the teacher must play in overcoming anxiety? Many students claimed that getting bad marks, making mistakes, time of

the test if it is limited, and if the test is difficult all these factors lead to anxiety. Besides, the majority of the students agreed that the teacher is an important assistant for the students to overcome or at least minimize anxiety and its effect on test performance. In sum, based on data collected from analyzing students' questionnaires it can be assumed that the majority of the students confirm that anxiety affects their test performance.

Conclusion

Concerning the importance of recognizing the effect of anxiety on students' test performance, a questionnaire was administered to students. The results of the present study indicate that anxiety is an important problem in the students' learning process. The results gathered from the students' questionnaire reveal that students are aware of their problem of being anxious and they agreed that they must overcome it using different strategies of course with the help of their teachers.

The results of the questionnaire show that the participants believe that anxiety does affect their performance in learning as a whole and in tests specifically. They stated that they must both of them students and teachers work together to overcome anxiety for the students to do their best. In sum, we confirm the hypothesis of this research which assumes that overcoming anxiety leads to improve students' test performance.

GENERAL CONCLUSION

This study has conducted 'the effect of anxiety on EFL students' test performance'. It was assumed that if English foreign language students know what is anxiety? Its problems? And how to overcome it, then their test performance will improve and be better. The literature

reviewed the effect of anxiety on students' test performance showed that anxiety is a serious problem that influences the different aspects of education specifically learning and test performance. Moreover, students must know the types and components of anxiety to help in overcoming this problem. Besides, for a more reliable and comprehensive picture of the topic dealt with, data has been collected through a questionnaire that was administered to students. This questionnaire has been designed to examine the impact of anxiety and the main problems that prevent them from performing in a good way during tests and examinations. The results of this study confirmed the question being asked 'Does anxiety affect test performance? As well as the hypothesis 'If students overcome anxiety then their test performance will improve'.

1. Pedagogical Implications

The purpose of investigating this research is to discover the effect of anxiety on students' test performance for English as a foreign language. The findings showed that students perceive anxiety as a serious problem that the majority of the students agreed about its effect which prevents them from doing their best in tests and examinations.

Regarding the effective strategies that help in overcoming anxiety. Both teachers and students should work hand in hand to overcome or at least reduce anxiety to improve their test performance. So, students need to control their fear and stress and strengthen their abilities to do their best in tests, as many of the participants agreed on the seriousness of the problem and how it prevents them from doing their best in their tests, learning, and academic achievements. Teachers must seriously tackle the issue and help their students to stop feeling anxious. Also, the teacher must depend on the project work more where the students will be more involved and motivated because they will feel that they are not directly assessed. Besides, establishing a supportive atmosphere that provides a good environment for more motivation and collaboration in work can help in reducing the fear of making mistakes and errors. Moreover, the teacher

needs to use indirect correction rather a direct one to avoid embarrassment because the direct correction discourages learners and makes them anxious and they may not speak or participate once again. Furthermore, teacher immediacy is wondered both the verbal and the non-verbal immediacy, since they can reduce anxiety and impact positively on motivation to learn. The more important thing that must be taken into consideration is the practicality of the test in which the teacher must design the test in which he works on the types of questions, the difficulty of the questions, the time needed for each question, and for the whole test. So, the test must be practical for all categories of students. This is related to students. But practicality is related also to teachers in which the test must be easy to design, easy to administer, and easy to score. No matter how valid or reliable a test is, it has to be practical to make this means: it has to be economical to deliver, easy to follow, and understand.

2. Limitations and Recommendations

Different obstacles and limitations were faced in conducting this research. The biggest problem that was faced is CORONAVIRUS. The research was done in a very complicated and dangerous period where we conducted it online and at the same time we were at home. Also, we couldn't distribute the questionnaire and collect data in a good and efficient way. Thus, it was difficult to do proper work. Besides, the sample was limited to only master two students but due to the complicated period, we are on. We couldn't reach the number of participants we needed. Moreover, the other prominent factor that hindered the fulfillment of the research was the unavailability of printed sources in the library of the university. Our sources were based on e-book and journals, of course, the useful ones were not available in pdf formats.

