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**A close-up study to EFL Learners 'Examination
Anxiety –the case of second year University of
M`sil**

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Declaration

We hereby solemnly declare that the work we are going to present in this thesis

A close-up study to EFL Learners' Examination Anxiety - the case of second year University of M'sila.

is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

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Mabrouk Nour El Houda

Date: 5th June, 2021

DEDICATION

I would like to dedicate this thesis

- To my family for their endless support throughout my graduate University journey,
- To my husband who has always encouraged me and helped me to keep working,
- To the professor who helped shape this thesis research and bring it to life Dr. Tayeb, Bouazid who provided me with direction and inspiration throughout this process. Great thanks for his devotion and invaluable support.

Mebrouk Nour El Houda

DEDICATION

I would like to give a special and heartfelt dedication to my dearest parents who devoted their time feeding and educating me, and encouraging me to study to make me be what I am.

Also, special thanks to all the rest of my family members whose encouragements and support are the real secret behind my success.

I am indebted to all my **friends** who have helped me a lot with their moral support.

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Soumia

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Abstract

Anxiety is considered one of the principal factors that affect learners' cognitive potentials to achieve high levels of outcomes. Its symptoms start with the learners' preparation, sitting for tests and even after. Its various types can cause serious disorders at the level of the body, the mind and the emotions. It is a psychological trait that curbs learning and baffles teachers in their continuous evaluation even to smart students. In this work, the aim is to shed lights on this psychological phenomenon that creates fear and fright and forces learners even to relinquish in their educational pursuit of knowledge. To unveil the truth about the intricacies of this case, a close- up investigation to this problem was used. A descriptive, analytical and triangulation mixed methods were used in the collection of data through surveys. Two questionnaires were distributed to students and teachers with the intent to collect data in terms of statistics, scales and open-ended questions. The analysis to the questionnaires amply revealed the serious negative effects anxiety can cause to learners' achievement. Teachers can help solve this problem by briefing learners all the year through and promote intelligible measurements to reduce anxiety to its minimum levels.

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General Introduction

1. Background and Scope of the study

Writing about anxiety at exams is central, paramount and crucial for the educational sphere. Nowadays, anxiety at exams has become an important common issue which causes mental and body discomfort. Students are most of times anxious when sitting for exams because they are right from beginning afraid of exam failures. This has become a problematic psychological impairment which causes negative impact on students' achievement. This work is extremely important because it is directly associated with the students' records and academic achievements within a psychological state of agony, fear and anxiety.

Hence, the researcher has thought to display the different aspects of the issue, stating its root causes with the intent to find some solutions to. The work needs a detailed description, with a sound analysis to the different parts, and duly evidenced statements issued through convincing arguments. The whole work will treat anxiety as a psychological state, its effect on learners' performance and how learners and teachers envisage to overcome it. But first of all, ample details about anxiety need to be displayed.

2. Statement of the problem

In an Algerian local context, students fail at exams because of the anxiety they experience before, during and after the tests and exams. Hence, this gap has not been treated in previous research namely at the university level. This has posed a real problem to both students and teachers. The question that arises here is why students cannot get good results, and teachers cannot evaluate properly and distinguish between the better and the improving learners?

The marks the students often get are not always reflective of their work. This state incites the researcher to select this issue on the ground that it is a field work that most of teachers have noticed among their students manifesting the act through examinations.

3.Aims of the Study

- To investigate the root causes leading to failure at exams and tests.
- To find out how teachers conceive the idea of anxiety affecting students' achievements at exams
- To trace out the way teachers can offer their services to overcome anxiety problems and their effects.

4.Research questions:

Why don't second year EFL learners achieve well at exams and tests?

1. How do teachers perceive learners' failures in their examinations?
2. What could teachers do to help learners overcome anxiety at official tests and exams?

5. Hypotheses: Two hypotheses can be achieved

- Anxiety has become a serious problem for second year learners sitting for exams.
- If second year learners are briefed on how to overcome anxiety problems, could they achieve good results in their exams?

6.Literature Review-Background and Scope of Study

6.1. On Anxiety

Anxiety is a psychological state of alluring feelings and emotional disturbances. Anxiety is

described as the tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense (Rachman, 2004). It is a stage where learners, even the prepared ones, can feel its waves and feel restless. This state of worries casts its shadows at the moment of exams, and even before and after their occurrences. Its manifestation varies in degrees depending on the examinees' personalities.

For Ellis (2008) and (wu,2010) Anxiety has been a matter of substantial concern in foreign language (FL) learning setting for educators since it is a major obstacle learner needs to overcome. Anxiety can be viewed as a permanent psychological and physiological impairment for some learners and for others, an ephemeral state of mental and physical weak experience that can be steadily cured.

6.2. Factors influencing learners' reactions to exams

When sitting for exams, learners show their reactions in multitudes-each learner reacts differently according to his pre-dispositions on how to tackle the exam questions. Some are aware of the circumstances and take a stand; others feel perplexed because of the difficulty of the exam, while some others, seem confused; yet they give their chances a try.

For Wine (1980) test anxious individuals divide their attention between task relevant activities and preoccupation with worry and self-criticism. In this respect, three different levels learners live and experience during examinations. For Naveh (1987), Zeidner (1998), the anxiety some students experience during examinations depends on several factors. These can be either problems with retrieval of information during the test and "going blank" or problems with encoding, organizing, and storing course information due to poor study skills

In addition, some other researchers share the same view but through different angles. For instance, Zeidner (1998) sees test anxiety as a set of phenomenological, physiological and behavioural responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation. For young, (1999) the factors that influence students' reactions to tests are related to test validity, time limit, test techniques, test format, length, testing environment and clarity of test instructions.

6.3. On the relationship between test anxiety and learners' performance

There is a strong bond between learners and the examination they undergo. Their performances are but a reflective state of strength or instances of failure and collapse. All depend on the type of learner and his/ her readiness for improvement. Sarason (1980) believes that learners' capacity, task difficulty, the fear of getting bad grades and lack of preparation for a test are the other factors that make learners worried.

This is very confirmed with what Naveh (1981); Zeidner (1990) claimed to be a conflicting evidence in the test anxiety literature when he potentially admitted that there is broad agreement that test anxiety is associated with lower academic performance and that a linear relationship exists between anxiety and examination performance (Zeidner (55:145–60.) Naveh (73:816–24).

It is often misleading from the part of teachers who tried to trap their students with questions not studied before. This can cause confusion and worry. For instance, Young (1991) found that students felt anxious when they had studied for hours for a test and then found in the test question types which they lack experience about. This fact could not have happened in an ethical academic setting. As students differ, their test anxiety also differs.

