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The Effect of Exam Anxiety on Students' Scores

Case Study: First Year LMD Students at Biskra University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for **Master's Degree** in Sciences of languages.

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Dedication

This work is dedicated to:

*The ones that gladly bought me into life: my mother Salíha ,and my
dear father Zoubir*

To my dearly loved sisters Radia, Romisa and to my brothers

Adel, Anwar

*Special dedication to all my friends whom I share with them my
university time for 5 years ago.*

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Abstract

The main aim of this presentation is to shed light on the nature of the effect of exam anxiety on students' scores at the department of English at Biskra University. This study is aimed to examine and to make proof about the negative relationship between exam anxiety and students' scores. From that issue we hypothesized that students of the division of English at Biskra University may get lower in exam scores for the effect of the highest level of exam anxiety. If students try to avoid any stresses that make them highly anxious, then the test scores will be high. For examining these hypotheses we attempted to adopt two main data gathering tools, which are students' questionnaire and a corpus (numerical documents about students' scores). The questionnaire administered to (30) students of 1st year English learners from (551) of the total population of English Department at Biskra University. In the second instrument, we took numerical documents about formative test scores (TD) and Exam scores of 1st year English learners, we chose one group (group 02) randomly from 12 groups in written and oral expression modules. From the obtained results of the students' questionnaire and the corpus, the surprising findings estimated that students highly worried about negative evaluation such as fear of getting lower marks. Also the results revealed that students' exam scores are lower than test scores, this confirmed that they get low scores for the negative effect of high level of exam anxiety. Thus, we recommend that if students can avoid any stresses that make them highly anxious before and during exams, their test scores will be good.

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List of abbreviations and acronyms

EFL: English as a Foreign Language

DM: Deficit Model

IM: Interference Model

CA: Communication Apprehension

FA: Formative Assessment

SA: Summative Assessment

PT: Piloting Testing

PA: Portfolio Assessment

PT: Proficiency Test

PT: Placement Test

HST: High Stakes Test

IM: Intrinsic Motivation

EM: Extrinsic Motivation

SS: Scoring System

HS: Holistic Scoring

AS: Analytic Scoring

HR: Holistic Rubrics

AR: Analytic Rubrics

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General Introduction

One of the significant issues that are considered in foreign language learners' performance is that anxiety. Anxiety during testing events such as exams takes part of the effect on their level of achievements, since the degree of anxiety is more increased during examinations. That is to say, exam anxiety is regarded as unpleasant feeling which experience it by learners, moreover; it is as an obstacle to academic learning, because they perform poorly under the effect of exam stress and anxiety. Unfortunately, millions of students in any educational level are more worried and anxious before and during exams, rather than in formative tests.

Test achievements (test scores) are the affective part of exam anxiety, this is due to the fact that, students cannot perform better in highly competitive events like what happened in the examination, for the impact of their highest level of anxiety. It means that the test results of students are high or low it depends on their levels of exam anxiety. In fact, test scores are the spot light that is interested by students, so that; they tend to be more worried in their test performance.

The association is made between exam anxiety and test scores shape a problem for schools and universities. Students get lower in exam scores than in other tests (quizzes), because they are highly stressed and anxious during exam. Thus, Test scores of the examination events are negatively affected by the feeling of stress and apprehension at this setting. Accordingly, our attempt in this study is to suggest such efficacious strategies to help anxious students cope or reduce their test anxiety before or during examinations.

1. Research problem

The effect of exam anxiety always occurs in every educational setting. It can hinder students to perform well during a period of exams. The atmosphere of the exam from time constraints, fear of negative evaluation, testing distractions such as the quality of the test formats (types of the test items are used), poor study, etc. All of these stresses may make learners feel highly worried, and anxious about their test results. Students become unable to answer about the test even though they know the information, since they lost their attention to the task. As a consequence, they get weak test results. The noticeable thing that, students feel highly worried during exam, also unable to cope with their anxiety for its powerful impact. Thus, it makes them get lower test scores.

2. Purpose of the study

This research aims to:

- ✓ To find out what make exam anxiety increase and hinder students to get good scores.
- ✓ To ascertain the impact of exam anxiety on students' scores.
- ✓ To assist students overcoming their anxiety during exams and obtain good scores.

3. Significance of the study

This research is very significant study to teachers who are not aware of the negative effect of exam anxiety in students' level of achievements. Moreover, they make them aware of the sources of their anxieties and their failure in exam. Teachers in recognizing the emotional factors that inhibit to good results, they will deal effectively with anxious students.

In addition to that, the research is very significant for learners, especially who suffer from this unlikable feeling. This may help them cope or decrease their level of anxiety during the exams and of course will gain high scores.

4. Research Questions

From the problem that is already noticed , this may lead us to inquire these questions that the research is designed to answer:

Q1: What are the powerful sources of exam anxiety that cause low scores?

Q2: How can exam anxiety affects on students' scores?

5. Research Hypothesis

In the present research, we hypothesize that:

H 01: If students avoid any stresses that make them highly anxious before or during the exam, then their test scores will be high.

H 02: Students may get lower test scores, because the effect of highest level of exam anxiety.

6. Research Design

Our research will adopt the qualitative method, for investigating the negative effect of exam anxiety on students' scores, and to confirm our hypothesis. So that, the results that will gather from data collection tools will take descriptive analysis.

7. Population and Sampling

The population of students is limited to first year English students at Biskra University, since their anxieties about the exam are at the highest level. The sample is chosen randomly for 30 students of the whole population. Furthermore, the corpus (students' scores) is taken from written and oral expression course for the first semester of first year English students, since they are the two courses that have sub scores. In the two modules we would choose one group randomly from 12 groups of English learners at Biskra University.

8. Research Instruments

In the descriptive method would follow two main tools. First of all, we would direct questionnaire to first year English learners of Biskra University at the problematic event (exam), in an attempt to ensure what are their actual attitudes and feelings during exams and what are the main stresses that make them highly anxious. Second, we would take the numerical documents (corpus), which involves diagnosis of TD (i.e. formative test scores) and exam scores. The analyses of the questionnaire and the corpus take a descriptive form. This latter would make a comparison between TD and exam scores to infer that students get lower in exam scores.

9. Limitations of the study

Besides the instruments that are used for investigating the impact of exam anxiety on students' scores, the limitations of our study should acknowledge it, for their effect on the analyses of the results. First of all, we faced such obstacles in data gathering tools. In an attempt to find the mean between TD and exam scores of students, there found some gaps in one of them. Thus, the mean will obtain it between them would not be right. For that, we have taken only the complete scores of students in the two modules, in order to make reliable and valid results.

10. Structure of the dissertation

The present research consists of three main chapters. The first chapter and second chapter are theoretical part, whereas; the third chapter represents the analyses of the results. Chapter one is trying to define test anxiety, components, and the factors that cause it, also the description of the negative association between test anxiety and students' performance and in their test results. Besides this several strategies are designed to help students reduce their test anxiety. Chapter two, it deals with different processes of assessment, the problems that face testing and evaluation. For instance, test anxiety is one of these problems. In addition to that, the ideal characteristics of evaluation should be followed by teachers in order to avoid any problems with students. Chapter three, which tends to make description and discussion of the results of the students' questionnaire and the corpus.

Chapter One:

Exam Anxiety

Introduction

Anxiety in any academic school is viewed as problematic phenomenon. It hinders learners from good performance, especially when it occurs with evaluative situations ; such as examinations. Through this chapter , the association is made between “Exam” and “Anxiety”, this is so called “Test Anxiety” .We will discuss the various definitions about test anxiety, and what are the symptoms that are aroused when an examinee feels anxious. In addition to that, having a look of such earlier , and common theoretical findings. Then, we will give a deep understanding of the main components of test anxiety and the factors that cause it. Also, this chapter sheds the light on the effect of test anxiety on students’ test performance with a comparison between different levels of test anxiety and the students’ differences. Finally, several psycho pedagogical strategies are designed in an attempt to decrease the level of test anxiety ,and to ensure good exam performance and results.

I.1. Definition of Test Anxiety

In early studies of several psychologists, anxiety is one of the main issues that are interested in. Thus, they tried to meet the parallel between exam and anxiety and to express the unpleasant feeling of nervousness and stress during an evaluative situation, for the negative effects on their academic achievements and also in their health. Thus, the researchers defined test anxiety from their own views.

For the sake of understanding test anxiety, foreign language anxiety will be defined it first “A distinct complex of self perceptions, beliefs, feeling, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz, & coupe, 1986). It means that anxiety is encompassing cognitive and emotional feeling of anxiety that arise ,when they are learning in the classroom. Furthermore, anxiety was defined by (Swift, Cyhlaroua, Goldie ,O’sullivan et al., 2014:01) as “psychological phenomenon and a sociological phenomenon, in computer terms, it’s both a hardware problem (I am wired badly) and software problem (I run faulty logic programs). That makes me think anxious thoughts”. It is estimated that the hardware problem is the

physiological symptoms of anxiety, whereas; the software problem is the negative anxious thinking that makes the individual feels frustrated.

In the specific field of anxiety, Test anxiety was defined variously. It was defined as a set of psychological, behavior reactions result from negative expectations of performance in evaluative situations such as examinations (Zeidner, 1998). Thus the major source of test anxiety is derived from the unpleasant thoughts about test performance.

Such researchers see test anxiety as other similar concepts, which are related to anxious behaviors. Dorland (2009) described it as “stress”. That is to say, test anxiety is related to the feeling of discomfort when he is evaluated, this refers to the exam environment that makes students stressed. Other researchers see that test anxiety as a “Fear of negative evaluation” (Horwitz & Young, 1991). The high level position of test anxiety is experienced by students, when they negatively evaluated by their classmates (as laughing) or by teachers (as giving bad comments or marks about their performance). Additionally, it can be regarded as a social phobia, at the time a person feels frustrated when he is tested, corrected, or embarrassed in front of others (Csoti, 2003). This can occurs in oral tests, individual presentation, or other similar forms of testing.

Test anxiety is regarded as a negative factor in schools. Webb and Miller (n.d) defined it as “a state of uneasiness and distress before and during a test that often lowers performance and is not caused by not studying, not studying effectively or not being prepared”. In the sense of this definition, test anxiety is caused in stressful or evaluative situations like an examination or a job interview. Eversen and Milsap (1991) claimed that, test anxiety as a problematic phenomenon that affects millions of students at every educational level. In other words, test anxiety inhibits students to be efficient in learning and to perform well in the test.

Other researchers defined test anxiety. It is a kind of anxiety, which a mental and physical reactions result in evaluating situations ,when a person thinks that he is evaluated (Cizek & Burg ,2006) .It means that an anxious person during an examination s/he will lose their attention and concentration, and become worried and anger about the exam. Furthermore, the physical responses will emerge, such as rapid heart rate, shortness of breath, sweating and dry mouth, etc. Hambree (1988) made a negative association between test anxiety and academic performance. For instance, an anxious person will has a negative test achievement such as lower exam marks. With the same line of thoughts (Horwitz, Horwitz &

Cope, 1986) described test anxiety as a kind of performance anxiety. In other words, TA is related to the frustration from test performance.

I. 2.Theoretical Framework of Test Anxiety

It is clearly that anxiety is experienced by every individual, but this emotional feeling varies depends on the situation, and on the personal characteristics. The problematic situation (anxiety) became an obstacle to learning process ,when an individual fear about normal situations like what happens in examinations (test anxiety) .For that effect, early studies of anxiety and test anxiety studied from many perspectives .For instance, Freud was one of the most who focused in anxiety from the physiological and psychological perspectives .Moreover; from the biological perspective, test anxiety was examined in clinical studies .Test anxiety has many dimensional theories.

I.2.1. Anxiety as Unconscious Conflict

Anxiety can be described as an internal situation which has relation to personality. In the work of Freud (1856-1939) anxiety is an unconscious conflict of the Ego, the Id, and the Superego that happens in neurotic disorders. These three components are involved in personality. The function of the Ego is to make a compromise between the desires of the Id and the Superego .The Id tries to achieve its wants , needs , and desires ,Whereas; the superego tries to make the ego work in an idealistic and moral manner. Whenever the ego cannot work with the desire of the id and the idealistic morals of the superego, anxiety will occur. Freud defined anxiety as a bad internal feeling that a person wants to escape from it .From this, Freud found that anxiety has three types; Neurotic, Objective, and Reality anxiety. Neurotic anxiety is the unconscious fear which results from the threat of the ego when unpleasant behavior will occur .Reality anxiety is the frustration of something happens in reality. Moral anxiety is a fear of overcoming the moral principles of the individual. (Cited in Thompson (n.d.)). From the previous thoughts it meant that neurotic anxiety is derived from unrealistic and internal threat that make students feel anxious, which linked with personality and also with test anxiety. Otherwise, the second type of anxiety refers to a real threat that makes the individual anxious.

I.2.2. Anxiety is Common and Normal

Anxiety as an inborn feeling, which is accompanied with natural reactions to unpleasant situations. According to Freud (1949), anxiety is something shared by all people (cited in Zeidner, 2011). Every people experience anxiety when faced with a situations that makes the individual worried. In the same sense, Darwine (1872) claimed that, fear is a common feature to human beings and animals. For instance, a mother worries about any danger would face his kids, likewise; animals share the same feeling of anxiety about their small cat when it is faced with a danger (dog).

In the early clinical findings of anxiety, several studies examined the existence of test anxiety in medical students. Folin, Danis, and Smillie (1914) reported that, 20% of the medical students found a high level of Glucosuria (glucose) in the urine, but this increased level of glucose in the urine of the anxious person shows that he had experienced test anxiety during examination. That is to say, the highest level of glucose is due to the effect of exam anxiety in students. Bloch and Brackenridge (1972) tried to examine the blood samples of medical students after the students passing the exam, and found that the students who did not perform well during exam they have increased level of plasma cholesterol. This result is in contrast to students who perform well. This means that a high level of plasma cholesterol as evidence for the existence of stress, and the high level of anxiety during the exam.

I.2.3. Anxiety as a Learned Response

With the claim that anxiety is something inherited, on the other hand; it is also believed that is a learned behavior. As stated by (Strongman 1995:05):

The typical post –Pavlov, post -Watson analysis has it that a contiguous with a conditioned stimulus which is paired with contiguous with an unconditioned stimulus (which happens to be noxious and to cause pain) will, after several pairings, lead to a conditioned response. The conditioned response is fear or anxiety.

From the experiment of Pavlov and Watson of classical conditioning, it seems that anxiety will be learned once the individual frequently facing with a conditioned stimulus (danger or threat).

I.3. Components of Test Anxiety

In testing situations where an individual is evaluated feels highly anxious and discomfort as a result of negative thoughts that turn in his mind. For example, he will lose his attention to the task in hand and will expect future failure in his performance. Surely that when keeping this kind of thoughts in his mind, this will lead to an increased level of anxiety and to the emergence of physiological responses. In this sense, the negative thoughts refer to cognitive anxiety, whereas; the physiological responses refer to emotional anxiety. Thus, test anxiety is constructed of several cognitive and emotional components.

Test anxiety was studied as multidimensional components. Such researchers classify it in two main dimensions "Worry" and "Emotionality". Libert and Moris (1967) defined these terms. "Worry is primarily a cognitive concern about the consequences of failing, the ability of others relative to one's own, etc". For instance, an anxious person worries about the exam and will think that he will not do well, he says to himself "I will fail in exam" or "others are better than me". These negative thoughts make an examinee loses his/her attention to the task that in his /her hand or can be experienced before testing situations (during preparation). "Emotionality referred to autonomic reactions which tend to occur under examination stress" (Libert & Moris, 1967). In other words, it is the affective one; it refers to the emotional responses that arise when students feel highly anxious during examination. Such of these responses (rapid heartbeat, dry mouth, sweating, discomfort, anger, and helplessness). All in all, It is estimated that, these two components work in linear effect, because once the individual thinks negatively, it is certainly lead to emergence of the Physical reactions.

According to Spielberger and Vagg (1995) claimed that, state and trait anxiety are two main components that shape test anxiety. State anxiety or (**S-Anxiety**) which is an actual emotional feeling that results from the autonomic nervous system, Whereas; Trait anxiety (**T-Anxiety**) refers to various personalities that have multiple responses to the evaluative situations. Which every personality reacts to this event with high levels of anxiety or the opposite. It is noted that, (S- anxiety) is originated from an actual threat or danger that make the individual anxious, unlike (T- anxiety) is derived from internal threat within the individual.