Based on the findings that were gathered from this research, further research is suggested about the topic. Also, the sample chosen for investigation should be extended to reach generalization. Also, most of the participants found it a good and interesting topic that must be

taken into consideration. They recommended that the teachers must encourage their students by saying positive words rather than negative ones because they will feel anxious and this will damage their performance.

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APPENDIX [A]

THE STUDENTS' QUESTIONNAIRE

Dear students,

You are kindly requested to answer the questionnaire below, which is part of the research work for accomplishing a master dissertation. The questionnaire aims at gaining some information about the effect of anxiety on students' test performance. In this respect, your answers will be used only to serve research purposes. Thank you in advance for your cooperation.

Mrs. LARIBI Nassiba,
Ms. ZITOUNI Marwa
Department of English
University of 8 Mai 1945, Guelma

Section one: General Information

1. What is your gender?

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. How old are you?

..... Years

3. Is English your personal choice?

yes	<input type="checkbox"/>
no	<input type="checkbox"/>

4. How can you describe your level in English?

Good	
Very good	
Average	
Bad	

Section two: Test performance

5. How often do your teachers assess you?

Always	
Often	
Sometimes	
Rarely	
Never	

6. In your opinion, is testing?

Important	
Very important	
Not important	

7. Which types of tests do you have?

Proficiency tests	
Achievement tests	
Diagnostic tests	
Aptitude tests	
Direct tests	
Indirect tests	
Other	

8. Do your teachers consider the five principles of language testing?

Practicality	
Reliability	
Authenticity	
Validity	
Washback	

9. According to you what are the easiest test techniques?

Multiple-choice items	
Gap filling items	
Short-answers items	
True-false items	

10. How can you describe your feeling while answering your test?

.....

.....

11. Which factors may affect your test performance?

Psychological state test anxiety	
testing environment (time, place)	
physical conditions (noise, climate)	
Personal attributes (age, gender)	
Nature of question	
Knowledge	
Mental capacity	
others	

Section Two: the effect of anxiety on test performance

12. Do you agree that anxiety can affect the learning process?

Strongly Agree	
Agree	
Disagree	
Strongly Disagree	

Neither Agree Nor	
Disagree	

Justify

.....

- 13.** Do you face problems in learning when you are anxious?

Yes	
No	

- 14.** Which problems do you face?

Panic	
Feel uncomfortable	
Cannot memorize information	
Thoughts are less efficient	
Avoidance of homework	
Avoidance of tests	
Others	

- 15.** Do you think that anxiety is an important factor that can influence test performance?

Yes	
No	

Justify

.....

.....

- 16.** During tests, do you feel stressed and anxious?

Yes	
No	

- 17.** How often you are constantly restless throughout a test (moving your feet, playing with your pen, looking around the room, at the clock, etc.).

Almost always	
Usually	
Often	
Sometimes	

Rarely	
--------	--

18. Do you feel anxious because you fear of getting a bad mark?

Yes	
No	

19. Do you feel anxious if the test is difficult?

Yes	
No	

20. Do you feel anxious because of the fear of making mistakes?

Yes	
No	

21. If you sit in front of the class, do you feel more anxious?

Yes	
No	

22. If the test is time-limited, do you get more anxious?

Yes	
No	

23. Do you think that anxiety hinders you from doing well in tests?

Yes	
No	

24. What are the most effective strategies in overcoming test anxiety? (according to you)

nature of questions	
Supporting atmosphere	
Providing indirect rather direct correction	
Accepting the need for self-worth protection	
Teacher immediacy	
Others	

25. Do you think that your teachers can help you to overcome or reduce your anxiety?

.....

.....