According to Mealey & Host (1992), three main categories of test anxious students exist. They include students who

- Do not have adequate study and test-preparation strategies, realize that deficiency, know they are not well prepared for testing situations and are worried.
- Have adequate strategies in their repertoire and use them but become distracted during tests.
- Mistakenly believe they have adequate strategies, do poorly on tests and anxiously wonder why. (p. 148) .

Students' goals in sitting for exams vary in intentions. Some look for achievement and better grades so they easily get anxious once they faced inconveniences. For example, Ohata's study (2005) revealed that most of the participants in the study admitted that they feared taking tests, because test-taking situations would make them fearful about the negative consequences of getting a bad grade. However, other learners feel more allergic and anxious to the variety of texts they are being examined in. (Van Blerkomp, 2009)

6.4. Teachers, Exam and Test Anxious Learners

When designing tests and exams, teachers should predict the degree of apprehension in their learners' reactions to exam questions. They have to respect the individual differences of their learners and seek how to absorb the tensivity of fear in the different test situations. So according to Horwitz and Young, (1991), learners' Test anxiety is an apprehension over academic evaluation, a fear of failing in test situations and an unpleasant experience held consciously or unconsciously by learners in many situations: it is a type of anxiety over academic evaluation which comes from a fear of failure.

Aydin & Zengin, (2008) claim that the Individual differences such as beliefs, attitudes, expectations, motivation levels, and affective states also have significant effects on foreign language learning process . In certain exam situations, the teacher himself can become a source of anxiety. Many researchers, in their studies, agree with such hypothesis. Hence, the results of previous studies indicate that tests and teachers are two strong sources of language anxiety. (Bailey, 1983; Ellis & Rathbone, 1987; Young, 1991; Aydin, 2008).

To overcome such a dilemma, Alcala (2002) suggests that teachers should familiarize students with the exam format, the type of rating system to avoid what Ellis (1994) called state anxiety and situation -specific anxiety - an apprehension that is experienced at a particular moment in time as a response to definite situation or an apprehension aroused at specific

7. Research Design and Methodology:

The study is descriptive and analytical. It also embraces a correlative and causal dimensional parameter in the sense that it tries to find out relationship between the different quantifiable variables in terms of cause/ effect. Hence, according to Gay (1987, p.229) correlational research involves collecting data in order to determine whether and what degree a relationship exists between two or more quantifiable variables .The present work also uses mixed method ,defined by Tashakkori and Creswell (2007, p.04) as ‘research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry.

7.1. Population and Sampling:

The sample for this study consists of 30 second year license students from a total number of 90 students at M’sila University making a rate of 10% study. The participants are male and female

aged between 18-21 years old. The selection of the participants is based on a simple random sampling (SRS).

7.2. Data gathering tools:

Data of this study are collected using different tools: two questionnaires, one for teachers and one for students are designed, coded and analyzed. The data are used to justify the validity and reliability of hypotheses and the research questions.

8. Chapter division:

The overall structure of this study takes the form of three chapters:

The first chapter treats anxiety and the EFL learners-It gives the definition of anxiety; the academic causes of Anxiety and the types of academic anxieties; besides the EFL learner's Environmental and local context. The second chapter provides a description of the methodology used to conduct this research. It consists of two parts-part one deals with the Research Methodology and Design. The second part treats the analysis and interpretation of both teachers and students' questionnaires. The chapter ends with recommendations. The third chapter is arranged into three sections. The first section is devoted to an overview about Anxiety as an effective barrier to learner's Outcome improvement. The second section treats the Effects of Anxiety on the learner during examination; whereas the third section treats the possible remedies to examination anxiety.

9. Significance of the study:

This study attempts to establish an understanding of the relationship between test /exams outcome and anxiety affecting all this. The contribution of this study might be highly important for both EFL learners and teachers. On one hand, learners will be aware of anxiety as a serious

barrier to their performances at exams. Hence, they will try to adapt themselves to it, developing strategies and methods on how to overcome the fear of being anxious. On the other, teachers will also benefit from the students' failure and try to devise certain strategies to help learners decrease in the idea of apprehension to fear, agony and stress at times of exams.

10. Limitations of the Study

Concerning this aspect, we can say that some limitations can be noted. The study is limited to the second-year tertiary level at the Department of English, University of Msila. The topic is limited to the Effects of Anxiety on EFL learners test achievements. Hence, the expected forthcoming research will be limited to teachers' finding solution to the problem of test anxiety before, during and after taking rests.

11. Definition of the key terms:

- **EFL:** English as a foreign language
- **Test Anxiety:** is a combination of physical symptoms and emotional reactions that interfere with the learner's ability to perform well on tests.
- **Academic performance:** is the measurement of the students' achievement across various academic subjects.

**CHAPTER ONE: ANXIETY AND
THE EFL LEARNER**

CHAPTER ONE: Anxiety and The EFL Learner

Introduction

This chapter represents the literature review of previous studies on the related topic. Most of these reviews are concerned with academic anxiety in particular and their root causes. Thus, this chapter focusses mostly in providing the reader with an overview of the main research variables. The work will start by defining what is meant by the term anxiety, the academic causes leading to anxiety and its types as well. Moreover, this chapter also sheds light on symptoms related to anxiety including psychological, physiological and behavioural symptoms. It also treats the different factors leading to anxiety as language, mental and the environmental and local context causing examination anxiety. Anxiety is a serious psychological problem due to many factors which can easily affect the learners' sitting for exams in terms of their outcome and class achievement.

1. Definition of Anxiety

Anxiety is a widespread concept, a phenomenon which affects people universally whatever their age, gender or race. There have been various definitions of anxiety. For (Spielberger, 1972, as cited in Piechurska-Kuciel, 2008, p.27), "anxiety is an unpleasant emotional state of condition which is characterized by subjective feelings or tension, apprehension and worry, and by activation or arousal of the autonomic nervous system that accompanies these feelings". Anxiety can be defined as a mental and physical state characterized by specific emotional, physical, cognitive and behavioral symptoms. This is clear and apparent in the cases of test anxiety that occurs in schools and educational institutions. But what is first test anxiety?

Test anxiety is the feeling of anxiousness that occurs before and during a test, and even after the learner has studied and prepared to the best of his ability. Test anxiety is a very common psychological trait among college students and it can decrease the amount of information that the learner retains and accordingly slows down the recall process from the long-term memory brain parts.

Test Anxiety as defined by Bodas, Ollendick, and Sonami (2008, p-387), “a set of cognitive, physiological, and behavioral responses related to concerns about possible failure or a poor performance on a test or similar evaluative situation. In the same line, Peleg (2009), test anxiety is a problem for many college students, combined with a lack of effective study skills, it may impact the students’ academic performance.