In a new study was interested in more than two components. Sarason (1984) claimed that, test anxiety is composed of four components, which are described as four factors that

form test anxiety: Tension, Worry, Bodily symptoms, and Test Irrelevant Thinking. Tension is the feeling of anxiety, anger and uneasiness before or during an examination. Worry is defined as the negative thoughts about student’s performance (for example, an expectation of failure in test performance). Than test irrelevant thinking is defined as thoughts that have no relation to the exam that will make the students anxious,(such as thinking about previous poor test performance).Bodily reactions is defined as physiological responses that occur before or during an exam (such as rapid heartbeat and frustration).It is estimated that ,These four components can be classified in two main components; tension and bodily symptoms refer to emotional dimension, whereas worry and test irrelevant thinking refer to cognitive one. Consequently, all these components as major factors that affect students’ academic performance and results such as students’ test scores.

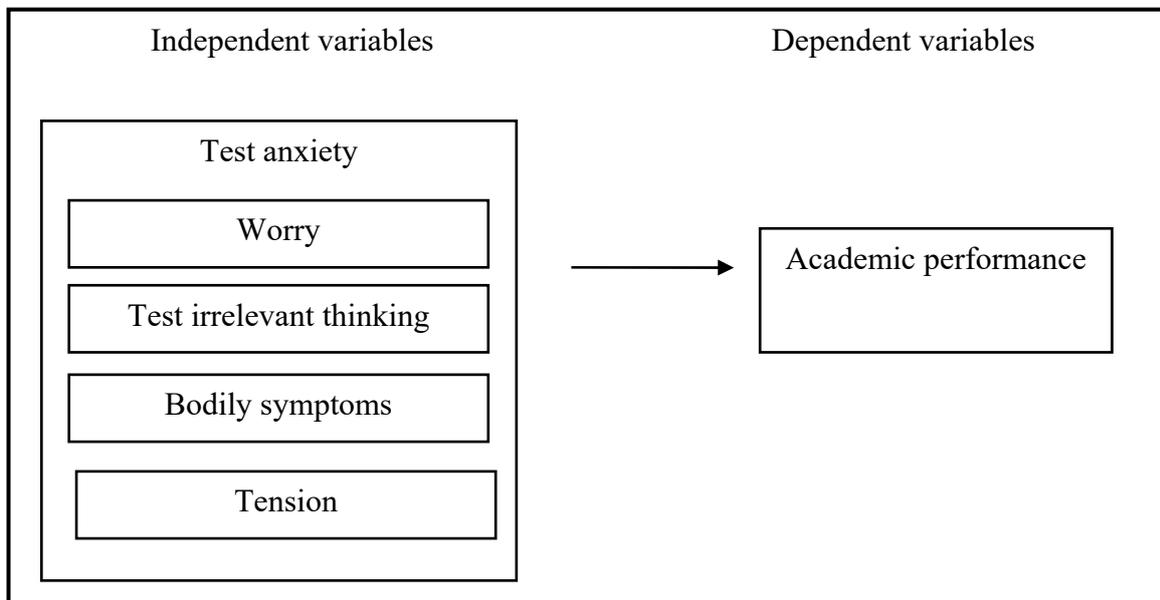


Figure I.1: Schematic Diagram (Benjamin, Michelle 2009:74).

This figure shows that, these four components create test anxiety, however; the students’ performance can be negatively or positively affected by these cognitive and emotional components of test anxiety.

I.4. Factors that shape Test Anxiety

Anxiety can be simply described as a feeling of anger, frustration, and fear about threat or danger. It occurs from time to time it depends on the situation that makes an individual highly anxious. These emotional responses as a result of plenty of factors (internal and external factors), but when the anxiety occurs in evaluative situations (test anxiety(, the

factors will differ which are associated with exam stress. Test anxiety is regarded as a consequence of the effect of various factors.

I.4.1. Fear of negative evaluation

Fear of negative evaluation is regarded as one factor in maximizing the level of test anxiety. It was described by (Horwitz, Hortwitz & Cope, 1986), as a fear of making evaluation by other people, the avoidance of these situations, and the predictions of the individual that will be evaluated negatively by others. In other words, the anxious person worries about the negative results (low marks), laughing about their performance, or such negative comments, because he thoughts that he did poorly in the test. Accordingly, the anxious person tries to avoid any other similar stressful situations. Add to this, (Horwitz, Hortwitz and Cope (1986) claimed that, the apprehension of negative evaluation happens in a wide range of situations not only in testing situations. For example, a job interview and foreign language classroom conversations are social and evaluative situations. Concerning this thought, fear of negative evaluation experience it in various contexts not just in exams.

I.4.2. Negative thoughts

Test anxiety results from negative thoughts that go around in an individual's mind. Sarason (1978) reported that, an examinee who has an increased level of test anxiety thinks that he will perform poorly in an exam, and see that the other students are well prepared. It can be said that a worried person before or during an exam, thinks that s/he will not do/perform a good job in the test and will not get a high test scores. The person experienced this situation, when s/he has lack of self esteem, self concept (a negative self image on his abilities).

I.4.3. Communication Apprehension (CA)

Communication Apprehension (CA) takes part in foreign language learners' anxiety, especially during oral test. Aydin, Yavuz and Yesilyurt (2009:174) stated that, "communication apprehension occurs when learners have immature communication skills, although they have matured ideas and thoughts. It is a fear about real communication with other people". It is obvious that not only CA occurs when a foreign language learner anxious about making mistakes in front of others (teacher or classmates), but Also this position

happens with oral test or an individual presentation. An example to this situation when a student is tested orally; he will be frustrated to speak even he knows what they speak.

I.4.4. Testing factors

Test anxiety level is increased due to various testing factors. Young (1991) stated that, the level of students' anxiety is increased due to the test validity, unfamiliarity and ambiguity of the test content and items in language testing. It means that, an examinee will be highly worried and stressed before the exam, at the time when they do not know the test techniques will be used in the test task (multiple choice, fill the gaps, true or false items). In addition, when they recognize that the test is taken for important decisions, such as scoring or pass/fail decisions. Similar to this thought, Turkish findings studied by (Burgucu, Han & Enjin, 2011) they found that, test anxiety increases in Turkish EFL students due to general or national exams. This is highly interested by millions of students in every country.

Such unfair testing process makes students more anger. Young (1991) concluded that the level of test anxiety will increase, when the content of the test differs from what is taught in class. It is illegal and unfair to test students something didn't know it or discussed at all in a class, because students will probably find themselves unable to answer and become worried about their test results. In addition, the test results will not reflect their actual level.

Concerning the duration of the exam, even time is believed as a source of making students frustrated and under pressure during exam. Sarason (1978) declared that, the time during an exam or even before (as waiting for evaluation), the level of test anxiety will be high. Students in testing situations are strongly worried if they are not complete answering the task with the fixed time, so they are speeding in understanding and answering the test questions. The evidence that students from time to time are looking for their watch this will increase their anxiety. Add to this, Poor study and test taking skills before an exam also play an important role in decreasing the level of test anxiety.

Poor study also plays a major role in test anxiety. Olaitan and Moroluyo (2014:16) stated that, "In a society like Nigeria, where students at all levels, displays high test anxiety in their examinations as a result of inadequate learning skills or insufficient preparedness". Students with lack of learning and preparation for the test and even bad learning habits, such as study for hours without a break, lack of sleeping and eating before exam impose them to

underestimate their abilities in test, and decreasing their self esteem. This will lead to the emergence to the test anxiety level.

I.4.5. Parents' expectations

Despite the fact students are ready for the exam, there is an external factor lead to test anxiety. As stated by (Turner, Beidel & Costello, 1987) "A particular set of family characteristics is associated with the development of anxiety and its disorders" (cited in Chorpita & Barlow 1998:10). In such cases of students, they are worried in exams, for the effect of the high expectations of parents about their children. For that, students tend to be worried if they did poorly in the test. Also learner's differences play major role in increasing the level of test anxiety, (these are shown in the title: levels of test anxiety and learner differences).

I. 5. Anxiety and Test Performance

It is clearly that when students have higher test anxiety, the affected part of a learning process is their performance in class and in exam. For instance, they are probably failing to test (getting lower scores), because of their stress during this evaluative situation, or they even can be affected before exam at the processing information. Through the problematic situation, several researchers tried to discuss and to examine the negative association between test anxiety and academic learning .Thus, this relation is appeared in the negative influence of test anxiety on the student's performance and results.

Test anxiety affects students' performance. For describing this effect two models of test anxiety are described which are: Interference Model (IM) and the Deficit Model (DM). First, in IM, the effect occurs in an evaluative situation; where an examinee feels highly frustrated. He said that, even though the individual understood and stored the information, he cannot recall it during examinations (Benjamin, 2009). It infers to us in this situation the brain is disorganized and stressed in remembering stored information, because of the highest level of test anxiety. In addition to that, Wine (1982) noticed that high anxious students have a negative self preoccupation. For instance, during an exam the frustrated person instead of focusing his total attention to the task, he is looking for his negative thoughts. Second, In DM, test anxiety affects even before examinations. According to Tobias (1985) "in the deficit model two types of factors were taken into consideration which caused poor academic

performance due to study skills and test taking skills” (cited in Benjamin 2009:73). The highly anxious person appears unmotivated for learning, The evidence that he don't focus on learning strategies such as concentration, note taking during the learning process, or even he is unwilling to prepare for the examination. These two models are shown in (Figure I.02)

Other researchers explained the effect of test anxiety on students' performance in three stages. At the input stage, under the effects of test anxiety the anxious student is unwilling to attend the class material. At the processing stage (the deficit model), the anxious one is unmotivated to understand or to learn new knowledge .Finally, At the output stage (the interference model), the individual is unable to remember the learned and stored information (Baily, Ongwuegbuzie & Daley ,2000).In short, this three stages of test anxiety show a linear process of affection.

Test anxiety affects test results. If test anxiety affects test performance, consequently; it will affect on test scores of students. The test scores are high or low it depends on the level of test anxiety, which experiences it by an examinee. As stated by Sarason (1984), the increased level of worry results lower academic results. Cognitive test anxiety such as a negative expectation of failure and interference during an exam, can make student don't get good scores. (Aydin, Yavuz & Yesilyurt, 2009:153) stated that:

The higher the scores are, the less the level test anxiety is .In other words the students who have high scores feel more confident and relaxed that the ones who have lower scores. The participants with lower marks often think unrelated things during exam, will fail and cannot be sure if they will succeed when they have bad grades.

In that meaning, the association of effect here is made between cognitive test anxiety and the test results. If students cannot perform well during examination under the effect of exam anxiety, certainly their test results will be weak.

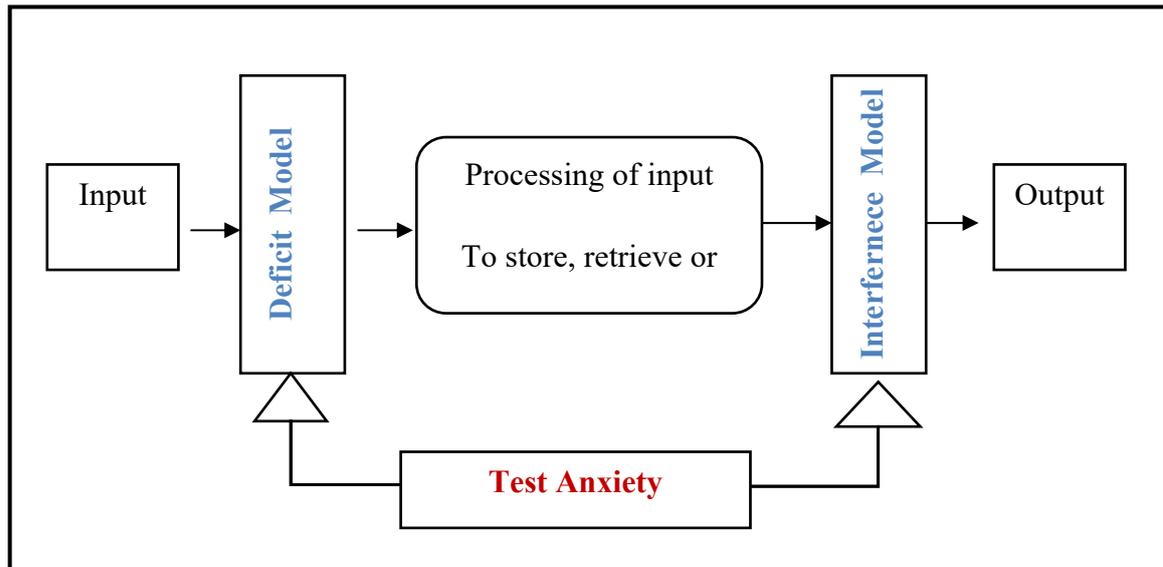


Figure I.2: Theoretical Model of test anxiety (Tobias, 1985, as cited in Benjamin 2009:74)

In the light of what have already discussed about the negative effects of test anxiety on students' academic performance and scores, In contrast; it has a positive side. It can be helpful for students to deal with dangerous situations in easy way. (Cizek & Burg, 2006:39) explained this situation:

The hormone secreted by the body when stressed , can help the child perform well in tests , firing her brain to work at top speed and it can help when she is competing on a physical level by reading her muscles for action using her fight or flight response.

When the body of an individual is stressed; it means that the release of the hormone called “adrenaline”. This will make the students do better job in tests, in other words ;they will have a strong curiosity to perform well ,and it can be helpful when they are in a competitive event, by using two responses are “fight” or “flight” reactions. For instance, the anxious students before an exam are ready for an evaluative situation, such as preparation and learning about test taking skills in order to deal with the dangerous situation in an easy way (fight response), or during an exam such as be motivated to the task ignoring any stresses that make them highly anxious (flight response).

I .6. Levels of Test Anxiety and Learners Differences

Students in testing situations ,such as exams or high stakes exams, have different levels of test anxiety .It can be high or low it depends on the situation ,and it depends on the person how s/he perceives it as a threat or as a danger. The variation of test anxiety also could

refer to physical features of an individual, such as: sex, age, and gender. In addition to academic variations, such as educational background and grade. Test anxiety level varies depends on the learners differences.

Test anxiety differs from person to person based on personality that everyone has. Students before or under exams are more likely to be worried about test, others are not. Sarason (1978: 194) claimed that:

We have all noticed that there are marked individual differences in reactions to evaluative situations....The person who freezes on final examination seems preoccupied with self doubt and the consequences of failure, whereas the scholar seeker seems confident and approaches the examination as an opportunity for receiving recognition.

It seems that students who have lack of confidence are more frustrated in exams, and appears to have negative expectations in their test performance. In contrast, students who have strong personalities tend to have lower anxiety and eager to succeed in final examinations. Similar to this finding, (Burgucu, Han & Enjin, 2011:290) found that “some students are more nervous than others about tests and that this affects their performance”. It is a dilemma for students who are naturally nervous, because they will be an obstacle for good academic achievements.

Also gender, grade, age and even educational background have different levels of anxiety. In the studies of (Burgucu, Han & Enjin, 2011) found that, test anxiety in female students is slightly higher than in male students, but both have the same sensation of fear from tests, and the more the one get older the more anxiety decrease. In addition, test anxiety and grade are related positively, which means that students with first grade have lower test anxiety. In this line of thoughts, the important point is that, higher anxiety is experienced by the youngest female students and who have lower grades. Similar to these studies were made by (Aydin, Yavuz & Yesilyurt, 2009:153) concluded that, “the findings point out that the level of test anxiety decreases when the level of grade increases. First year students are the most worried while taking a test”. In fact, first year students feel more anxious, because they found themselves in a new context (advanced school), and with changing in the educational system. In addition, The results of (Aydin, Yavuz & Yesilyurt, 2009) show that the age between 25 and 30 students are less anxious than the younger participants. Furthermore, the students who have an educational background are more confident and less anxious than the other students. It can be said that, all these individual differences as an interval in increasing or decreasing

anxiety of students , especially when they are testing , such as exams or job interviews. As a sum up, all these individual characteristics can be regarded as subjective factors that raise the level of test anxiety.

I.7. Reducing strategies of Test Anxiety

Before and during testing situations, millions of students in any educational levels are affected negatively by the highest degree of test anxiety. Several researchers and psychologists agreed with the seriousness in finding efficacious solutions for this problematic phenomenon .These last is aimed to make students deal with similar situations (evaluation events) with an easy way, and without any effects of test anxiety on their attitudes and learning achievements .Such of helpful strategies are done by teachers ,others are done by students itself . The most significant and light point is the students' strategies, because whom they can successfully cope with their test anxiety. Decreasing test anxiety level requires school administrators, teachers, and students to use complex and effective strategies.