26. Feel free to add any further information about the topic

.....

.....

Thank you for your cooperation

LE RÉSUMÉ

Le présent mémoire tente de mettre en exergue l'impact de l'anxiété sur les résultats des étudiants en Anglais comme langue étrangère (ALE). Cette étude vise principalement à examiner les connaissances et les attitudes des étudiants face à l'anxiété et à ses obstacles lors des examens. En outre, elle vise à déterminer dans quelle mesure les étudiants et les enseignants sont capables de minimiser le problème. Ainsi, nous supposons que si les étudiants sont capables de surmonter leur anxiété, leurs performances aux tests seront améliorées. Afin de vérifier l'hypothèse de recherche, nous avons suivi une méthode descriptive quantitative, et le questionnaire - en tant qu'outil de collecte de données - a été adressé par courriel en raison de la pandémie de Coronavirus aux étudiants de Master II en langue anglaise à l'Université de Guelma 08 mai 1945. L'analyse des résultats a fourni un ensemble de preuves qui affirment que l'anxiété, en tant que question sérieuse, a un grand effet sur les performances des étudiants aux tests, ce qui les empêche d'obtenir de bonnes notes et d'obtenir des niveaux élevés aux tests. Pourtant, les résultats ont révélé que certains étudiants étaient d'accord sur leur capacité à contrôler la peur et le stress tout au long du processus de test. En outre, le rôle des éducateurs qui peuvent surmonter cette difficulté, sinon la minimiser, ou du moins l'atténuer, permet d'améliorer leurs performances aux tests en particulier et leur niveau d'éducation en général. En conclusion, des recommandations sont proposées aux étudiants et aux enseignants afin de les sensibiliser concernant la gravité de ce problème par l'utilisation de diverses stratégies et l'application de principes particuliers, dont l'aspect pratique qui aide à surmonter l'anxiété.

الملخص

تحاول هذه المذكرة تسليط الضوء على تأثير القلق على نتائج طلبة الانجليزية كلغة أجنبية. حيث تسعى هذه الدراسة بشكل رئيسي إلى دراسة معارف الطلبة وتصرفاتهم تجاه القلق ومعيقاته أثناء الامتحانات. بالإضافة إلى ذلك، فهي تهدف أيضا إلى تحديد مدى قدرة الطلبة والأساتذة على التقليل من المشكلة إلى أدنى حد. ومن ثم، فإننا نفترض أنه إذا كان الطلبة قادرين على التغلب على قلقهم، فسيتحسن أدائهم في الاختبار. من أجل التحقق من فرضية البحث اتبعنا طريقة وصفية كمية، حيث تم إرسال الاستبيان - كأداة لجمع البيانات عبر البريد الإلكتروني بسبب وباء فيروس كورونا - إلى طلبة ماستر 2 لغة إنجليزية بجامعة قالمه 08 ماي 1945. وقم أظهر تحليل النتائج مجموعة من البراهين التي تؤكد أن القلق كمسألة خطيرة له تأثير كبير على أداء الطلبة في الاختبارات، يمنعهم من الحصول على علامات جيدة وتحقيق مستويات عالية في الاختبارات. ومع ذلك، كشفت النتائج أن بعض الطلبة أقرروا بقدرتهم على السيطرة على الخوف والقلق طوال الاختبار. ناهيك عن، دور الأساتذة الذين بإمكانهم التغلب على هذا الأمر إن لم يكن تقليله أو التخفيف منه على الأقل، وهكذا تعزيز أدائهم في الاختبارات بشكل خاص ومستواهم التعليمي بشكل عام

وفي الختام تقدم بعض المقترحات لكل من الطلبة والأساتذة لتعزيز وعيهم بخطورة هذه المسألة من خلال استخدام استراتيجيات مختلفة، فضلاً عن تطبيق مبادئ معينة من بينها الجانب العملي الذي يساعد على التغلب على القلق