(Matthews, Zeidner, & Roberts, (2006, p-175) defined test anxiety as "the negative affect, worry, physiological arousal and behavioral responses that accompany concerns about failure or lack of competence on an exam or similar situation. Hence, the occurrence of such cases are almost all in educational settings where they can seriously inhibit learning and performance particularly.

1.2. Academic Causes of Anxiety

All anxiety cases are reactions to anticipatory stressful events. Like other anxiety reactions, test anxiety affects the body and the mind and just like other types of anxiety, test it can create a bad cycle for the more a person focuses on the negative things that could happen, the stronger the feeling of anxiety becomes. This makes the learner feel worse and, with his head full of distracting thoughts and fears, this can increase the chances that the learner will do poorly on the test. It is fairly obvious and casual to feel a little nervous and stressed before a

test or exam. But for some learners, test anxiety is more intense, acute and fear arousing. The nervousness learners feel before a test can be so strong that it interferes with their concentration or performance. indeed, Test anxiety can be attributable to different causes:

1.2.1 The Fear of failure:

As it was explained by Horwitz et Al (1986) is the learners' feeling about how other teachers or classmates may negatively evaluate their language ability, and the fear of discovery of failure when doing badly in the exam. Test anxiety is a performance anxiety in nature triggered by the fear of failure in tests and exams and is often accompanied by extreme worry in language classrooms. Although fear of negative evaluation is similar to test anxiety, it is not limited to test-taking environments, but rather, it is present in a wider variety of situations which require evaluation, such as being interviewed for a position, a prospective work or speaking out in a foreign language class.

Hence, the factors that trigger language anxiety are communication apprehension with teachers and peers, or making mistakes, tests and negative attitudes towards English classes and teachers' corrections and evaluations which include negative judgments. Most of fear of failures occur when L2 Learners feel that they are not able to stand before strangers or making a proper speech for getting the first social impression. The case is almost an experience with apprehension about others' evaluation, avoidance of evaluative situations and the negative expectations.

1.2.2. Poor study records

There is a great relationship between poor study records and academic performance, so we can say that it is one of the main reasons of test anxiety. Test Anxious students are often

characterized by “behavioural deficits” in academic skills, such as test preparation, class time management, taking organized notes, and integrating subject matter (Zeidner,1998, p.48). Learners facing test anxiety do not master well their study skills and are often doubtful about the knowledge they possess when sitting for exams. For Credé and Kuncel (2008), study skills refer to a "student's knowledge of appropriate study strategies and methods, and the ability to manage time and other resources to meet the demands of academic tasks "(p. 467).

1.2.3. Weak past test achievement:

Learners are regularly expected to demonstrate their learning and proficiency in a variety of subjects. In most cases, certain scores on these achievement tests are needed in order to pass a class or continue on to the next grade level. Accordingly, many researchers believe that test anxious students have false beliefs in language learning as they habitually put impractical demands on themselves and feel that anything less than perfect test performance is a failure

1.2.4. Time planned tests and the fear of not finishing it

According to researchers, there are many factors that influence students’ reactions to English language tests-to name but a few- perceptions of test validity, time limit, test techniques, test format, length of the test itself, testing environment and clarity of test instructions (Young,1999). In a study conducted by Ohata (2005), learners sometimes felt pressured to think that they had to organize their ideas in a short period of time.

1.2.5. Difficult/long test /exam questions –

In addition to the anxiety producing factors such as learner's capacity, task difficulty, the fear of getting bad grades and lack of preparation for a test, (Young 1999), found that students have anxiety if the test

involves content that was not taught in class. Unappreciated test technique is also one of the factors that provoke test anxiety as Young (1991) reported saying that students felt anxious when they had studied hours for a test and then they found that they are facing question types with which they had no experience before. For him, learners are experiencing anxiety with a particular test format.

1.3 Types of academic Anxiety:

Anxiety, as perceived intuitively by many EFL learners, negatively influences language learning and has been found to be one of the most highly examined variables in all of psychology and education (Horwitz, 2001, p .113). In this respect, psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety.

Trait anxiety is relatively stable personality characteristic, "it is more permanent predisposition to be anxious" (Scovel ,1978, p. 129). While state anxiety is a transient anxiety: Is a reply to the anxiety –aggravators stimulus (Spielberg, 1983). The third category, situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991 a) [18]. It is aroused by a specific type of situation or event such as public speaking, examinations or class participation.

Researchers distinguish between two other types of anxiety which are facilitating and Debilitating anxiety. According to Young (1990) [35], facilitating anxiety refers to the increase in drive level which results in improved performance while debilitating anxiety is an increase in arousal or drive level, which leads to poor performance. For Scovel (1991) [29], he has noted that facilitating anxiety "motivates the

learner to "fight" the new learning task, Debilitating anxiety, in contrast "motivates the learner to "flee" the new learning task.

1.3.1. The symptoms of Academic anxiety:

Anxiety is not always a bad thing. It is true that a high level of anxiety interferes with concentration and memory, which are critical for academic success. However, without any anxiety, most of us would lack the motivation to study for exams. Anxiety symptoms are extremely common to EFL learners and can negatively interfere with general well-being, social-life, academic performance and development of social-skills. Researchers have associated anxiety symptoms with Body anxiety and Cognitive anxiety disorders.

1.3.1. 1.Body anxiety disorder:

Body disorder can affect the mind and then causes a mental health disorder in which a learner cannot get rid of the affecting shock or stop thinking about one or more perceived defects or flaws that occurred to him. He remains timid and cannot resist to social contrivances. Most people experience anxiety at various occasions but through different levels and degrees. So, when anxiety is serious it changes into a disorder which can be physical, emotional, or mental- a state than can stay longer and affects the person permanently.

1.3.1.2. Psychological symptoms:

Most of social problems between parents and learners are due to exam results. Test anxiety and bad grades cause some psychological problems distort self-confidence and the relation between learners and their parents and friends. As test anxiety decreases the concentration during the test and motivation toward language learning, learners make more

errors. In this sense, test anxiety prevents to transfer their real performance to test results. In other words, test anxiety becomes a barrier to study efficiently, achieve the courses and use the knowledge effectively. Test anxiety also makes the learners interested in tests and their results but not the contents of the courses and learning the target language, Researches indicate that EFL learners worry during test taking and sometimes think that other students are better.