I. 7.1. School Administrations and Teachers Strategies

School administrations and teachers use several strategies to reduce test anxiety of students. School administrators, for instance; must have a strong relationship with parents, by giving explanations to parents about what are the positive and the negative features of testing. Then, make teachers teaching for learning, not teaching for the test, because what will be taught reflects the test. In addition, Give clear and comprehensive standardized tests to schools and different practice tests, and motivate school counselors in understanding test anxiety of students individually or in groups (Harris & Coy, 2003). These can be helpful for teachers and parents to be aware of test anxiety in order to assist their children to be relaxed during the exam.

Concerning teachers' role, such strategies are used. For instance, (Harris & Coy, 2009) suggested that, before organizing and administering the test, it makes sense to understand the levels and pressure of students. Additionally, the best test taking strategies are taught by teacher in classroom, such as, understanding the fixed time, the importance of pace, the test formats. In other words, teachers make students ready for the exam by giving students some information about the test such as the type of test questions will be used, this might help them

to reduce their test anxiety and feel at ease before and during exams. Aydin, Yavuz and Yesilyut (2009:157) stated that, “Teachers should be aware of test validity and reflect course content to test”. In this sense, the test content should not be ambiguous to students; it means that the test refers to what the teacher taught in class. Besides this, Aydin, Yavuz and Yesilyut (2009) stated that, for the sake of decreasing test anxiety of students it is good to give positive feedback before or after a test, and teachers should be mindful that a test is not a tool to punish or authorize students. In this respect, teachers should not make students worry about their comments or correctness in the student achievement test (McMillan, 2007: 186) believed that:

Arranging items by level of difficulty (e.g., easy items first, then difficult ones) has little effect on the results. If you think your students gain confidence by answering the easiest items first, it’s fine to order the items by increasing difficulty.

For increasing self confidence of students in exams, it is better to order the test items from the easiest to the difficult ones. These make students answering with no worries about their performance during the exam.

I. 7.2. Students’ Test Anxiety Strategies

Students are an effective factor in struggling and managing their test anxiety .They might use different strategies which will help them to decrease or cope with their fears. Such strategies are used before the evaluative situation, others are used during exams. For instance, The Educational Testing Service (2005) reported that ,the most useful and adaptive strategy is to learn about the test, this involves the number of test questions and formats (multiple choice or constructed response),the limits of time will take the test ,the scoring of the test answers, what lectures are included in the test ,the nature of some questions. All these test information are provided by teacher. For instance, in order to know about these facts students try to ask their teachers about it .Further more (the Educational testing service 2005:12) concluded that ,“If you have test anxiety, practice is especially important .The more you become accustomed to taking the test, the better control you will have over your anxiety when you take the actual test”. Mastering the test techniques by practicing before the exam; makes students more comfortable during it. Then, the strategies are used during an exam when the student faced with negative thoughts as claimed by the Educational Testing Service (2005). Students who have negative thoughts, they can replace them with positive ones, for instance; instead of saying “I always do poorly in tests” say “I’ve got a good study plan for this test than I ever

had before”. With this type of thoughts, students can manage their anxiety, so the physiological responses do not arise, because cognitive anxious thoughts lead to emotional anxiety (physiological reactions).

Negative Thought	Positive Thought
I always do poorly on tests	I’ve got a better study plan for this test than I ever had before.
If I don’t pass this test ,I am a failure	I’ am going to pass, but if I don’t , I can bounce back.
The test is going to have trick Questions.	The test is designed to let me show what I Know , and I know all the formats of the Questions.

Figure I.3: Examples of negative and positive thoughts .The source (the Educational Testing Service 2005:12).

This figure shows a sample of negative and positive thoughts. This strategy will use when students think unrelated things during an exam.

In the situation where students under examinations, they use several strategies should be followed. Such strategies which proposed by Mayland Community College (2003) are:

- Normal study habits and let the negative emotions aside.
- Don’t learn many things at one time on the last day before the test.
- Do some physical exercises, this make student’s mind relaxed.
- Sleep well without any sleeping medication, drugs, or alcohol.
- Revise what had been studied and don’t be worried.
- Focus on the positive thoughts.
- During the exam, it’s better to be far from anxious students, and keep their mind away from any destruction.

Conclusion

As a sum up, test anxiety is defined as a fear of an evaluative situation or a worry about their performance in exams. Several theories have studied it from their own way. For instance, Freud is one of these theorists. In addition, they have divided test anxiety in two main components ,which are composed of cognitive and emotional responses that will have negative effects on the test performance of students and on scores .So that ,test anxiety is affected by several factors such as communication apprehension, fear of negative evaluation, lack of self esteem , negative thinking ,and other factors are related to testing process such as the quality of assessment , exam time, test content and format .Add to this , an external factors could be involved such as parents. Furthermore, the level of test anxiety is increased or decreased it depends on the characteristics of an individual. Thus, the general view is that assessment and anxiety are strongly linked together, which have an impact on test results of the students.

Chapter Two: An overview of Classroom Assessment and Testing

Introduction

An educational system is a complex processes of learning and teaching. This last is not just a mutual interaction between learner and teacher, further more; assessment and evaluation is a conditioned process for successful learning. In the scope of assessment, testing serves as an integral part in assessing students' performance. In this way, teachers use testing for making improvements in learning and for evaluating the level of students' abilities.

In this chapter, we will discuss the three concepts are: Evaluation, Assessment, and Testing, since every process completes each other. Additionally, it will look at various forms and techniques that are used in testing process. Then, in spite of the administration efforts ,some assessment problems are noticed by teachers and students will take part in this chapter .Finally, the scoring system will give a deep description of how the evaluation works and how students are motivated to exams. Finally it gives a general and principals that should be respected by teachers for effective assessment and evaluation.

II. 1. Definition of Assessment

Assessing students' performance is not a simple process, it is more than that. Assessment provides teachers with information about students' attainments of learning, or giving detailed description about students in the areas they are good or needs improvements. In addition, it is an academic method used for giving a value to test performance. In this sense, testing and evaluation are related to assessment. Assessment is considered as a complex process tha is used in teaching students.

Assessment is defined variously. It originates from the Latin word "assidere"; which means the process of gathering learner's behavior. For instance, describing, recording, marking, and interpreting information in the process of learning (Rabhi ,2013).In other words assessment is regarded as an umbrella term to these sub processes. McMillan (2007:8) defined assessment as:

The collection, evaluation, and use of information to help teachers make decisions that improve student learning .Conceptualized in this way, assessment is more than testing or measurement, which are familiar terms that have been used extensively in discussing how students are evaluated.

That is to say, Assessment is a helpful way for teaching and learning process; which can teachers deal effectively with students' needs, by giving instructions (activities) according to their weaknesses in order to improve their abilities. It was defined by (Boyle & Charles, 2009) "Assessment is informal hourly and daily and involves a dialogue between learner and teacher". It seems that assessing students are considered as an interactive learning process.

According to (O' farrell ,n.d.) stated that, It takes place in testing both intensive and extensive learning .It could be tests memorization, perceived information, abilities, or reproductive methods. Additionally, testing has a sense of abstract meaning not just concrete one, or evaluating information. Thus it is a concrete process such as testing information and knowledge, and an abstract process such as interpreting or evaluating students' work. In another definition, assessment is slightly far from the process of learning. It takes place at the end of the module, course, or semester, for the sake of testing students strengths and weaknesses. Furthermore, assessment is essential for the process of learning, and the most important thing .It ought to be an objective to develop level of students' learning (O'farrel ,n.d). In other words, teachers should have objectives in assessing students. For instance, Improving learners is one of these objectives.

Classroom assessment is a general term to other concepts. Four main components are applied in classroom assessments which are: purpose, measurement, evaluation, and use. The first step before making an assessment is to have a purpose. Second , in collecting information several techniques are used such as testing, ratings ,observations , and interviews .Third, in evaluative process teacher makes an interpretation and judgment about students' performance based on performance standards and criteria "scoring criteria" .Fourth ,once the evaluation is implemented ,test scores will be used for three decisions: diagnosis the weaknesses and strengths of students, grading ,and giving instructional activities such as changing the students seating arrangement or asking them questions (McMillan, 2007).These processes are summarized in (Figure II.4)

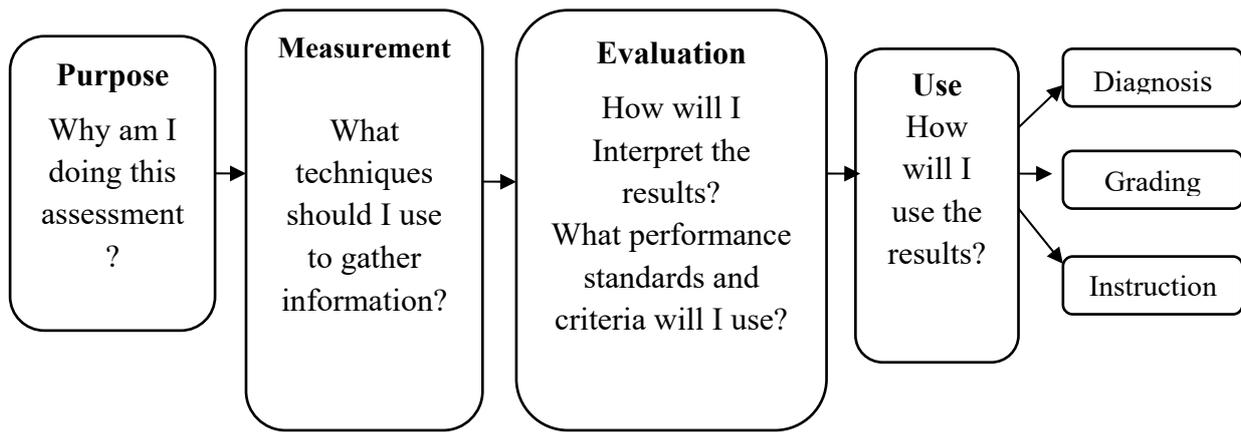


Figure II.4: Components of classroom assessment (McMillan 2007:09)

As indicated in the figure above, it seems that classroom assessment is a set of interrelated and complex components, which are purpose, measurement, evaluation, and use. From the previous definition of assessment; it makes sense to define the terms “Testing” and “Evaluation”. Testing was defined by (Glossary of Education Reform, 2014) “Is any form of test that requires all test takers to answer the same questions, or a selection of questions from common bank of questions, in the same way, and that is scored in “a standard” or consistent manner” . It means that testing is a concrete and more formal process which is used in assessing students’ knowledge, skills, understanding and level of proficiency. Standardized testing has two main purposes. The first aim is to test, for making a comparison between students’ scores and other group of students’ ones (summative). In contrast; the second method aimed to improve learning by knowing to what extent students acquired information (formative) (California Department of Education, 2004). Formal and informal testing are used it depends on what the teacher wants to achieve .

The evaluation on the other hand was defined by (McMillan, 2007:10) “The making of judgments about the quality _ how good the behavior or performance .Evaluation involves an interpretation of what has been gathered through measurement ,in which value judgments are made about performance” .An example of an evaluation , a teacher may evaluate student performance as a “good” or “bad” work, or making this evaluation in numbers such as scoring ; giving high or low test scores .Similarly , (Tayler ,1951) defined it “education evaluation is the judgment process for the educational goal (behavioral objectives) realized through education and class activities” (cited in Lee 1999:01). It is noticed that evaluation is a part of learning and teaching process. Besides this, “evaluation is about attributing a value to test taker’s work” Rabhi (2013:24). It can conclude that giving a value to students’ performance should reflect their actual test work.

Accordingly, (Rabhi 2013) associated between evaluation, assessment, and testing. She argued that testing and assessment are involved in the evaluation process, and testing is involved in assessment. Hence, the three processes are interrelated to each other.

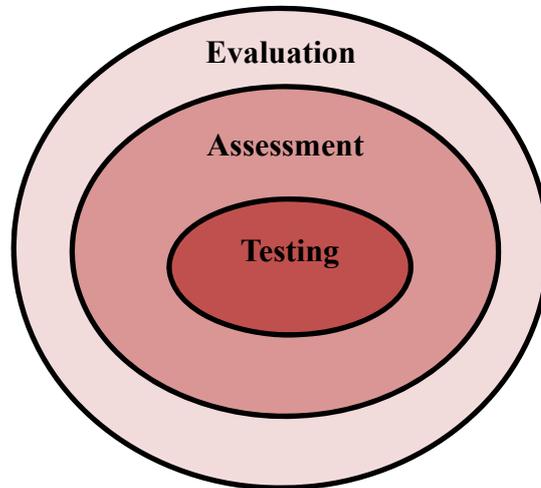


Figure II.5: Evaluation, Assessment, Testing relationships (Rabhi 2013:25)

In the figure above, testing, assessment, and evaluation are used in gradual order, from testing to evaluation.

II. 2. Types of Assessment

In classroom assessments, teachers try to collect information about students' knowledge, skills, level of understanding, and motivation. This is for improving learning or for evaluating student's level of efficiency. This process can be continued during the process of learning (Formative assessment), or can be as a summary to the whole of the semester or the year (Summative assessment). Thus, two different methods are used in assessing students' learning which are formative and summative assessment.

II. 2.1 Formative Assessment (FA)

FA has several features. It was defined by (LNF Implementation team, 2013:06) "It is an integral part of everyday teaching, a continuous process that grows through shared understanding, adaptive practice and a clear focus on learning". For instance, it occurs daily, weekly, monthly at the process of teaching and learning. It is also described as an assessment for learning, since it is the most effective way for learning and teaching (LNF

Implementation team, 2013). Thus, it is a purposive in nature, for improving learning and making competent student. In this line of thoughts, FA is interested on the needs of students (NCTE Executive committee, 2013). From the continued assessment, teachers try to know which students are weak or needs improvement, in order to build upon it effective students.

II. 2.1.1. Formative Assessment Techniques

Plenty of techniques are used for implementing the FA. They are used for achieving effective learning. In informal assessment three functions are adopted: evaluate students' learning development, after that providing feedback for them, and giving instructional activities. In the evaluation process, teachers rely on informal observation about students' behavior in classroom, ask questions, or self evaluation by students. After this process, the teacher gives feedback to a specific student or immediately in front of others. Then, the third process, it has to do with making instructional activities (McMillan, 2007).As an example for this process, when a student is asked by teacher about how well understand the lecture, if the student's answer is approximately 40% correct, the teacher makes a feedback to the student such as showing in which s/he was wrong and giving a comment or marks .The teacher here does not take the next step (new lecture) until students are competent in what is taught by giving new activities. In these lines of thoughts this technique called "mastery -learning" (Long, Wood, Littleton, Passenger & Sheehy, 2011). In this method students should master what they have studied before the moving to the next stage of learning any task (instructional activities). **Criterion referenced tests** are used in FA , which assess performance on specific features of ability. For instance ,Worth reading involves, if a child knows some particular letter sounds or he/ she can reads some words from a list (Long, Wood, Littleton, Passenger & Sheehy, 2000).The typical performance of reading ability are the standard criteria that teachers rely on , for evaluating their test work. Also , these tests called achievement or progressive tests (Harmer, 2007).These refer to the role of the test to make progress in students' abilities and to achieve the ideal effective learning.

Such form of test is used in FA has a relation with summative assessments (SA). As stated by McMillan (2007:117) "the term **Benchmark** assessment is used to describe periodic testing in reading and mathematics that monitors students' progress toward achievement of what is covered on end of year high-stakes tests". This kind of assessment gives detailed information of students' test performance in reading and mathematics for a period of time such as a semester or a year. Additionally, O'farell (n.d.) noted that FA plays a major role in improving

the students' marks of SA, by knowing students the importance of informal test, that they will become focused on their formative activities in order to help them get good grades. This makes a student gain better scores in SA. Thus FA is an efficacious way for achieving the summative goals.

II. 2.2. Summative Assessment (SA)

SA is similarly related to testing. It's defined as a detailed recording of what taught at the final instructional unit, it takes place after completed instruction and it is in contrast to informal assessment (FA) McMillan (2007). Meaning that, it provides information about the level of student efficiency to the task .Final examinations as an example of SA. (The Glossary of Education Reform, 2014:n.d.) described that "summative assessment are general evaluative, rather than diagnostic". These forms of assessment rely on scoring and grading, when the work of the student is evaluated instead of describing the student's weaknesses and strengthens.