1.3.1.3. Behavioral symptoms:

The behavioral symptoms of test anxiety refer to what people do (or do not do) when they are anxious. Behavioral responses reflect attempts to cope with the unpleasant aspects of anxiety. Hence, test anxiety can have broader consequences, negatively affecting a student's behavioral development. Typical behavioral responses to anxiety may include:

- Avoidance behaviors such as avoiding anxiety- producing situations (e.g., avoiding social situations) or places
- Feeling compelled to limit the amount and scope of one's daily activities to reduce the overall level of anxiety (e.g., remaining in the safety of one's home)

Anxiety prepares the body behaviorally to detect and deal with threats to survival. When a person has feelings of low competence about their abilities, they are likely to anticipate negative outcomes such as failure, under uncertain conditions. Students often report "blinking out" even though they have studied sufficiently for the test.

1.3.1.4. Emotional reactions:

Emotionally, learners before and after the test feel unconfident and relaxed and assume that they would not do better after tests. So, according to them, the test affects their performance negatively and causes them to forget what they know. The test also bothers them and they

become doubtful whether they will succeed or not. During the test, they sometimes believe they will fail, confuse the course contents they study and usually feel pressured by time limit. Hence, they feel troubled when they prepared well or not and feel crammed before a test. Fortunately, good grades encourage them to continue and make them confident to study more even if they have bad grades.

1.3.1.5. Physiological symptoms:

Test anxiety mostly brings negative effects. One of them is physical problems, learners who have high level of test anxiety suffer from headache, stomach pain, increasing heart pulse and acnes before, after and during test administration. They experience shortness of breath, rapid heartbeat, and also panic attacks, in which the student may have a sudden intense fear, difficulty breathing, and extreme discomfort. As a result, a person's body begins to hyperventilate to allow more oxygen to enter the bloodstream, and divert blood to muscles.

1.3.2. Cognitive anxiety disorder

The effect of foreign language anxiety has been vastly examined and general agreement has been reached that foreign language anxiety interferes with the learning process and has a negative effect on performance (Aida,1994; Horwitz et al.,1986; MacIntyre & Gardner, 1991a, 1991b; Philips,1992). Hence, studies to learning and the human brain relationship indicated that the more one learns the more he understands the deep interrelations between various conditions affecting this relation. For instance, individuals who suffer from social anxiety disorder may find that their symptoms are worsened by a cognitive distortion called overgeneralization. For Beck (1963) Overgeneralization is the process of “drawing a general conclusion about their ability, performance, or worth on the basis of a single incident”.

1.3.2.1. Cognitive processes:

A. Stage fright: Practically, the common reason why people face anxiety during their speaking activity is because of stage of fear, most of the EFL learners have the difficulties to face others while speaking and most of times they forget their speeches because of fear. The stage fear or fright is mainly due to performance anxiety or fear. It is aroused in an individual based on the requirement to speak or to perform in front of class /audience.

B. Lack of Confidence is considered as one of the most important factors identified. Researchers have proved that lack of confidence is an affective factor and its impact results in low performance level. Anxiety occurs when the learner wanted or he is forced to an impression on the audience but he or she lacks self-confidence on his or her own capabilities. In fact, the learner might be lacking L2 lexicon, poor pronunciation skills or grammar.

1.3.2.2. Mental processes: Test anxiety has been regarded to be a negative emotional state and both negative and positive feelings involving anxiety can be facilitative and debilitating to an individuals' performance regarding to cognitive evaluation (Alpert and Haber 1960). It is true that a high level of anxiety interferes with concentration and memory, which are critical for academic success. From anxiety- performance and anxiety-cognition studies, it may be argued that anxiety deteriorates one's performance by impairing one's cognition abilities making individual less logical, less able to perform or engage in tasks.

According to Tobias (1986), anxiety may work as a mental block to cognitive performance at all cognitive stages: Input, Processing, and output. In other words, anxiety arousal, which is typically associated with self-deprecating thoughts, fear of failure, or worry

over performance procedures, may compete for cognitive resources that normal cognitive processing will demand. However, Anxiety is not always negative, without any anxiety, most of us would lack the motivation to study for exams

1.3.2.3. Linguistic operation:

A. language factor is one of the main factors causing anxiety, the lack of English linguistics knowledge can be a barrier and it can make learners more anxious and more stressful. One of most confused things that learners think about it is how to express their thoughts in proper English. In addition, there are students who find various difficulties in using English language due the lack of knowledge in words and their meanings, or the lack of how to manage or use these words in the exact place.

B. Grammar factor: grammar is one of the main predominant factors that learners have faced as most of them have a difficulty to frame a complete sentence, others have to overcome fear while talking, or have the fear to make grammatical mistakes while communicating, and some others find gaps in sentences formation. According to these reasons, the grammar factor plays a major role and it is relatively higher than the other linguistic factors.

C. Pronunciation Factor is essential to pronounce and comprehend the language correctly and accurately as it helps the learner to improve the confidence level .So ,pronunciation plays an important role while speaking .Some of the learners have difficulties in their "way of speaking ," in their way of avoiding mistakes" while speaking ,"how to avoid wrong spelling while writing "," how to be able to manage one's state ;but if frightened , they cannot t utter even a word voice correctly

D. Peer factor: the inner feeling and the thoughts of peers or classmates' evaluations would always create anxiety among learners. Many learners reported that their interest is the others' evaluation about their performance, and other learners feel the fear when they have to answer questions because they understand the language but they are not able to express exactly what is there in their minds. Certainly, for some learners it is a matter of "emotional conflict "or "self-respect". In short, some like to be evaluated by their peers better than by their teachers, whereas others do not like it.

1.4. The EFL Learners Environment and Local Conditions

1.4.1 Poor local conditions:

There has been a growing interest in why and how test anxiety affects foreign language learning process. As an affective factor, test anxiety had been investigated in different contexts in the past two decades. Learning a foreign language in the classroom, for most students, is full of challenges. One of the famous challenges comes from the learners `affective factor, for example, Wu, (2010) has shown that learners did experience language anxiety in the classroom, particularly when they thought themselves in competition with other learners not in cooperation (Bailey,1983).

In this sense, competitive atmosphere causes anxiety and it affects language learning. In other words, students felt anxious when they could not learn as much as expected either because of their incompetence or because the environment did not facilitate learning. As for the classroom or learning environments, and according to Horvitz (1986), anxiety is regarded as a” distinctive complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. (p.128).

1.4.2 The learners` goal of Attainment:

Motivation is believed to be the factor that makes the difference between underachievement and accomplishment. Harmer (2001) stated that motivation is an essential factor for success in learning a language, and in order to achieve goals, learners have to be interested in the task. Accordingly, without motivation, learners will feel uncomfortable and will fail and have negative results. In contrast, when there is motivation, students attain greater and better results development and achievement.

Indeed, teachers` behaviors have an extreme effect on students` anxiety in the classroom. Teachers of English language should create a relaxed atmosphere in their classes for the purpose of reducing the level of anxiety in students, because when teachers are too serious or firm in classes, students ` anxiety will directly increase. Young (1991) found out that teachers should build a strong relationship with their students in making a relaxed atmosphere or environment, so the students language anxiety can be reduced. It has been shown that teachers who are using effective teaching methods that promote respect for students` emotions as posters, music, comfortable lights, flashcards etc., create a conducive environment that enhances learning and causes students to be pleasant. (Freeman,2002).

1.4.3.The learners expected outcome at exams.

Anxiety is one of the most negatively influential affective variables, which prevents learners from successfully learning a foreign language. It is one of the most basic human emotions and occurs in every person. In the educational setting, anxiety is often experienced by the students at times of evaluation when sitting for tests and exams. Students who do not perceive

themselves as competent, lose motivation to complete hard tasks and instead, they seem to focus on possible negative outcomes.

Learners with low self-efficacy also do not seek out opportunities to gain the knowledge or skills necessary to make success more likely. In contrast, students with high levels of self – efficacy imagine how they can succeed and they trust in their own capacities (Bundura,1993). Hence, those with high levels of self-efficacy show lower levels of test anxiety, possibly because they believe in themselves and are able to imagine a successful outcome. Students who perceive themselves as being competent will more likely strive to learn how to do better on challenging tasks such as exams.

Conclusion

In this chapter, researchers reviewed previous research about examination anxiety and its symptoms, defined the concept of anxiety, its academic causes and its types. In brief the literature review pertaining to test anxiety suggests that it is considered as a major factor that can impair test performance and lead to underachievement of most students who lack tenacity and motivation. The effects of Test anxiety on learners' achievement is very marking and its traces can be psychological, emotional, and behavioural. It can leave its deep scars on the leaner's cognitive as well as physical sides. It increases impairment and leads to learners' low achievement due to its change into serious disorders.

CHAPTER TWO: Methodology Research and Design

Analysis of Students' and Teachers' Questionnaires

Chapter Two: Methodology Research and Design

Introduction

Any research must undergo certain conventionalities in what concerns its organization, research design and methodology-A general overview about the research including the approach, the methods are to be displayed. Data collection tools including the instrumentation, surveys are to be presented too. Population and sampling are important elements to mention as they are pivotal for any type of research. Ethical consideration is too be noted respectfully. Research has to end with findings, the result of a deep analysis to the collected data. The research design has to be very construed to reflect the researchers' scrutiny in the topic treated. Recommendations for further studies is widely welcomed. In this part, the researchers tried to treat all the above-mentioned elements so as to give a detailed view about

2.1. Part One: Research Design

The previous chapter tackled the theoretical background and related research on the topic. Hence, this chapter has a practical tendency and deals with the implementation of the research project. It aims to provide answers to the research questions and hypothesis. For this purport, this chapter is divided into two parts. The first part is about the description of the research methodology and design. It essentially entails the description of the setting followed by a profound description of the overall research design and methods. It also provides a detailed explanation of the procedures that the research has pursue. The second part provides the data analysis and interpretation of results obtained from both students' and teachers' questionnaires.

2.1.1. Part one: Research Methodology:

This part deals with a detailed description of the methodology, it describes the setting, sample and population used for data collection and explains the procedures for data collection

and analysis.

2.1.1.1. Research Design and Methods:

An appropriate research design is selected as an overall plan for the present study. Moreover, certain types of methods are used to investigate the research problem and questions. So, let us first describe and define what a research design is.

A. Research Approach:

In this study, the researchers use a classroom educational holistic approach which reveals an overwhelming view about a psychological trait described through Anxiety at exams.

B. Research Design:

A research design, according to Thyer (1993, p. 94) is “being a blueprint or detailed plan for higher research studies to be conducted”. For Mouton (1996), research design is “a set of guidelines and instructions to be followed in addressing the research problem” (p.107). In the same vein, Parahoo (1997) described a research design as an overall plan that entails the appropriate tools, time, and setting for data to be collected and analyzed. Hence, the research design is the overall design set by a researcher to guide him design time, setting, appropriate instruments for collecting data and analyzing it in its required framework.

The research design selected for this study is the descriptive research based on a causal relationship. To achieve the purpose of the research, certain methodological decisions were taken concerning the research method, research tools, selected sample and research setting that are explained in the first part.

2.1.1.2. Methods

The term research refers to “the systematic method consisting of enunciating the problem,

formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem” Kothari (1990, p.2). In doing research, the researcher has to select the appropriate methods he wants to adopt. Hence, the choice of the methodology is based on the objectives of the study he envisages to accomplish. According to Crotty (1998, p.216), “the research method can be either qualitative, quantitative, or both, regardless of the type of research that is engaged in”.

Moreover, to increase and ensure the research validity, the researchers also adopted a mixed methodology to be appropriate for solving the current problem through combining a quantitative and a qualitative method. For Bhawna and Gobind (2015, p.50), a mixed methods approach is “a procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem”.

Thus, both qualitative and quantitative methods are complementary and can be presented along a continuum since it is not adequate to use only a single type of measurement. In this respect, Bell (1987) said: “qualitative researchers draw on quantitative techniques and vice-versa” (p.04). Accordingly, studies proved that using both qualitative and quantitative approaches may provide a better understanding of research issues and complex phenomenon than either approach alone (Venkatesh et al, 2013). The two methods are explained as follow:

a. Descriptive Research

The study describes the students’ anxiety before, during and after sitting for exams. It describes their psychological, cognitive and their behavioural attitudes towards anxiety and its effects. The study consists of a case study related to second year tertiary level. A causal relationship between students’ exam and the effects of anxiety is also described.

b. Qualitative Method

“Qualitative research is linked to in-depth exploratory studies where the opportunity for quality responses exists” (Biggan, 2008, p.86). Moreover, Denzin and Lincoln (1994) hold that qualitative research involves studying ‘things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings people bring to them’ (as cited in Biggan, 2008, p.86). Thus, to collect qualitative data the researchers used written surveys. Marczak, DeMatteo and Festinger (2005, p.17) said that: “qualitative research is often used as a source of hypotheses for later testing in quantitative research”.

c. Quantitative Method

Biggan (2008, p.86) argued that quantitative method “refers to research that is concerned with quantities and measurements such as proportion and number”. Hence, to collect quantitative and qualitative data, the researchers used questionnaires with a combination of closed and open-ended questions.

2.1.2 Research Setting

2.1.3. Population and sampling:

Researchers need a population and a sample of this in order to conduct their study. In our research, our population, sample and sampling were fully described as shown below.