II. 2.2.1. Summative Assessment Techniques

SA uses various formal tests it depends on the purposes of teachers, schools, and administrators will tend to achieve. However, "norm" is the standard or the predicted value of something. **Norm referenced tests** are used in testing students' abilities in comparison with other students population (Long, Wood, Littleton, Passenger & Sheehy, 2000). Scores and grades are the basic standards in evaluating test performance. These tests are:

II.2.2.1.1. Proficiency Test (PT)

Proficiency Test (PT) or standardized test is used for testing learning attainment of students. It is the most common test used by states and testing organizations. The four fields will be tested are: Math, reading, writing, and science (The Glossary of Education Reform, 2014).In other words, it is designed for testing the global abilities of students .Harmer (2007) claimed that PT gives a general view about the level of student' abilities and facts, it is frequently used as technique if students want to achieve their goals such as moving to foreign university, getting a job or certificate. The most General Examinations are considered as PT .Furthermore, whenever the process of testing aimed to test what is taught, this type of effect called "**Backwash**". It is a significant test which helps to give important decisions about

students. As stated by (Long, Wood, Littleton, Passenger & Sheehy, 2000) one of the main purposes of testing is to set a standard. In other words exam scores and grades are the most important standards in estimating the students' proficiency.

II.2.2.1.2.Portfolio Assessment (PA)

Portfolio Assessment (PA) was defined variously. The term portfolio in Fine dictionary means "A set of pieces of creative work collected to be shown to potential customers or employers". In this way the presented work will be evaluated by these people. Nunes (2004:334) many schools make a chance for students at a specific period of time, to produce a portfolio of their own work (term or semester), after this process of collecting it will be assessed. The benefits of this assessment give an evidence about the real level of the student, making student autonomous, and self monitors (Cited in Harmer ,2007).It is valid because students can correct what have written before showing it .This kind of assessment has a positive effect "**wash back**" (Harmer ,2007). So by this assessment, student will be creative not just constrained by what they learned in the classroom. Writing a dissertation in a license or master degree of a university is an example of a portfolio assessment.

II.2.2.1.3.Placement Test (PT)

A common way for measuring the students' level of competency in order to classify them is Placement Test (PT). As stated by (Harmer, 2007), it is the process of testing students' knowledge of grammar and vocabulary in order to place students with the right class that fits with them in school. Moreover, receptive and productive skills will also be assessed. Other schools adopt a process of self assessment, where students assess themselves, because they are involved in the process of PT .An example of PT, student before registering for an English course, he should pass the placement test in order to know what the level of student, for the sake of placing him with the suitable class to learn English. It could be A, B, C, or D.

II. 3. Testing and Examination

Testing is a basic method which is followed by teachers in assessing students' learning. Teacher relies on giving quizzes and tests to students in order to give them evidence about their level of competencies. These processes of testing depend on the objectives of teachers; either for improving learning, or for making other important decisions such as grading exam performance. Thus, tests and examinations are used interchangeably. Teachers in examination use different test items, which could require students to be creative and productive in their answers such as writing an essay, or just to be limited with the test directions, or even can make a mixture between them. Testing is characterized by several of informal and formal features.

Testing was described as an informal process. Oxford Learners' Dictionaries defined testing as "the activity of testing somebody, something, in order to find something out, see if it works". In this definition testing is used for making an evidence for something tend to be tested. It is a general term refers to any subject; it is not limited just to the process of learning. Informal testing involves making an assessment in any period of time in the process of learning; its function is not for testing student's level, or grading them (Traub, 1994). In this sense, formative testing is not based on scores or grades, instead it is basically tends to give a description to teachers about learning gaps that needs more focus on teaching students.

Testing is used interchangeably with examination (formal test). Assessors adopt summative testing for formative purposes, this is so called "**Piloting Testing**" (PT). Alderson, Clapham and Wall (1995) defined it as pretesting efforts and trails are used before formal tests such as examinations. PT is aimed to know what the problems students are suffering before a main exam, the degree of the difficulty of test items, and to what extent the test is valid. In this way, it infers that is used for making sure that the test will be administered is a good and well designed test. In addition, it gives teachers a view about the problems that students are suffering from. In another form of testing that is associated with the formal process "examination". Merriam Webster Dictionary defined examination as:

1. The act or process of examining; the state of being examined.
2. An exercise designed to examine progress or test qualification or knowledge.
3. A formal interrogation.

By this meaning, the examination is regarded as a formal testing. It is also called “**High stakes testing**”. The National Center for Fair and Open Testing (2007) pointed out that High stakes tests (HST) is when they have important decisions of students. This means, the results of examinations are taken seriously for making decisions, such as scoring, grading, passing and failing not just for achieving effective learning. In addition, the function of testing is to give evidence about the examinee’s degree in mastering a course material this is estimated by giving tests to students (Traub, 1994). That is to say, its function is to test the level of students’ proficiency. All exams test the whole course material that students learned it (Complete Test Preparation Inc, 2011). Students will be tested on what they learned in a long period of learning process such as a semester or a year.

Examining or in other word testing students involves using two types of tests, which are objective and subjective test. Brainerd and Winegardner (2003) believed that in objective tests the test taker tend to select one correct answer from various answers; the selected answer can be right or not. In other objective tests it needs to make hints to the right answer in order to find it by the test taker itself. It can be filling the blank or completing an answer. Objective tests are more favorable by students, because they find them easy and fast to answer. It is noted that, these tests require students to answer with the suggested choices, not for their own subjective answers. Moreover, they are simply used in assessing knowledge (facts). The test items are used in objective tests are as follows:

- 1) Completion and short answer items.
- 2) Matching items.
- 3) True/ false and other binary-choice items.
- 4) Multiple choice items (McMillan, 2007).

The student’s memorization and facts about a learned material is the knowledge that will be tested in objective tests. These forms of tests are also called “**Indirect test items**” (Harmer, 2007). This is due to the fact that the test items are not directly to just one ability such as writing a composition or an essay. They combine between multiple abilities which are listening, reading, writing, speaking, comprehension and memorization. The subjective tests in other hand, are another tool used for formal testing. Brainerd and Winegardner (2003) stated that the condition of the subjective test is that the test takers should give an exact answer, and provide opinions about it. An examples of subjective test items are:

- 1) Essay questions.
- 2) Short answers.
- 3) Rubrics.

In essay questions, test taker tends to give a significant thought which is supported by arguments, whereas; in rubrics test the typical answers are described in (schedule) with specific scores. It is designed by the teacher in order to associate between the students' answer and the suitable description of their answers. Additionally, Rubrics tests used in real life situations ,such as in testing listening, reading, speaking, and writing (Harmer, 2007). This form of test gives reliability and validity in evaluating the work of students, which provides the actual level of students.

II.4. Student's Motivation in High Stakes Exam

The suitable method for gathering information about attainments is SA. It is used for testing the whole level of students' abilities at the final of a semester or a year, in such exams are more important for taking important decisions. For instance, HST is considered as a tool for achieving this goal. The evaluation of high stakes exams is used, by giving rewards such as high scores to the one who do well in the test ,and passing to the next stage ,or doing the opposite when they failed in the test. Test rewards are the most interested by students. In this sense, there find two kinds of students' motivation, the first category of students who focus their attention to developing their abilities, the second category of students who are highly competitive to gain higher scores. High stakes exams have an effect on students' motivation.

Students' motivation for learning has two types. An intrinsic motivation (IM) and extrinsic motivation (EM).The former is viewed that learning process as internal satisfaction and a focus by learners. This will have an effect on the continuing learning process and being motivated by themselves. On the other hand, EM is a learner emphasis on learning as a tool for achieving his /her final goal (test results) not the focus on what they learn. Rewards like getting a diploma ,high scores , prizes, these are as an external incentives for student's motivation to learn .It means that the absence of these rewards not just decrease or stop learning process, but also what the learner learns, is for an external incentives (Harlen & Crick ,2002) . So when students are motivated to external rewards of high stakes exams these affects on students' IM. In this line of thought (Jones, Jones & Hargrove, 2003) pointed out that, the student is rewarded by giving a new grade to those who succeeded in tests. In

addition to that, is also giving rewards and prizes to those who gained high test marks .In contrast, students who are not succeeding, they will have a punishment such as attending summer school or stay in the same grade. This feeling of failure makes students become unwilling to learn (learning for getting marks not for incentive to learn). Similar to this finding, (Harlen & Crick, 2002) concluded that, students' motivation for learning is affected directly and non directly by SA. The direct effect, it is appeared in the emergence of test anxiety and the decrease in test results, this will have an effect in lowering self esteem and how they see themselves .Their Teachers and the curriculum are affected indirectly to this process .It seems that motivation as an umbrella to such attitudes such as test anxiety, self-esteem, and learners self image in the process of learning. So students with previous low marks will lower their self confidence to learn, or will decrease their IM.

Additionally, high levels of EM of high stakes exams have a strong impact on students feeling of frustration and fear, especially in evaluative situations (HST). According to Benmansour (1999) who made a relationship between test anxiety with the characteristics of motivation .He found that, high level of test anxiety is a result of a greater focus of students in getting an advanced grades, and relying on passive instead of active learning strategies. There is no relation between test anxiety and student's motivation when they have a great emphasize on IM (an energy to learn far from mathematics), and it showed strongly use of active learning strategies .It means that the use of passive strategies and EM is connected with test anxiety. (Cited in Harlen & Crick, 2002) .Test anxiety decreased when there is an IM for learning.

Student's dropout rate also are affected by high SA. As stated by the National Center for Fair and Open Testing (2007) claimed that, grade retention and dropping out are a result of High stakes testing. And it argued that "The most comprehensive national study finds that graduation tests lead to a higher dropout rate for students who are relatively low achievers in school, while they do not produce improved learning for those who stay in school"(NCFOT, 2007). Students who failed in school have not an incentive to learn or repeating the grade, the first what they can do is dropping out from school.

II.5.Problems with Testing and Evaluation

An effective teaching and learning process is based on assessing, either informally or formally, students' abilities and knowledge. This last includes testing and evaluate their work, but when teachers misuse these processes, several problems will face them. For instance; the

attitudes and feeling of students during testing situation, their motivation to the test outcomes rather than the satisfaction of learning, and other issues that relates to grading. Thus, such problems face students, when the teachers test and evaluate their performance.

Such problems were noted about teachers. Assessment Reform Group (2003) argued that teachers with the use of FA for high stakes purposes, it will decrease the assessment for learning. In fact, Teachers with summative purposes, such as for documents the result to external purposes, assessors will focus on teaching for the test rather than developing the abilities of students. Rabhi (2013:21) argued that FA is the point that teachers are interested in. They suffer with difficulty in testing students individually in such courses such as linguistics, written expression, and grammar... this because of the increased number of students in a group. Thus, teachers with the large number of students will have not enough time for testing everyone in one an hour.

Problems are linked with students. Such stresses in evaluative situations affect on the performance of students. According to Harmer (2007) stated that students have just a single chance to show their abilities. He believed that the unfair situation, where students saying “they feel discomfort in exam”. Other students are claiming that in such testing situations “sudden death” are given to the assessor not a real image about the performance of students. So the problem noticed here is that the students did not perform well in these testing situations, and their test scores will not reflect their true scores. A significant problem when there is an error in interpreting the results of students. McMillan (2007) described this situation:

The concept of error in assessment is critical to our understanding of reliability .Conceptually, whenever we assess something; we get an observed score or result. This observed score is a product of what the true or real ability or skill is plus some degree of error: **Observed Score = True Score + Error.**

It means that the observed score is what estimated to the assessor about the work of an examinee , but in depth ,the assessor cannot see the errors that students suffer from. In (Figure II.6) gives a clearer view or a sample about these errors. Harmer (2007) associated between error, and reliability. He argued that the more error increases, the more reliability decreases, he cannot recognize the degree of error can effect on students' reliability, because reliability are measured only in the test. That is to say, students did not get the merit and reliable scores because they are negatively affected to one of these errors. Furthermore, the problems are

linked with students' motivation. Harlen and Crick (2003:01) reviewed that "Testing raises standards and, on the other hand, that testing, particularly in high stakes contexts, has a negative impact on motivation for learning that militates against preparation for lifelong learning". Students' motivation for learning will disappear, when they are strongly interested to the test outcomes such as scores, and not in their satisfaction for learning.

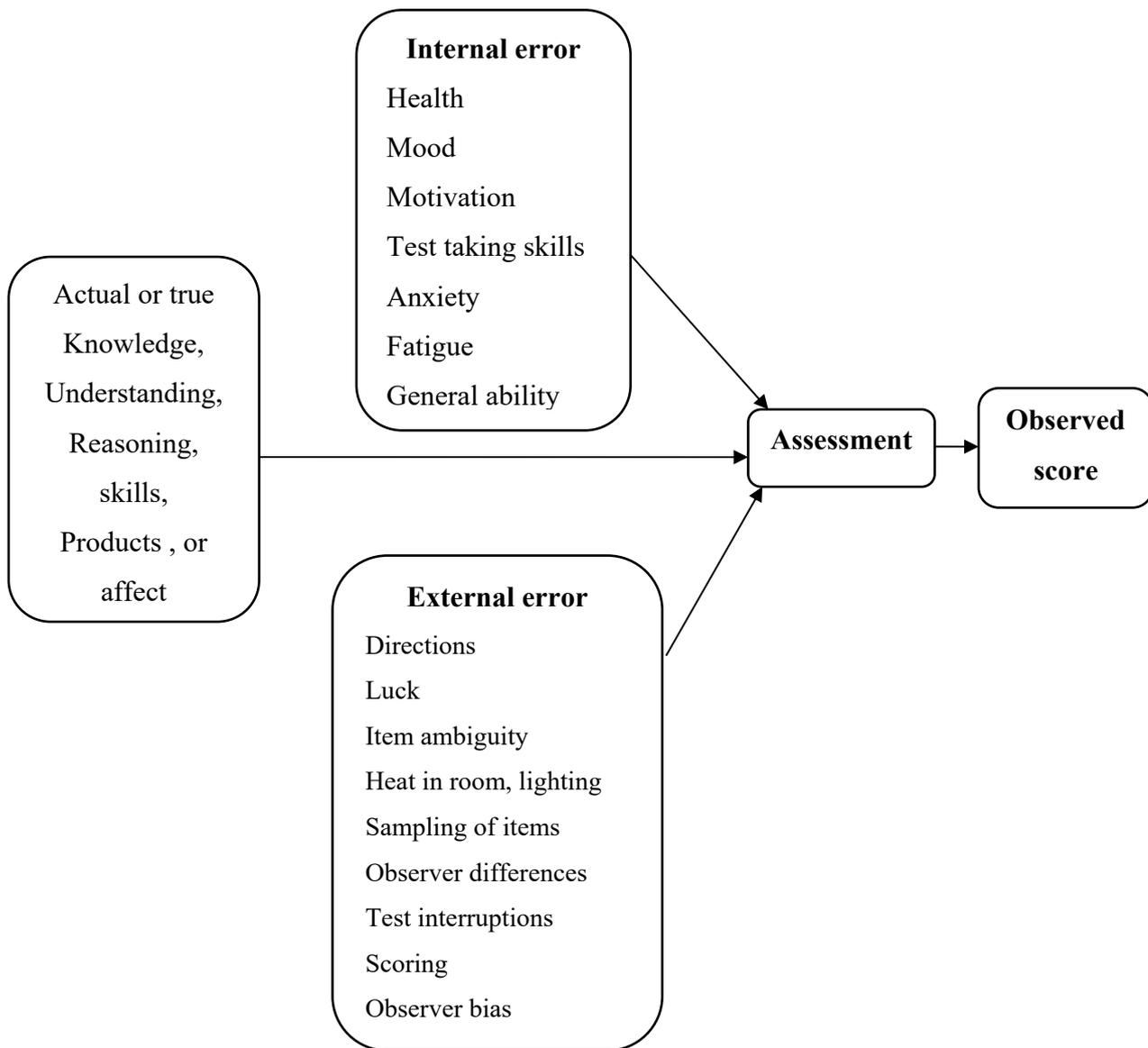


Figure II.6: Sources of Error in Assessment. McMillan (2007:72)

In the Figure above shows the different forms of errors that affect on students' performance. Hence, students do not gain reliable score if they are tested with one or more of these errors.