2.1.3.1. Study population and sample:

Our population is EFL students of 2nd year at the University of Mohamed Boudiaf, M’sila. The population encompasses 3 groups of 32 students. The sample selected for this study represents 24% of the total population making the selection of 36 students selected randomly. Also, twelve teachers were randomly selected from a population of 25 teachers of the Department.

2.1.3.2. Sampling method

Kothari (1990) defines sampling as the selection of part of an aggregate or totality on the basis on which a judgment of inference about the aggregate or totality is made. Sampling is the process of drawing samples that would be a representative of the population of the study. In this study, the simple random sampling technique was used. A code is attributed to every questionnaire that is then selected randomly and studied anonymously. Since the purpose of this study is to examine the current situation of EFL learners' participation, both teachers and students of English department are concerned by this study.

2.1.4. Data Collection Procedures

The researchers started the data collection procedure by distributing the students' questionnaires among the respondents who were assured that all the results of the study would be applied to research work only and their responses would have nothing to do with researchers' evaluation to them. Further, and more importantly, the respondents were assured of their free-will in participating in the study: they could refrain from the participation any time they want. Ethical consideration as to time, secrecy, places and names of respondents will remain confidential. In the final analysis, only valid questionnaires were retained.

2.1.4.1. Data Collection Tools

This research uses triangulation (both qualitative and quantitative methodologies are sought) to attain different objectives, target different populations, and collect the required information that would help researchers interpret as accurately as possible the phenomenon under investigation. Hence, questionnaires were used as instruments for surveying and collecting data.

2.1.4.2. Students' Questionnaire- Aim and Description

Participants were informed that the research findings would be used to improve the treatment of the problem of anxiety at exams and its effect L2 learners suffer from. Students were assured of anonymity.

2.1.4.3. Questionnaire for students:

The selection of the questionnaire is practical, easy to design, administer and analyze. These features render the questionnaire a popular tool for research. Gillham (2000, p.1) affirms that: "the great popularity of questionnaires is that they provide a 'quick fix' for research methodology; no single method has been so much abused". In the present study, the questionnaire for students is composed of four sections-section: one (identification the respondents), section two (seven questions), section three (two questions and section four (two questions. (see appendix 2). As for the questions wording, we selected *Yes, No questions, Likert scale, open-ended questions and ticking the right answers questions* to simplify everything for respondents, to avoid confusions and ambiguity and collect a maximum lot of data.

2.1.4.3. Teachers' Questionnaire-Aim and Description

The questionnaire for teachers which embraces two sections is devoted to direct questions related to the teachers' perception about the causes of learners' anxiety, the most influential factors for learners' anxiety, teachers' advice to overcome anxiety at exams and finally about teachers' personal views on anxiety possible remediation. It consists of five open- ended questions.

2.1.5. Limitations / Delimitation related to both questionnaires

The study is limited to the number of respondents who, due to Covid pandemic, did not attend

the day of the questionnaire distribution. Some students did not give back their questionnaires which had more or less effected the work.

Concerning the delimitation, the choice of the second year LMD was purposefully done because the recipients are fresh students and are from different social background and cultures who experienced last year exam and could easily express their perceptions about their anxiety.

2.1.6. Issues of Trustworthiness and Ethical Consideration

Ethics in research has become a primordial objective for researchers, who in the course of time of their doing research, have to respect copyrights and authors' writings. A note of trustworthiness and ethical consideration is carefully respected by the researchers. Every quoted matter was acknowledged for and even the paraphrased material is also referenced appropriately. Surveys were conducted with the permission of the recipients' consent in what concerns the appointment, the place, the availability, and the objectives of the study. Everything was done in a perfect transparency.

Conclusion

Now, the theoretical background of the research design and methodology is appropriately presented. The main elements making the research appear in its acceptable shape were respected and duly mentioned. The research procedure was neat and well set, paving for the next practical part of the analysis.

2.2. Part Two: Analysis of Results and Findings

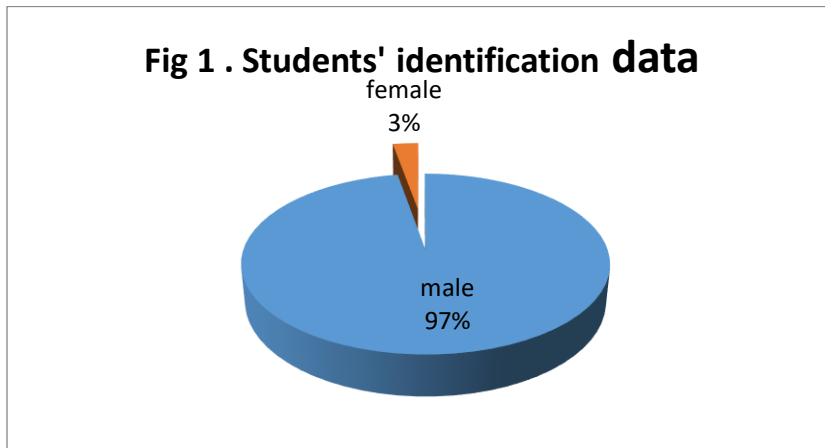
This is part two of Chapter two devoted entirely to the analysis of students' and teachers' questionnaires. The first section is related to the analysis of the 36 students' surveys and the second section treats the 12 teachers' questionnaire.

1. Analysis of Students' Questionnaire

I- Students' self-identification

Gender		Students' Age			
Male number	35	19	20	21	22
Female number	01	19	11	04	02

Table 1. Students' identification data



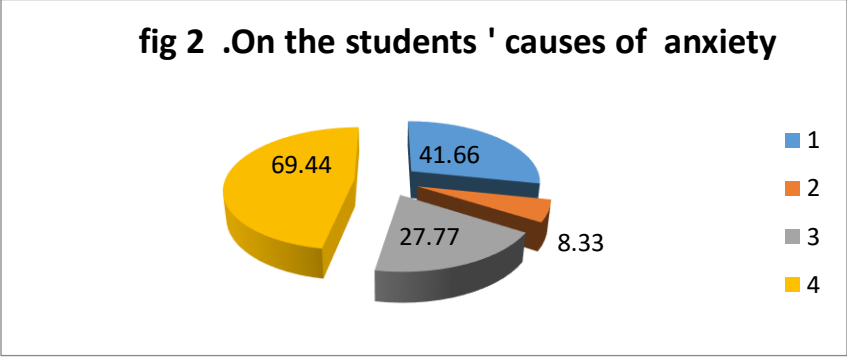
In what concerns the gender, the respondents constitute 35 of females and only one male with a rate of 97% against 3% respectively- a score revealing the female dominance in the selected sample.

2.On Anxiety at Exams, causes and nature -

1. What are the usual causes of anxiety in your life?

Causes of Anxiety	Rate	Perc
1. Negative self-talk	15/36	41.66
2. Being placed into course above your ability	03/36	8.33
3. Family issues (fear of enmity with parents, family, and friends)	10/36	27.77
4. Fear of failure in your academic career	25/36	69.44

Table 2: On the students' causes of anxiety



Concerning Q1 related to the usual causes of anxiety in students' life, 25 students with a rate of 69.44% claimed they are afraid to fail in their academic career, 15 students attributed it negative self-talk with a rate of 41.66%, while 10 students related it family issues (fear of enmity with parents, family, and friends) with a rate of 27.77%. Only 03 students claimed they are being placed into a course above their ability making a rate of 8.33 %.

3. On Factors related to classroom anxiety

Questions	Yes	No
1. Do you pay attention in class?	32/36	04
2. Do you feel tired even when you wake up after an adequate sleep?	25	11
3. Do you find yourself thinking about problems even when you are supposed to be relaxing?	25	11
4. Do you worry a lot about exams and their scheduled time?	33	03
5. Do you often go late for you class and for your exams?	06	30
6. When you are anxious, do you start fidgeting, biting your nails or grinding your teeth?	11	25
7. Do you feel anxious about failing at exams, even though you have revised well?	28	08

Table 3: On factors related to classroom anxiety

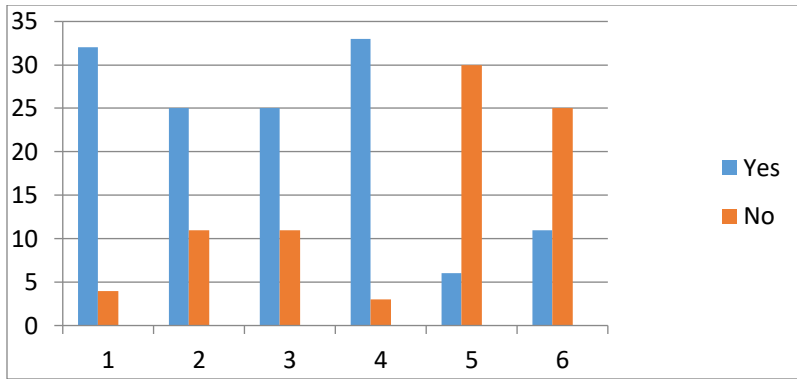


Fig 3: On factors related to classroom anxiety

In response to the factors related to classroom anxiety, 33 students claimed they worried a lot about exams and their scheduled time, 32 students thought they paid attention in class and were conscious, 28 students were anxious to fail at exams, even though they had revised well, two similar groups of 25 students each said they felt tired even when they woke up after an adequate sleep and found themselves thinking about problems though they were supposed to be relaxing. As a response to the state of anxiety and whether learners started fidgeting, biting their nails or grinding their teeth, 11 students responded with yes against 25 who said No. Finally, only 06 students who said they often go late for their classes and for their exams?

4. On experiencing exam anxiety-You might experience it because

Questions	Yes	No
1. You are worried about how well you will do in the exam	12	24
2. You find it hard to understand what you're trying to solve	13	23
3. You feel unprepared or haven't had time to sit for the exam	10	26
4. You need to learn and recall a large amount of information for an exam	11	25

Table 4: On experiencing exam anxiety

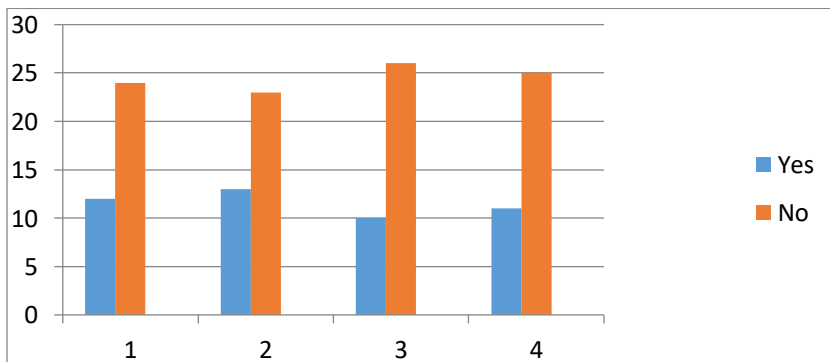


Fig 4: On experiencing exam anxiety

On experiencing exam anxiety-You might experience it because

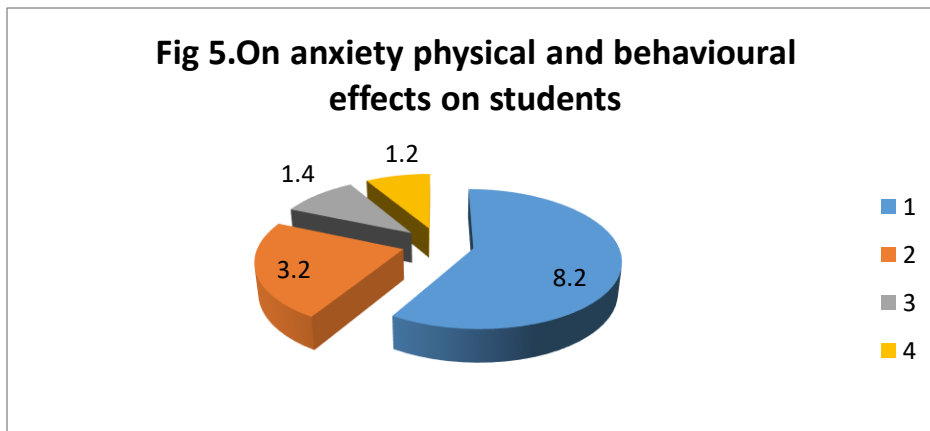
On experiencing exam anxiety, students claimed many reasons-13 students answered with yes against 23 in the option(2) students found it hard to understand what they were trying to solve; 12 students who answered yes against 24 No in what related to worriness about how well they will do in the exam (1); 11 students said yes against 25 who said No in what relates to learning and recalling a large amount of information for an exam (4) ; finally 10 students responded to yes against 26 with No to the option related to be unprepared or had not had time to sit for the exam. So, according to the number of No, the majority of students do not experience serious problems with anxiety.