II.6. Scoring System (SS)

After the process of testing students; teachers come to evaluate their test work. It would to ask how the evaluation works? Teachers' evaluation involves rating test' work of students of transforming the student's performance into scores and grades, this is so called Scoring System (SS). Scoring test performance is not providing a single technique, it follows various procedures to do so, it depends on the type of test items are used. Furthermore, it can be used for more important decisions such as grading. The scoring system has several procedures and objectives that teachers rely on.

Scoring System (SS) is used variously it depend on the test forms. First of all (Alderson ,Calaphan & Wall ,1995) claimed that scoring objective tests such as multiple choice is based on providing a score (**1**) in the right answer ,and (**0**) in the incorrect one. Other scoring objective tests such as true /false items, in every incorrect answer the examinee has a chance to get a half score. So the incorrect answers are subtracted from the correct answers. This can be clear as follows:

$$\text{Corrected score} = \text{right answers} - \frac{\text{Wrong answers}}{\text{Number of alternatives} - 1}$$

This process of scoring gives to students some sorts of fairness ,because the half of incorrect answer does not mean that students get 0 on it. Then, Test scores can interpret it by other simple techniques, as pointed out by (McClellan ,2010) in multiple choice items are scored by numerous tools as fixed time, machine. For instance, the former means that the time limit is considered as a criteria for scoring students' performance; The latter, it can be used by a computer.

SS also used in subjective answers . Park (n.d) claimed that subjective test items require teachers to score them with holistic (HS) and analytic scoring (AS). HS is the best way for scoring productive skill such as writing; it gives a general level of students' performance. It is a tool used as a practical guide, it consists of 4 to 10 levels, and each category has a description with the suitable level. The advantages of holistic rubrics (HR) are used to provide a single score, but the individual score doesn't give detailed information and diagnoses about students' weaknesses and strengths. in contrary, AS is a procedure used for giving clarification and detailed information about students' performance in writing, and it provides

several sub scores .In addition ,Analytic rubrics (AR) describes how well the students are good in the principals of writing ability such as grammar cohesion and other rules. Thus the advantage of this procedure is that the teacher finds it useful to teach closely and carefully, but it takes more time than a holistic scoring. Every scoring procedure has advantages and disadvantages characteristics.

Whenever test performance scored, it can be used for different objectives. As stated by (Thissen & Weiner ,2001:23) “test scores are used to help make decisions”. The condition for taking decisions is based on the interpretation of test scores of students. A Professional testing Inc (2006) stated that **pass /fail** is a simple decision category used in reporting test scores this is made for certification or license. Other decisions are **mastery /non mastery**. In other word , scores are used for grading. Also grading decisions take other forms such as **letter grades**, as stated by (McMillan, 2007:366) “the most common way most teachers mark student performance on products other than objective tests is to give a letter grade”. Letter grade is a set of letters from **A** to **F** used for grading students’ level of test performance. The letters are ordered from the highest level (**A**) to the lowest level (**F**).Moreover, Test Performance of student could be grading it in a percentage. The right answers on a test, reporting them in a percentage, which is regarded as well approach in an objective test. Hence, the likely percentage tends to gain is 75 % or 92 % of test performance. They are an estimation of the items are answered correctly (McMillan, 2007). It notices that, the percentage of test performance doesn’t give specific information about the student’s performance.

Item: compare and contrast the first and second Iraq wars .Show how they were similar and how they were different along geographic, political, and natural resource dimensions.

Level of performance	Description
Exceptional (5)	Through and detailed understanding of both wars; provides justifications for all points; complete listing of similarities and differences for all dimensions; provides additional insights.
§ Excellent (4)	Complete understanding of both wars; justifications for most points; lists similarities and differences for all dimensions.
Very good (3)	Mostly complete understanding of both wars; justifications for some points; most similarities and differences for two dimensions.
Acceptable (2)	Incomplete understanding of one or both wars; justifications provided for some points though incomplete; similarities and differences listed with some attention to dimensions.
Poor (1)	Incomplete understanding of both wars; justifications inadequate or not present; similarities and differences not correct.

Table II.1: Example of Essay Holistic Scoring Guide (McMillan 2007:221)

The table shows that the HR gives general description about students' level of performance .Every category has a suitable characteristic that guides to a SS.

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Criteria # 1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria # 2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria # 3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria # 4	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

Total Score = _____

Table II.2: Template for Analytic Rubrics (AR). (Graig, 2001:03).

This table appears to give detailed information about students' performance, which every criteria of students' performance takes a reliable score.

II.7.The ideal Characteristics of testing and evaluation should be followed

After the process of testing students' progression of learning and their abilities, it's the time for evaluating students' works. Two ways are used in interpreting their test results, such as making a valid interpretation about students' performance (validity) or estimating their work by scoring them (reliability). Furthermore, such students, their reliability and validity did not reflect their actual level, as a consequence of unethical evaluation are done by teachers (unfairness). The conditions of evaluation should be based on the three characteristics: validity, reliability, and fairness.

II.7.1. Validity

Validity is one of the main features in evaluating the test performance of students. As it described by (California Department of Education, 2004:04) "validity refers to the degree to which evidence and theory, support the interpretations of test scores interpretation is dependent on the proposed uses of test scores". It is the process of giving a value that reflects the students' abilities. Other evaluation process takes place during teaching, when teachers assessing their students' learning developments. McMillan (2007) Claimed that validity is applied by using several ways in assessing a single student's ability, and focusing on the steadiness of these results. The focus on estimating the results is in the diversity of sources, not just in a single reference. Add to this, the conclusion about such learning target do not affect on other conclusions. For instance; a teacher concludes that the student is not proficient in writing skill, teacher before infers that, it should be also assess their reading ability and vocabulary, because students are not efficient in them. So, the valid interpretation is to be confirmed about all student competencies.

II.7.2. Reliability

The reliability is more associated with the interpretation of test scores. "Reliability refers to the consistency of scores, students would receive on alternate forms of the same test". (Wells & Wollack, 2003:02). Teachers concluded that student has a reliable score, when the multiple test scores show the same point that is the stability of these results. "The more reliable comparable the scores are, the more reliable the test scores are" (Wells & Wollack,

2003:02). Thus, reliability is the steadiness of the test scores. Reliability comes for two purposes. First of all, for measuring to what degree students get an observed score with an internal error (such as health), and external error (such as item ambiguity). Second, for testing the validity of students' competencies (Wells & Wollack, 2003). Reliability involves both reliable and valid inferences. Both validity and reliability should be respected by teachers.

II.7.3. Fairness

Fairness teacher is an ideal feature being required in evaluation. Fair test score is when they are interpreted with validity and reliability for all students, keeping aside their race, origin, gender, or disability (California Department of Education 2004). It is a legal evaluation process. An example of an unfair situation, "the apocryphal professor who grades papers by throwing them down the stairs in order to rank them, A through F. Students and professors alike recognize this procedure are defective". (Close, 2009:04). In this grading process the weakest student may grads them with "A or B", in contrast to the advanced students, teacher grads them with latest degrees. He argued that students must be graded fairly. With "fair" it means using all of the kinds of justice (Close, 2009). Thus, fairness should be part of the general concept of assessment.

Conclusion

Thorough this chapter, we have discussed one important area of an educational psychology so called "Assessment". We have tried to define it with its sub processes that involve "testing" and "evaluation". We have discussed of the usages and the techniques (different types of tests) that are used in the two forms of assessment: FA & SA. In addition, the problems that are resulting from the testing operation, which occurred with students and teachers during testing or evaluation, such as test anxiety. Then, we have associated with testing and examinations for the similar characteristics between them, and the negative effect between High stakes exams and students' motivation. Moreover, also we have described how the evaluation works with its techniques. Finally, Validity, reliability, and fairness refer to the major principles that characterize the greatest assessment; that teacher should take these principals seriously in testing students, especially when the test results will use it for important decisions such as grading.

Chapter Three

Analyses and Discussion of the Results

Introduction

Through the effect of exam anxiety on students' exam results; it led us to examine this impact by using two different instruments. First of all, a questionnaire to 1st year LMD students. Second, corpus (numerical sheets about students' scores). Our main attempt in this study is to estimate the negative relation between the two variables, by asking students questions about their attitudes and feeling towards the exam. Add to this, we use the second tool for making a concrete proof about the negative results that are affected by exam anxiety.

III.1. Students' Questionnaire

The analyses of the results are based mainly on specifying the nature of the negative effect that is intended to confirm it. The students' questionnaire is a helpful way for achieving this goal. That is to say, the questions describe different stressed statements that the students experience it before and during exams and their negative consequences, In order to understand to what are the sources of test anxiety that take the responsibility in getting bad grades.

III.1.1. Description of the students' Questionnaire

The questionnaire is composed of 13 questions. The majority of the questions are closed. We use these kinds of questions in order to make them easy to answer by all students, because they prefer to answer with objective questions (close questions) rather than subjective ones, also it is easy to analyze them.

III.1.2. Administration of the Students' Questionnaire

The questionnaire was administered to 30 students of 1st year from 551 of the total number of students who study English language at Biskra University, in which They are chosen randomly. While the study is associated with the effect of the exam stress, it was a challenge to us to administer this questionnaire to students during make up exam ,the credit

refers to the assistance of the teacher. The questionnaire is answered and handed back in the same day they administered. The purpose of that is for making the results of the study more valid. Because it is very significant in this investigation to ask students about their attitudes and feeling at the core of their problematic situation (exam anxiety). This means that, their responses to the questionnaire will reflect their real situation about the effect of exam anxiety.

III.1.3. Analyses of the Students' Questionnaire

Q 1: I am stressed and anxious during exams, this makes me lose concentration and do poorly in tests.

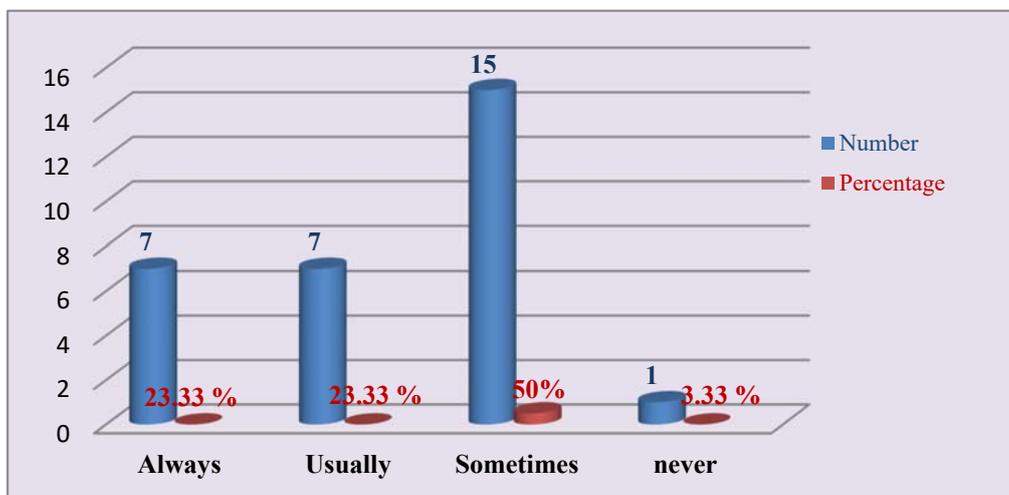


Figure III.7: The number of students' responses who are losing their concentration during the exam

This figure shows the negative effect of stress and anxiety in students' concentration and performance. The overall students' answers reveal that, they experience this situation either slightly or hardly. The evidence is about 23% of them declared that "always" stress and anxiety make them lose concentration and do poorly in test. Similar percentage of students' answers are accepted with the fact that, they are "usually" experience it. While the double rate of students (50%) were answered with "sometimes". A mere of 03% of students answered negatively with "never" feel that.

Q 2: When you are anxious about exam, you feel:

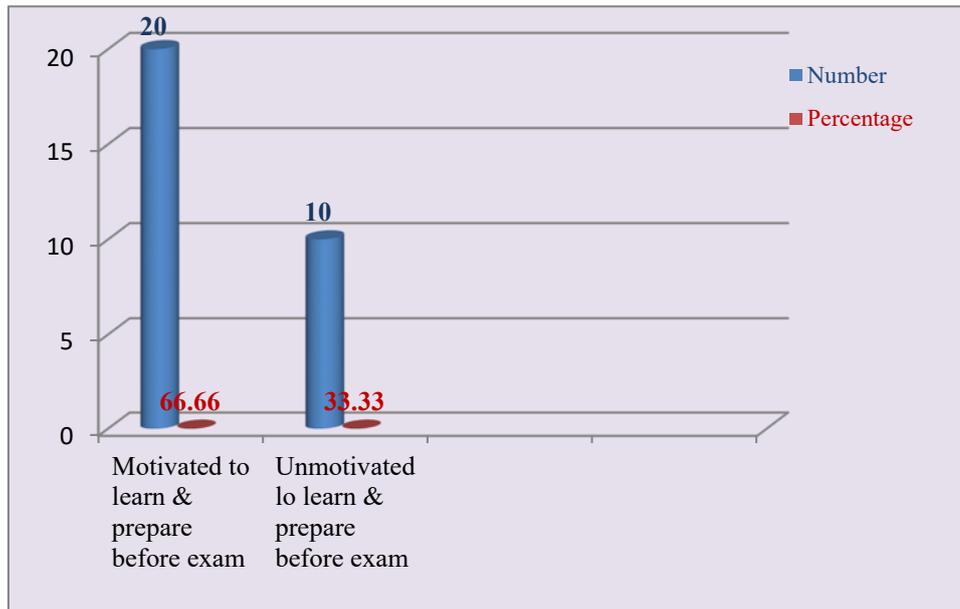


Figure III.8: Students' motivation to exams

In the obtained results of this figure, which indicate that exam is regarded as the focus point by students. About 67 % of students agreed with the fact that they “are motivated” to learn and prepare before the exam. This is due to the fact that, they will be more worried if they found themselves unfamiliar with test content, consequently; they will get lower scores. In other words, this highlights the fear of students about negative evaluation (getting lower marks). In contrary, about 33 % of students see that they “are not motivated”. This seems that they are not highly anxious about exam performance and results.

Q 3: The more I feel frustrated in an exam; the less the scores I will get.

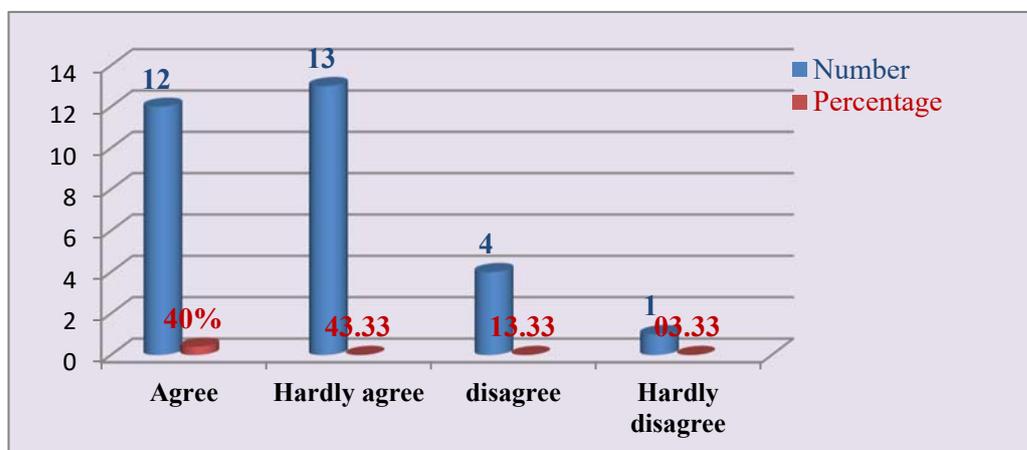


Figure III.9: different views about the effect of exam anxiety on students' test scores

The figure shows the divisive issue of students about the effect of exam anxiety on their test 'scores. There are close levels of the agreement that exam anxiety affects on their marks. For instance, 40% of students "agreed" with the role of test anxiety in decreasing their test marks, and about 43% of students are "hardly agreed" that. This is due to the fact that the highest level of exam anxiety will consequently did poorly in test, and of course this will lead to lower scores .In the opposite view; there is a dramatic decrease in students' answers. Beside 13% of students' disagreement, and only about 03% of them are "hardly disagree". So the majority of students are frequently failed of getting good grades, because of their highest level of anxiety during the evaluative event.

Q 4: When I am stressed during exams, I have difficulty in remembering information.

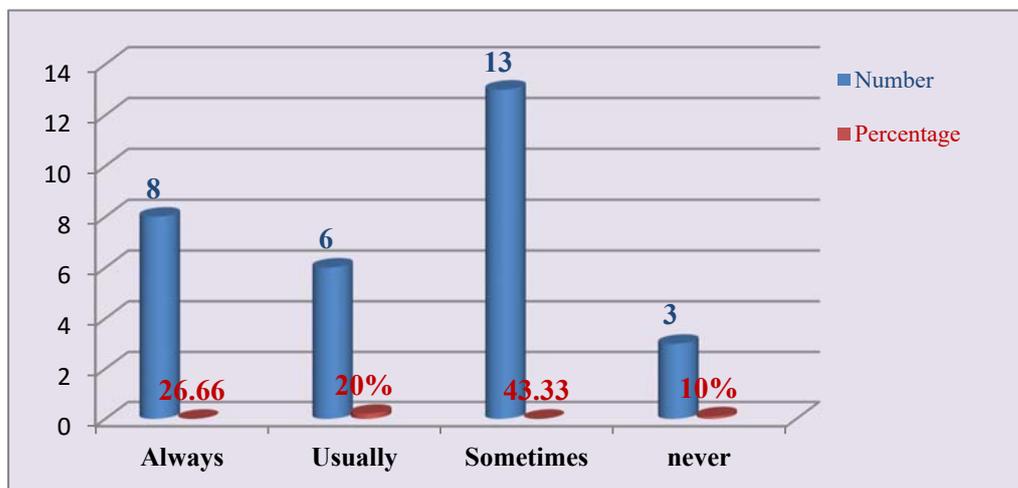


Figure III.10: The problem of difficulty in recalling information during an exam

The recent results of students' responses reveal that, there are fluctuated levels of different answers. The peak level of students' responses, beside 43% view that, they are "sometimes" found themselves unable to remember some knowledge and information when they are stressed. Then, the least number of students about 27 % said that; "always" happen to them. However, 20 % of them see that "usually" experienced this situation. 10 % of them see that they never happened to them in the exam.

Q 5: I do poorly in test and get lower marks, because of fear of negative evaluation by the teacher.

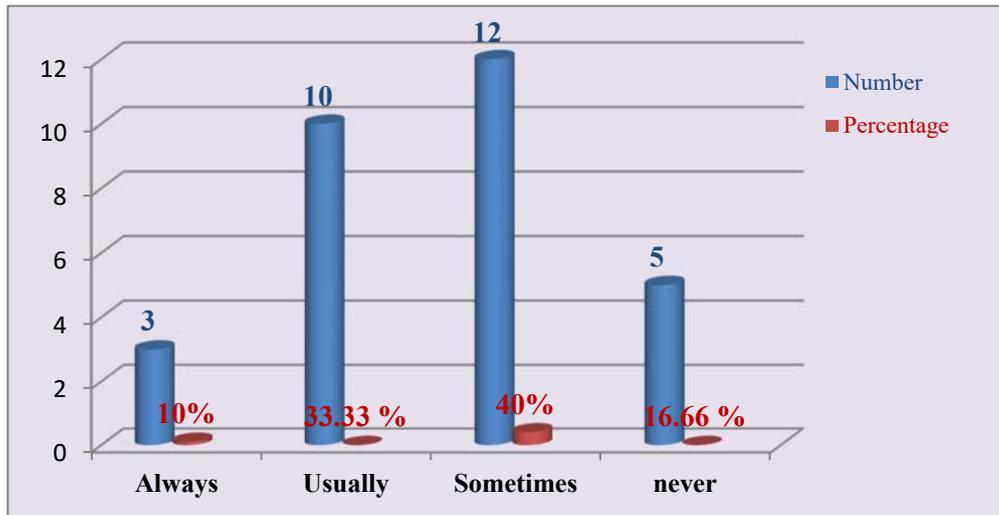


Figure III.11: Number of students who get lower scores for the effect of their worries about teachers’ negative evaluation

According to the respondents in the figure above show that, the majority of students’ responses are between “usually” and “sometimes” did poorly in test, and got lower marks. Beside 33 % they said “usually” and 40 % said “sometimes”. Whereas, the inferiority of students see they are “always” doing that. These reveal to us most of students get lower marks, because of their worries about negative evaluation of teacher. 17 % of them said “never”. This is due to the fact that, some students know how to manage, and cope with their exam anxiety.

Q 6: I am highly worried and I expect a future failure, this has an impact on my test results.

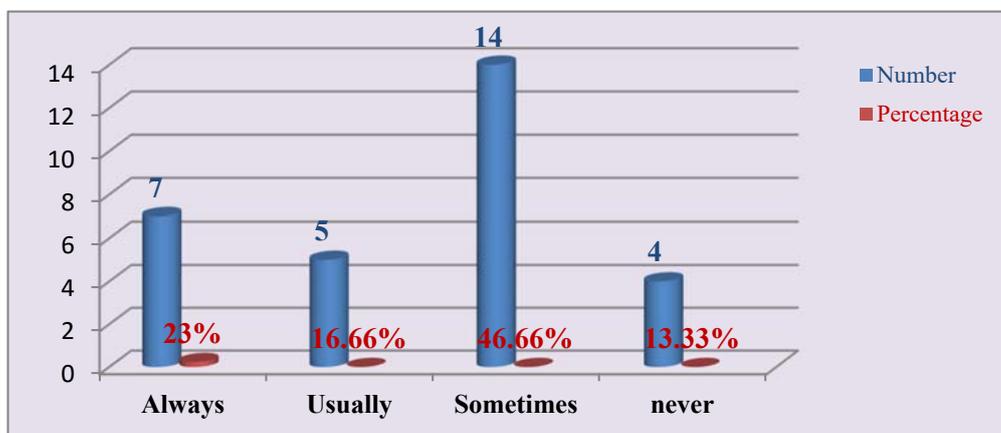


Figure III.12: Frequency of students’ expectations of future failure

In the figure below shows that, about half of students’ responses to this question said that, when they feel anxious they are “sometimes” under rate their abilities, and expect future failure. 23 % said that they “always” do so .17 % said “usually”. In contrary, 13 % of students never happened to them .Thus, overall 1st year LMD students underestimate their selves and think negatively towards their test performance, because they have low self esteem and self concept. This is why they did not gain better results (test scores).

Q 7: I am frustrated of making mistakes while I am speaking in oral test in front of teachers and classmates, so the level of achievement is low.

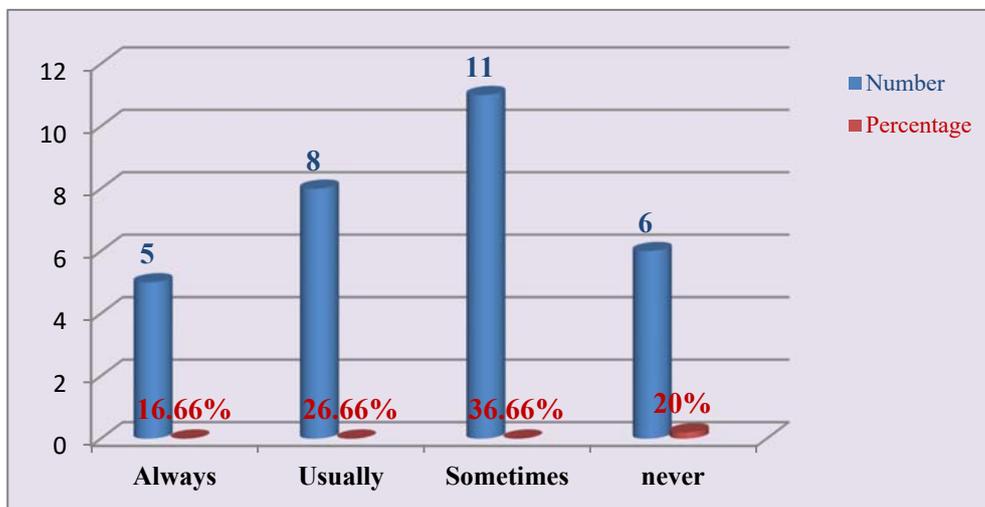


Figure III.13: Students’ answers about their speaking anxiety

In the represent findings about students’ anxiety in oral test reveals that, about 37 % of students’ respondents who see that they “sometimes” feel worried about making mistakes in front of teachers and classmates; when they testes orally. Beside 27 % of them who are “usually” stressed when they are speaking in front of teachers and their classmates. While 20 % said “never” happened to them .In contrast, only 17 % who are “always” happened to them. From these results, it estimated to us that the major cause of speaking anxiety and lower scores is the fear of making mistakes in front of others.

Q 8: The stresses that make me highly anxious, so they will hinder me from gaining better scores...are :

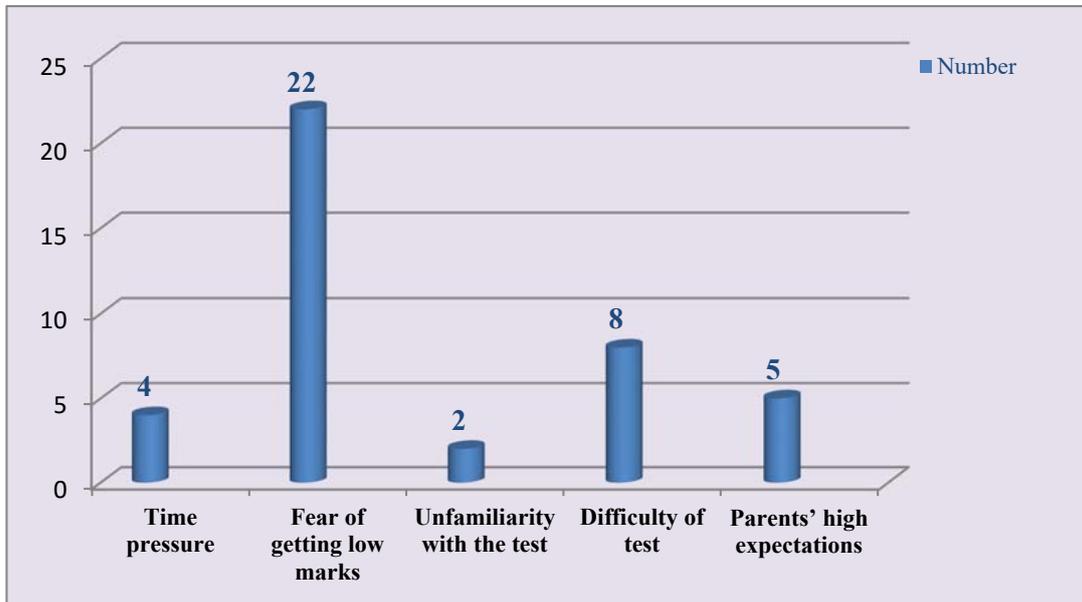


Figure III.14: The stresses that hinder students to gain better scores

The obtained results indicate the different stresses that affect on students' test performance and results. The peak level of these stresses is that, beside 22 students feel highly worried about getting lower test' scores. They felt that, because they know what the negative consequences (failure), if they get lower test results. Under this level of percentage, we found 08 of them declared that; what makes them stressed is the difficulty of the test. This is due to an inefficient study and test taking skills to exam. Then, 05 students who said that; they are highly worried because of the positive expectations of their achievements, while only 02 students are affected by time pressure before or during the examination. Concerning other suggestions about stress, which are noticed by 06 students in an exam; three students see that forgetting make them so anxious, while; one student sees that s/he understands the test items, but s/he has not big baggage to answer. The sixth student sees that what makes him /her stressed is that the teacher does not make students get the information they are needed in the exam.

Q 9: My confidence in my abilities decreases when I did not study /prepare well before the exam, and this will lower my test marks.

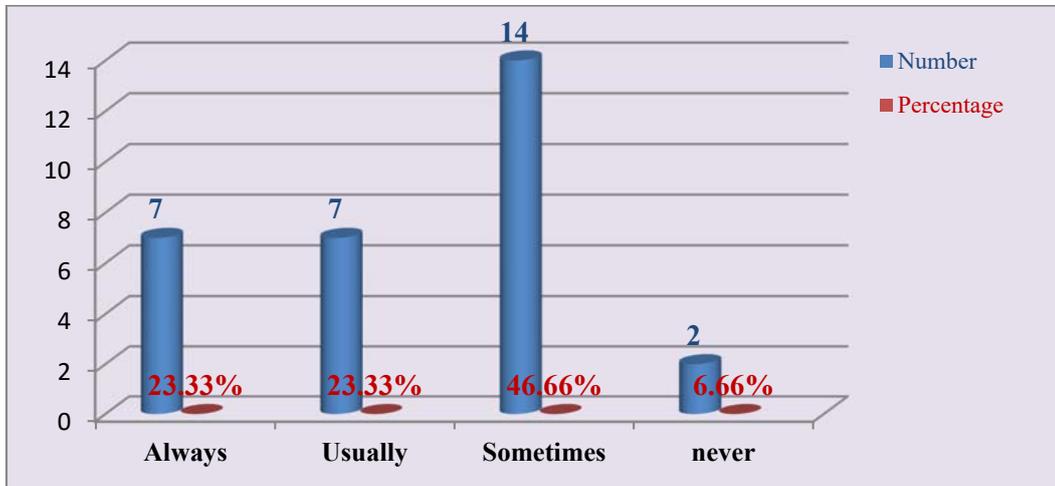


Figure III.15: Students’ self esteem when they are not prepared for the exam

The figure represents the students’ self esteem in examinations. It shows that about 47 % of students are “sometimes” get lower scores when they have low self esteem; because of the poorly study before exams. Whereas, 23 % of students said “always”, this refers to the personality of students as an introverted person, and 23 % said “usually” happened to them. On the opposite side, a minority of students about 07 % of them said “never” experienced that.

Q 10: The more I feel highly anxious; the more the exam results are worse.

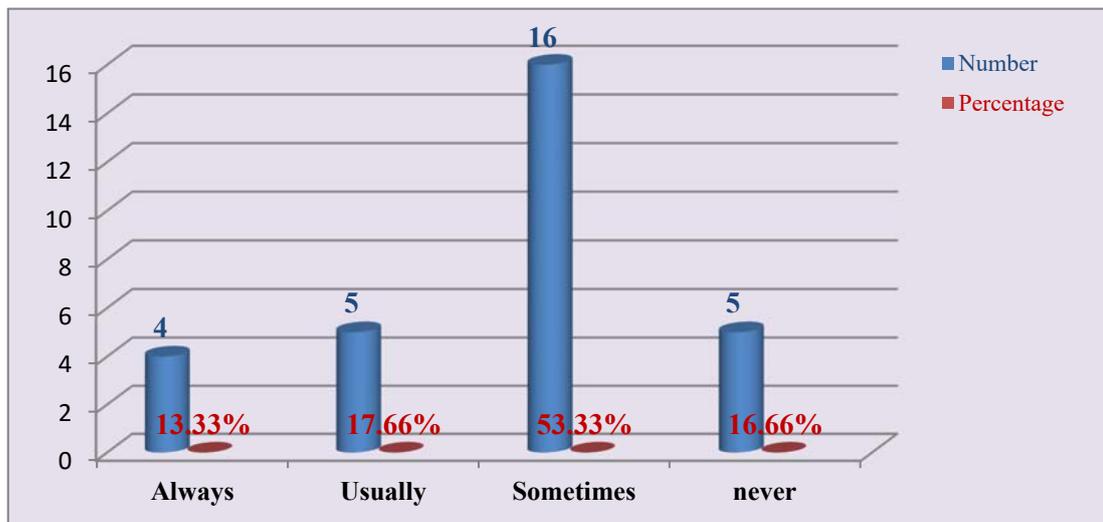


Figure III.16: Frequency of students who get lower scores for the effect of the highest level of exam anxiety

In the figure below shows, the number of students who affected positively or negatively when they have high exam anxiety. In detail description, we notice that 17 % of students said “usually” get lower test scores; when they are highly worried in exam. In other hand, 17 % of students said “never” did that. Then, there is a soar way increase of claim that about 53 % of them are “sometimes” did not gain better results in the situation where they are so frustrated in exam. This is due to the fact that, students are sometimes cannot cope with their increased level of exam anxiety, and this will affects on their test performance and of course on scores. Beside 53 % of students said “always” get lower scores, because they are affected by the highest level of exam anxiety.

Q 11: I feel frustrated before the exam, but whenever I start answering the test questions anxiety disappear. Consequently, I do better in the test, so the exam results are good.

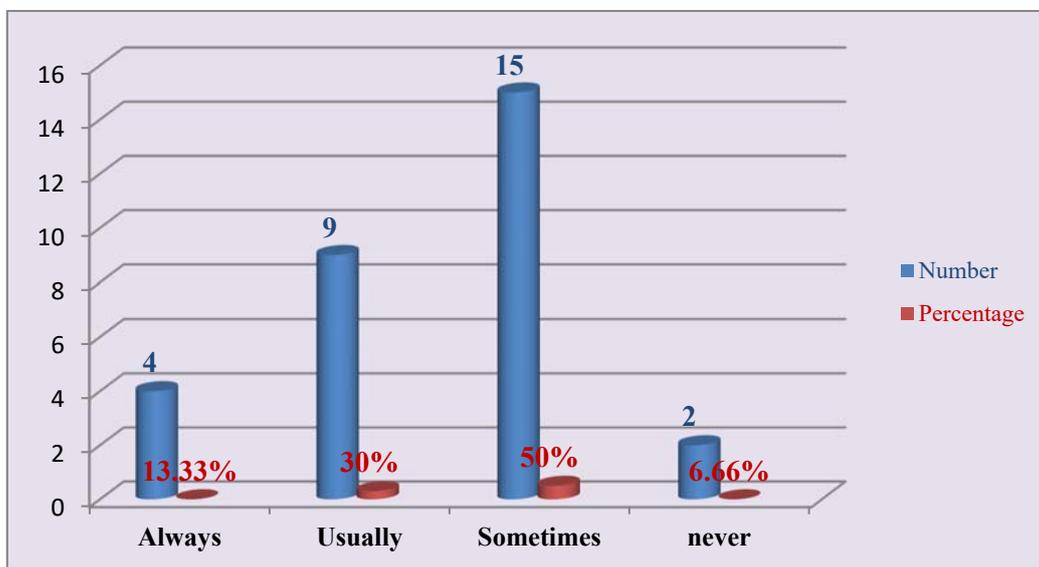


Figure III.17: Students’ anxiety before and during exam

The recent findings highlight the level of exam anxiety of students before and during exam, and its relation to their test scores. This table estimates the half of students about 50% are “sometimes” feel worried before the exam, but this feeling vanishes once they start answering the test items, and consequently they will have better test results. This is due to the

fact that students are unfamiliar with the test. In other words, they do not know what the test techniques and content are used by teachers (as the student' justification is described in the question N° 08). 30 % of students said that they are “usually” passed with this situation. While, 13 % of them are always done so. In contrary, a mere of students about 07 %, who never experience that, since test items and content are expected.

Q 12: I believe that the anxious person has better test marks.

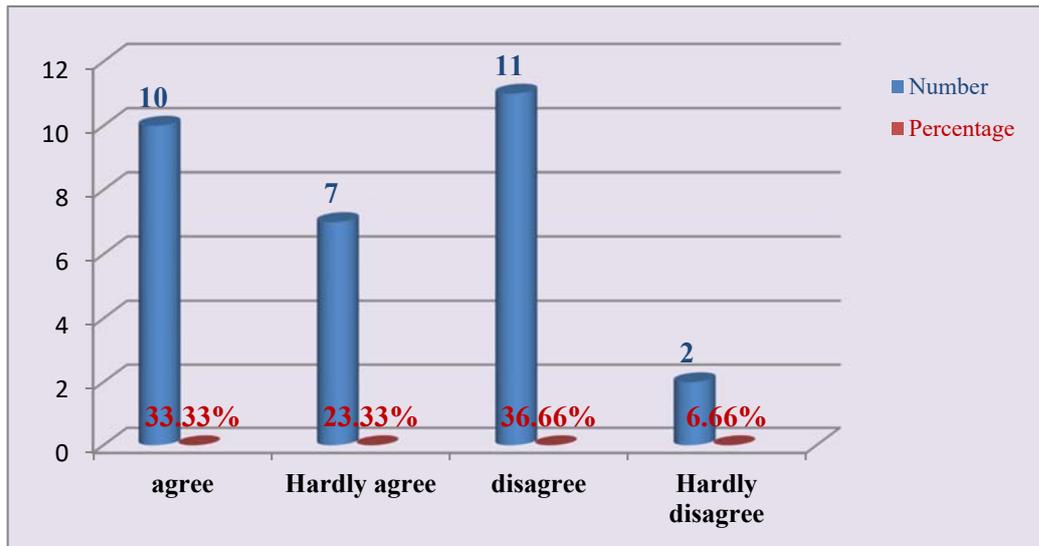


Figure III.18: The divisive view about test results of the anxious students

The obtained results reveal the dialectical view about the effect of exam anxiety on students' scores. 33 % of students “agree” that the anxious person will have better test scores, and 23 % of students are “hardly agree” with this . This is due to the fact that, the positive feature of such anxious students tending to prepare and study before exam, this is for the sake of the intention to cope with exam stress and its negative results. On the opposite side, 37 % of students are believed that the anxious person has not good test results, and just 07 % of them are “hardly disagree” about this thought, because students are affected negatively to exam anxiety.

Q 13: I gain a high test marks, but I feel worried when I am in general or national exam such as “baccalareate exam”; I do not have better results.

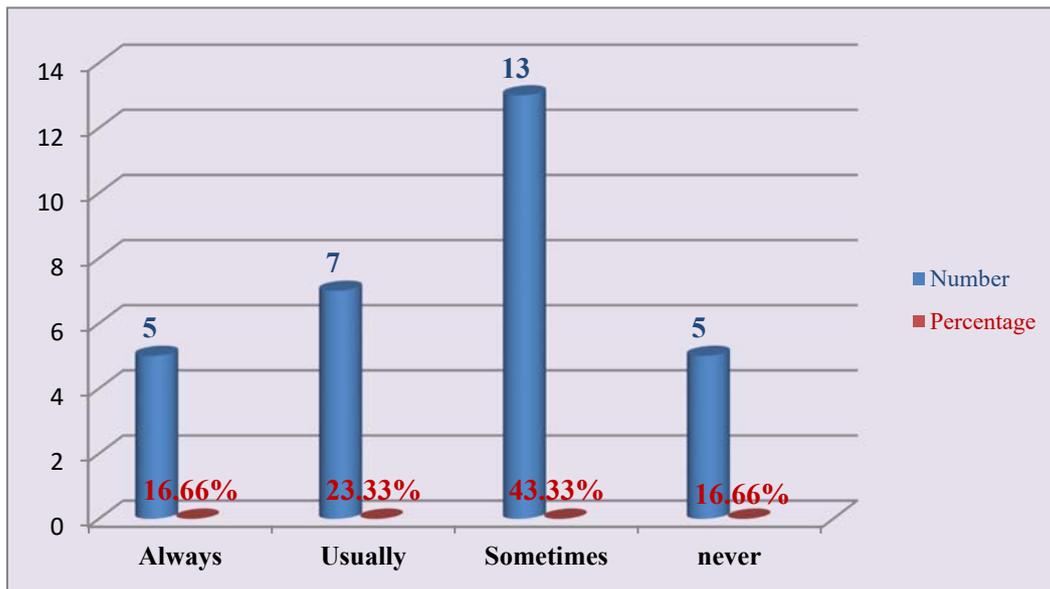


Figure III.19: The effect of general or national exam anxiety on students’ scores

The latest results show the negative effect of national and general exams on students’ test marks. The majority of students’ respondents about 43% see that, they “sometimes” gain high test scores, but they get the opposite when they are in national or general exam. This is because they are highly worried during these important testing events. Beside 23 % said that they are “usually” experienced this situation .Then, there is a similar level of students’ answers, about 17 % said “always” ,while 17 % said “never” do that.

III.2.The Corpus

For making concrete evidence about the effect of exam anxiety on students' scores, it makes sense to adopt a corpus as a great instrument that will lead us to valid interpretation about this claim. It is papers about that give detailed information about students' test scores. This aimed to infer to us that students do not get good grades in exam for their highest anxiety during the evaluative event, and to support what have examined in the analyses of the students' questionnaire.

III.2.1. Description of the Corpus

The corpus is the second tool is used in this study. This diagnoses TD and exam scores of students in written and oral expression module. This is because these are the two modules that have sub scores. We chose one group (group 02) randomly from the total number of the population of 1st year English learners at Biskra University. It is designed to make comparison between the TD and exam marks in order to estimate that exam scores of students are lower than test scores.

III.2.2. Analyses of the Corpus

A. Students' scores of Oral expression course

Students	MG TD	Exam
Student n° 01	10	10
Student n° 02	07	09
Student n° 03	13.5	11
Student n° 04	11.5	14
Student n° 05	10	12
Student n° 06	11	10
Student n° 07	11	12
Student n° 08	14.5	15
Student n° 09	12	13
Student n° 10	11	13
Student n° 11	12.5	14.5
Student n° 12	10.5	14
Student n° 13	11	10
Student n° 14	12.5	13.5

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Student n° 15	12	12.5
Student n° 16	13.5	12
Student n° 17	10	11
Student n° 18	10	12
Student n° 19	10	09
Student n° 20	16	16
Student n° 21	14.5	15
Student n° 22	12	12.5
Student n° 23	11.5	11
Student n° 24	11	11
Student n° 25	10.5	12
Student n° 26	10.5	11
Student n° 27	10	12
Student n° 28	08	09
Student n° 29	12	10
Student n° 30	09	09
Student n° 31	11.5	10
Student n° 32	15	14.5
Student n° 33	14	12.5
Student n° 34	12	11
Student n° 35	12	14
Student n° 36	11.5	10
Student n° 37	15	14
Student n° 38	08	08
Student n° 39	14.5	15
Student n° 40	15	15
Student n° 41	15	15
Student n° 42	13	14.5
Student n° 43	10	11
Student n° 44	14.5	15
Student n° 45	15	15
The mean	11.87	10.33
Mean difference	1.54	

Table III.3: The mean and the mean difference of Students’ scores in oral expression

In an attempt to make evidence to the effect of exam anxiety on students’ achievements, students’ scores are the spot light in this study. This table below shows the different TD and Exam scores of students in the oral expression course. We found that the different scores which are obtained in the two groups indicated that, 1.54 is the mean difference between them. Hence, the scores of students in TD are higher than exam scores .It infers to us that the students have lower exam achievements.

The situation	N° of students
Students who got lower exam scores than TD ones	13
Students who got under average in TD marks	11
Students who got under the average in exam marks	11

Table III.4: The different positions of scores

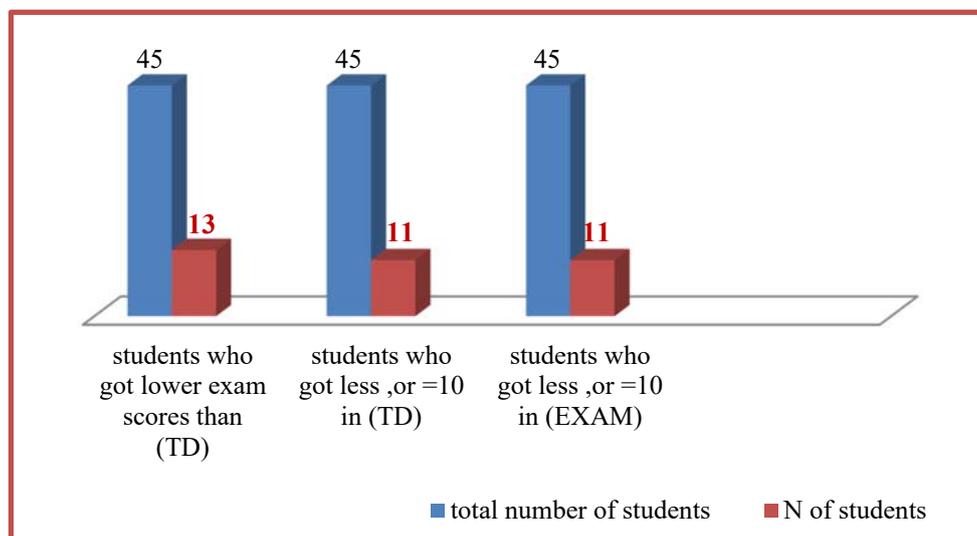


Figure III.20: The different positions of students’ scores in oral expression

As we have noticed in this figure, different situations give a clearer image about students’ achievements in the two groups (TD and Exam). The scores were given to 45 students of their performance in oral expression. We found that 13 of them got lower than TD scores. Then, 11 students got under the average in TD scores, and also the same number of students who did so in exam marks.

B. Students' scores of written expression course

Students	MG TD	Exam
Student n° 01	14.50	12.50
Student n° 02	12.00	07.00
Student n° 03	12.50	06.00
Student n° 04	13.50	16.00
Student n° 05	13.00	12.50
Student n° 07	10.00	02.00
Student n° 08	11.00	08.50
Student n° 09	15.50	16.00
Student n° 11	11.50	14.50
Student n° 12	11.00	02.00
Student n° 14	13.00	12.50
Student n° 15	10.00	13.00
Student n° 16	12.00	06.50
Student n° 17	13.00	02.00
Student n° 18	11.00	05.00
Student n° 19	12.50	13.50
Student n° 20	12.50	12.00
Student n° 21	12.50	15.50
Student n° 22	12.00	08.00
Student n° 23	16.50	11.00
Student n° 24	12.00	08.00
Student n° 26	12.50	08.00
Student n° 27	11.00	11.00
Student n° 28	12.00	09.00
Student n° 29	12.00	10.00
Student n° 30	12.00	11.00
Student n° 32	13.00	11.00
Student n° 33	11.00	07.00
Student n° 34	11.50	04.00
Student n° 35	11.50	13.50
Student n° 36	16.00	15.50
Student n° 38	11.50	07.00

Student n° 39	14.50	16.50
Student n° 40	12.00	08.50
Student n° 41	13.00	15.00
Student n° 42	13.50	13.00
Student n° 43	13.50	13.00
Student n° 44	10.00	07.50
Student n° 45	12.00	17.50
Student n° 46	14.50	11.00
Student n° 47	11.50	11.50
Student n° 49	12.50	10.00
Student n° 50	16.50	17.50
Student n° 51	16.00	16.50
The Mean	10.88	9.18
The mean difference	1.7	

Table III.5: The mean and the mean difference of students ‘scores in written expression

Concerning the achievement levels of students, as it appears in the table, represents different scores of students in written expression. It reveals that, the mean of TD scores is more than the mean of exam scores .Hence, the mean difference of the two is 1.7. This indicated to us that TD scores exceed Exam scores. Thus, students got lower scores because of performance anxiety during the exam. The Figure (III.21) gives a clearer image about the decreased level of exam scores to a large number of students.

Situation	N ° of students
Students who got lower exam scores than TD ones	30
Students who got under average in TD marks	03
Students who got under the average in exam marks	19

Table III.6: The different positions of students’ scores in written expression

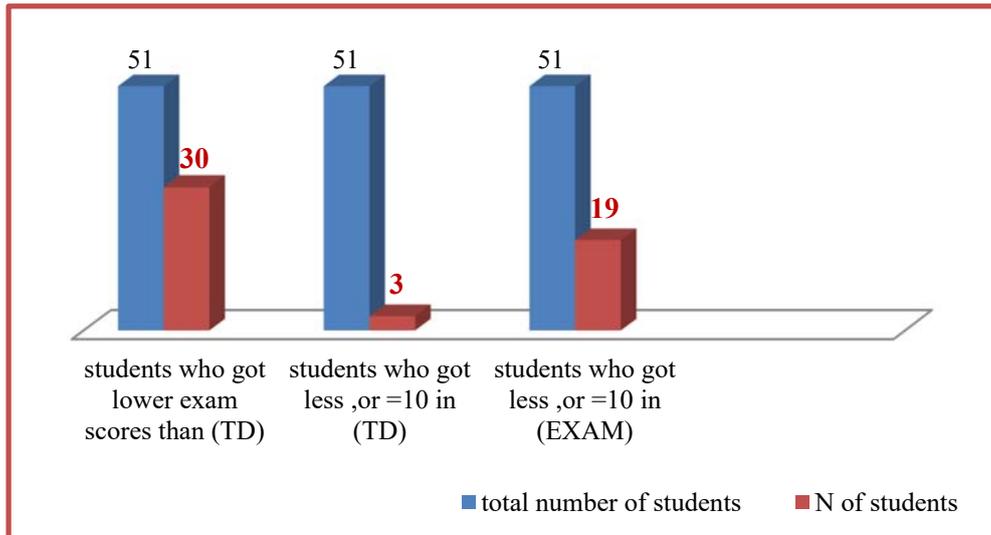


Figure III.21: The different positions of students’ scores in written expression

The recent figure highlights the distinguished scores of students in written expression. This reveals to us that more than the half of 51 students, about 30 of them who did not get better exam results as they did in TD scores. Additionally, 03 of students who have bad TD scores, whereas, in exam results 19 students who did not get better scores. This indicated that, the numbers of students who have bad achievement in exam results are higher than the number of students who did so in TD scores. Thus, the worst results of students are the exam scores; which are the noticeable thing in this figure.

III.3.Discusion of the Results

In the light of what we have already found in the student respondents, we noted various common points. The first noticeable thing is that cognitive problems are strongly associated with the emergence of exam anxiety that experienced by students. Most of the students said that Negative test scores come from anxious thoughts about exam performance. The majority of them lose their concentration during exams when they are highly stressed. Also, they found themselves unable to remember information during their exam performance. Once students cannot do that it is certainly the exam results will be weak. Second, concerning students’ motivation, the general view of their respondents is that exam as a focus by students. It means that students are motivated to learn and prepare before the exam for gaining their intended results. This estimates to us that they are highly anxious about failing in test or getting lower marks, this is due to the fact that they probably passed with this bad situation and consequently they will have lower self esteem and self image about their abilities. Third,

the majority of students agree that their scores are affected negatively by their highest level of exam anxiety. This is due to the fact that they cannot cope with their anxiety during exam. In other words, their anxiety is regarded as a hinder to good performance and progression in their results. Fourth, the majority of Students said that their self esteem and the incentive get good grades decrease, when they are negatively evaluated by the teacher. For instance, failing in exam, teacher' negative correctness. Fifth, large number of Anxious Students did not get a merit and reliable scores as they able to do in oral test, because they fear about making mistakes in front of their classmates and teacher. Sixth, from the options that are suggested to students about the stresses that make them highly anxious during exam and fail in test is that the fear of getting low marks and the difficulty of the test. That the difficulty of test items has a role in making students anxious, stressed, and disorganized in their answers. This is due to the fact that students frustrated when they found difficulty in the first question of the test. Seventh, Students have not confidence in their abilities when they did not study and prepare before the exam. Also, their anxiety in final and high stakes exam is greater than their anxiety in quizzes or informal tests. This is what makes students having bad marks.

Also in the analyses of students scores (corpus), we have noted various common points. Students' achievements (scores) in oral test are better than their achievements in written test. This infers to us that students are more worried when they have been examined individually with a written test. Furthermore, the exam scores are the worst results of students' performance. The evidence that, the mean deference between the TD scores and the exam scores is positive in the two modules (oral and written expression). Moreover, the number of students who have bad achievement in exam results are higher than the number of students who did so in TD scores. This infers to us that the students have lower exam achievements. So, what we have noted from the corpus guaranteed that students get lower in exam results than in the informal test scores.

From the points that have discussed above, they made evidence about the nature of the negative relationship between students' scores and exam anxiety. The surprising findings estimated that students highly worried about negative evaluation during exam (fear of getting low marks). The findings also revealed that students get lower exam scores than formative tests, this means that their exam scores are affected negatively to their anxieties during exam. The figures (III.20), (III.21), and the tables (III.4), (III.6) gave concrete proof about this thought, these results confirmed our hypothesis that they get low scores for the negative effect of high level of exam anxiety. That is to say exam anxiety inhibits students to get good

grades. So if students try to avoid any stresses that make them highly anxious before or during the exam, and then their exam scores will be high. Thus, it will make sense for students to use various strategies and relaxation techniques, for the sake of decrease or cope with their anxieties before and during important evaluative situations.

Conclusion

The analyses of the students' questionnaire and the corpus revealed that most of the students said that they get bad scores, because they have anxious thoughts about exam performance. Students' respondents estimated that they tend to be motivated to prepare for exams, because they are worried about exam results. Moreover, the majority of students agree that they get lower scores when they are highly anxious. Also, they said that their self esteem decreases when they negatively evaluated, lack of study. In addition, the results revealed that students do not get reliable scores in oral test as they would do, because they fear of making mistakes in front of the teacher and their classmates. The shocking findings show that the most stresses that make them highly frustrated and get lower scores is a fear of getting low scores and the difficulty of test. Add to this, the students' scores show that exam scores are lower than TD scores. Thus, we can say that students fail in exam as a consequence to the effect of high levels of exam anxiety before and during exams. If students try to avoid the stresses that make them highly anxious, the results will be high.

Pedagogical Implications

What we have discussed of the findings, and from what we have concluded about the nature of the impact of exam anxiety on students' scores, we appeal to take the following suggestions seriously. And that, in an attempt to assist students cope with their psychological problem, and even to make progression in their level of achievements:

Recommendations for students:

- Use distinguishes relaxation strategies (such as deep breath, and being relaxed during test), this will decrease students' test anxiety.
- For the sake of strengthening their memories; students should be well organized in their thoughts.
- Students should think positively about their future performance.
- During the examination, Students need to focus their total attention to the task in hand, and do not make other stresses affect on their thinking.
- The use of test taking techniques (such as preparation, concentration, review what students have learned, knowing about the test format and length) and avoid any bad study habits (such as study for hours without break, eating drugs, etc).
- Avoiding any discussion with other anxious students.
- Students' performance is strongly linked with the time, so it is better to organize and manage their exam time.

Recommendations for teachers:

- The necessary of teachers to raise students' self image about their abilities, by encouraging them even if they failed or made mistakes of their performance.
- In oral test, Teachers should encourage students when they perform in front of the teacher and their classmates by using body gestures or words like “good”, and try to adopt a favorable form of oral test in which students feel more relaxed and less anxious.
- Teachers should create a comfortable exam environment, such as managing the setting, adapting a good climate in the classroom.

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- We address teachers to order the test items from the easiest to the difficult one, to increase students' self esteem, to answer with confidence, and to vanish their test anxiety.
- It would be helpful for students to decrease the level of test anxiety ,by Preparing students for summative assessments:
 - Teach test taking skills
 - Familiarize students with test length, format, and types of questions
 - Teach to the test (do not teach the test).
 - Review before the test.
 - Tell students when the test is scheduled (McMillan, 2007:160).

General Conclusion

A low exam performance and achievement of students is the noticeable problem; which is consistently occurring every year with foreign language learners and especially English departments. The unpleasant test results of English students made us believe that their performance and their level of achievement are negatively related to psychological problems such as stress and the apprehension from testing situations (exam). In this line of thoughts, our purpose of this research is to find out the sources that increase the level of exam anxiety that hinder students to get good grades, to ascertain the negative effect of exam anxiety on students' scores, and to assist students to overcome their anxieties during this evaluative event.

Our study in this dissertation provides the theoretical framework of previous researchers about test anxiety and classroom assessment. Test anxiety is the first what we had discussed in the first chapter. It provides total description about students' apprehension when they are evaluating, its components and the factors that cause it. Add to this the negative association between the students' performance and test anxiety was made, and also the reducing strategies of test anxiety. Classroom assessment in other hand was given important in the second chapter. We had demonstrated features of the sub processes of assessment (testing and evaluation), forms and techniques of test, and the problematic points that face students and teachers in assessment.

Students' questionnaire and a corpus are data gathering tools were adopted in the practical chapter. Showed that students get lower exam marks, for two cognitive reasons. Large numbers of students lose concentration, forgetting when they are highly stressed in exam. The most surprising findings show that students are highly worried if they get lower marks, difficulty of test items, in oral performance, and in the final exam (high stakes exam), but students cannot cope with their highest level of exam anxiety. Also, their self esteem and self concept are decreased when they got lower scores. Examinees' achievements (scores) in oral test are better rather than in writing test, also the scores were shown that the exam scores are the worst results of students.

All in all, the results revealed that students are highly worried about exam, because they fear about their negative evaluation, and the second tool estimated that exam

scores are lower than test scores. At the bases of these results was made proof of our hypotheses that exam scores are affected negatively to the exam anxiety. So that, it is crucial for students to use several efficacious techniques and strategies , for the sake of decreasing or coping with their highest level of exam anxiety.

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Appendixes

Students' questionnaire

Dear students,

It is a pleasure for me if you answer the following questions. The questions are about knowing to what Extent Test Anxiety Affects the Level of Students' Scores. So, would you please tick (✓) the right answer that is correspondent to your situation and attitudes about exams; it is possible to choose more than one answer.

Q 1: I am stressed and anxious during exams, this makes me lose concentration and do poorly in test.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| a. Always | <input type="checkbox"/> | c. Sometimes | <input type="checkbox"/> |
| b. Usually | <input type="checkbox"/> | d. Never | <input type="checkbox"/> |

Q 2: When you are anxious about exam, you feel:

- | | |
|--|--------------------------|
| a. Motivated to learn and prepare before exam. | <input type="checkbox"/> |
| b. Unmotivated to learn and prepare before exam. | <input type="checkbox"/> |

Q 3: The more I feel frustrated in exam; the less the scores I will get.

- | | |
|--------------------|--------------------------|
| a. Agree | <input type="checkbox"/> |
| b. Hardly agree | <input type="checkbox"/> |
| c. Disagree | <input type="checkbox"/> |
| d. Hardly disagree | <input type="checkbox"/> |

Q 4: When I am stressed during exam, I have difficulty in remembering information.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| a. Always | <input type="checkbox"/> | c. Sometimes | <input type="checkbox"/> |
| b. Usually | <input type="checkbox"/> | d. Never | <input type="checkbox"/> |

Q 5: I do poorly in test and get lower marks because fear of negative evaluation by teacher or by classmates.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| a. Always | <input type="checkbox"/> | c. Sometimes | <input type="checkbox"/> |
| b. Usually | <input type="checkbox"/> | d. Never | <input type="checkbox"/> |

Q 6: I am highly worried and I expect a future failure, this has an impact on my test results.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| | <input type="checkbox"/> | | |
| a. Always | | c. Sometimes | <input type="checkbox"/> |
| b. Usually | <input type="checkbox"/> | d. Never | <input type="checkbox"/> |

Q 7: I am frustrated of making mistakes while I am speaking in oral presentation in front of teachers and classmates, so the level of achievement is low.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| a. Always | <input type="checkbox"/> | c. Sometimes | <input type="checkbox"/> |
| b. Usually | <input type="checkbox"/> | d. Never | <input type="checkbox"/> |

Q 8: The stressors that make me highly anxious, so they will hinder me from gaining better scores...are:

- | | |
|---|--------------------------|
| a. Time pressure before and during test | <input type="checkbox"/> |
| b. Fear of getting low marks | <input type="checkbox"/> |
| c. Unfamiliarity with the test | <input type="checkbox"/> |
| d. Difficulty of test | <input type="checkbox"/> |
| e. Parents' high expectations | <input type="checkbox"/> |

If there are other stressors, please state them:

.....

.....

.....

Q 9: My confidence in my abilities decreases when I did not study/ prepare well before exam, and this will lower my test marks.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| a. Always | <input type="checkbox"/> | c. Sometimes | <input type="checkbox"/> |
| b. Usually | <input type="checkbox"/> | d. Never | <input type="checkbox"/> |

Q 10: The more I feel highly anxious; the more the test results are worst.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| a. Always | <input type="checkbox"/> | c. Sometimes | <input type="checkbox"/> |
| b. Usually | <input type="checkbox"/> | d. Never | <input type="checkbox"/> |

Q 11: I feel frustrated before exam, but whenever I start answering the test questions the anxiety disappear. Consequently, I do better in the test, so the test results are good.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| a. Always | <input type="checkbox"/> | c. Sometimes | <input type="checkbox"/> |
| b. Usually | <input type="checkbox"/> | d. Never | <input type="checkbox"/> |

Q 12: I believe that the anxious person has better test marks.

- | | | | |
|-----------------|--------------------------|--------------------|--------------------------|
| a. Agree | <input type="checkbox"/> | c. Disagree | <input type="checkbox"/> |
| b. Hardly agree | <input type="checkbox"/> | d. Hardly disagree | <input type="checkbox"/> |

Q 13: I gain a high test marks, but I feel worry when I am in general or national exam such as “Baccalaureate exam”; I do not have better results.

- | | | | |
|------------|--------------------------|--------------|--------------------------|
| a) Always | <input type="checkbox"/> | c) Sometimes | <input type="checkbox"/> |
| b) Usually | <input type="checkbox"/> | e) Never | <input type="checkbox"/> |

Corpus: Students' Scores in Oral Expression

MARK-SHEET

1ST YEAR LMD *orales* Semestre: 1
Groupe: 02

Test 1	Test 2	Test 3	Test 4	MG TD	EXAM	RAT	OBSERVATION
3	4	3		10	10		
1,5	4	1,5		07	09		
4,5	5,5	3,5		13,5	11		
3	5,5	3,5		11,5	14		
2	4,5	3,5		10	12		
3	4	4		11	10		
3	4	4		11	12		
4,5	5,5	4,5		10,5	15		
3,5	4,5	4		12	13		
3,5	4,5	3		11	13		
4	4,5	4		12,5	14,5		
3,5	3,5	3,5		10,5	14		
4	3,5	3,5		11	10		
4,5	0,5	4,5		12,5	13,5		
3,5	4,5	4		12	12,5		
5	4,5	4		13,5	12		
3,5	1,5	5		10	11		
1,5	5	3,5		10	12		
2,5	3,5	4		10	09		
5	7	4		16	16		
4,5	1,5	5,5		14,5	15		
3,5	4,5	4		12	12,5		
3,5	4,5	3,5		11,5	11		
2,5	4,5	4		11	11		
2,5	4	4		10,5			
2	4	4,5		10,5	11		
2	4	4		10	12		
3	01	04		08	09		
4	4	4		12	10		
2,5	0,2	4,5		09	09		
2,5	5	4		11,5	10		
4	6	5		15	14,5		
3,5	5,5	5		14	12,5		
3	5	4		12	11		
2,5	6	3,5		12	14		
3	5	3,5		11,5	10		
4,5	5,5	5		15	14		
2,5	4,5	01		08	08		
4,5	6	2,4		14,5	15		
0,2	04	01		09			
4,5	6	4,5		15	15		
4,5	6,5	4		15	15		
4	5	4		13	14,5		
2,5	4,5	3		10	11		
4,5	5	4,5		14,5	15		
5	6	4		15	15		
0,2	0,2	0,2		04			

BISKRA LE: 17-12-2015

المخلص

الهدف الرئيسي من هذه المذكرة هو تسليط الضوء على طبيعة الأثر السلبي لقلق الاختبار على درجات الطلاب في قسم اللغة الانجليزية في جامعة بسكرة. هذه الدراسة تعمل بتقصي و تقديم إثبات حول هذا التأثير. لذلك نحن افترضنا أن طلاب قسم اللغة الإنجليزية بجامعة بسكرة يحصلون في الاختبار على درجات اقل من الامتحان. و هذا راجع للارتفاع مستوى القلق و الخوف من الاختبارات لذلك إذا كان الطلاب. في محاولة تجنب أي ضغوطات التي تجعلهم قلقين للغاية, حتما علامات الاختبار ستكون متفوقة, لدراسة هذه الفرضيات حاولنا اعتماد اثنتين من أدوات جمع البيانات و هي: الاستبيان و الإحصار(وثيقة عددية حول علامات الطلاب), الاستبيان وجه إلى(30) طالبا من مجموع الطلبة (551) لدى سنة أولى المتعلمين للغة الانجليزية في الأداة الثانية أخذنا وثائق حول علامات الامتحان و الاختبار حيث اخترنا مجموعة واحدة عشوائيا من (12) مجموعة لدى التعبير الكتابي و الشفوي من النتائج التي تم التحصل عليها في كلتا الأداةين. النتائج المفاجئة تكمن في أن الطلاب قلقون للغاية من الاختبارات بسبب الخوف من التقييم السلبي كالخوف من الحصول على علامات اقل. بالإضافة إلى هذه النتائج, إن درجات الاختبار لدى طلبة سنة أولى اقل من علامات الامتحان و هذا يدل أنهم يحصلون على درجات ضعيفة للارتفاع مستوى القلق لدى الطلبة خلال فترة الاختبارات. و بالتالي فإننا نوصي الطلاب بتجنب أي ضغوطات تجعلهم قلقين للغاية وتفقدهم التركيز خلال الاختبارات و بهذا تكسبهم علامات متفوقة.