III -Examination Anxiety and its effects

1. On The physical / behavioural effects of anxiety on students-

Effects of anxiety on students	Scores	Perc
1.Difficulty communicating with classmates	12/36	36.11
2 . Difficulty getting motivated to start studying	19/36	52.77
3. Inability to rest, relax and feel comfortable the day of the exam	19/36	52.77
4. There is a change in your sleep patterns and this impacts on your studies	15/36	41.66

Table 5: On anxiety physical and behavioural effects on students



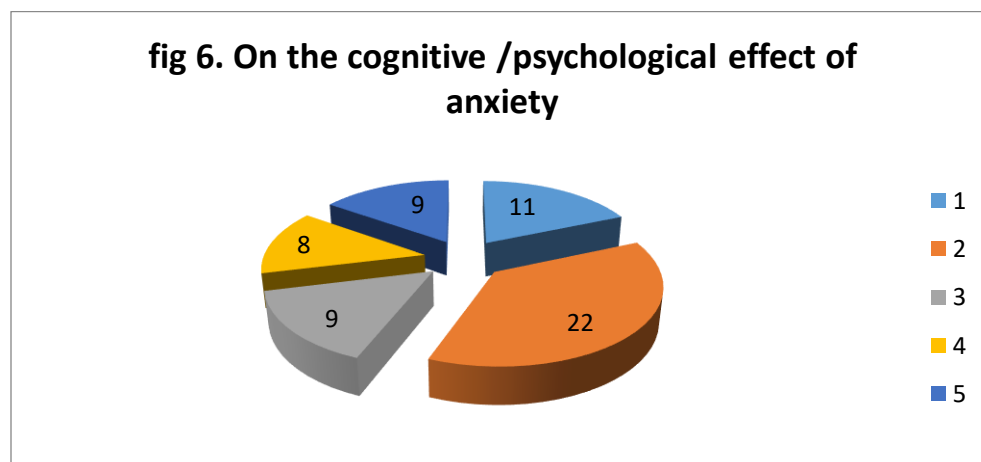
On the physical/ behavioural effects of anxiety, two groups of 19 students each claimed they found difficulties getting motivated to start studying and they had an inability to rest, relax and feel comfortable the day of the exam making a rate of 52.77 % against 15 students claiming a rate of

41.66% with a change in their sleep patterns which impacted on their studies and 12 students who found difficulty communicating with classmates representing a rate of 36.11%.

2. On The cognitive/ psychological effect of anxiety-

Statements	rate
1.You cannot concentrate well on the exam questions	11
2 . Sometimes You get lost and confused when reading the exam questions	22
3. You forget all what you have prepared the day of the exam	09
4.You feel doubtful, overwhelmed with a sense of hesitation and blocked	08
5. You feel nervous, anxious, and morally degraded	09

Table 6: On The cognitive/ psychological effect of anxiety



In relation to the cognitive/Psychological effects of anxiety,22 students said they Sometimes got lost and confused when reading the exam questions; 11 students claimed they could not concentrate well on the exam questions .Two similar groups constituted of 9 students each said they forgot all what they had prepared the day of the exam and that they felt nervous, anxious, and morally degraded .Finally,8 students claimed they felt doubtful and overwhelmed with of hesitation and felt blocked.

On Remedies to examination Anxiety-	Score	Percent
a. Work on the questions that you find easiest first.	29	80.55
b. Work out what you need to take with you into the exam the night before	13	36.11
c. Eat a light breakfast–this will help with your energy and concentration.	18	50
d. Make sure you know where and when the exam will take place.	15	41.66

e. On exam day, stay away from people who may increase your anxiety.	21	58.33
f. When you first sit down to do your exam, take time to slow your breathing and relax	04	11.11
g. Read through the exam paper carefully.	23	63.88
h. Underline key words and instructions to ensure you're answering what is being asked.	16	44.44

Table 7: On the most Five practical advice on how to relieve anxiety.

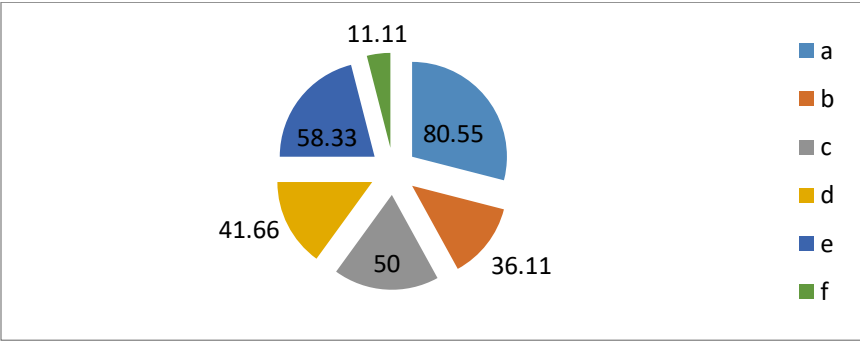


Fig 7: On the most Five practical advice on how to relieve anxiety

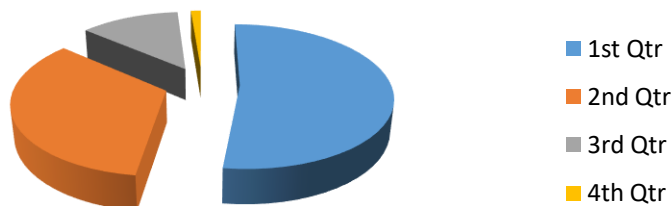
On the context of remediation to examination anxiety, a wide range of advice is responded to 29 students with a rate of 80.55% claimed they worked on the easiest questions first, 23 students with a rate of 63.88 % said they read the exam paper carefully; 21 students with a rate of 58.33% said, On the exam day, they stayed away from people who might increase their anxiety. 18 students with a rate of 50% believed in eating a light breakfast—that would help with their energy and concentration.

2.What are your personal methods to relieve Anxiety? Suggest some ideas

Suggested personal methods to relieve Anxiety	score	rate
1.Work more and prepare yourself, be more confident and relax before the exam. Schedule your time so as you can revise your lessons early and carefully.	18/36	50%
2. Get motivated, believe in your abilities, read and understand the questions well and think positively and start by the easiest questions.	11/36	32,7%
3.Get a walk in the fresh air, eat something fresh, revise before the exam, have some fun with friends and family members to reduce anxiety, avoid negative people and be happy even if you are feeling bad.	03/36	12%
4.Try to solve problems that cause anxiety by doing some sports and recreational activities, playing games, taking long breath, drinking some cold water and closing eyes for a while	04/36	9%

Table 8: Teachers’ personal methods on how to relieve Learners’ anxiety

Fig 8: Teachers' personal methods on how to relieve Learners' anxiety



What are your personal methods to relieve Anxiety? Suggest some ideas

Suggested personal methods to relieve Anxiety	score	rate
1. Work more and prepare yourself, be more confident and relax before the exam. Schedule your time so as you can revise your lessons early and carefully.	18/36	50%
2. Get motivated, believe in your abilities, read and understand the questions well and think positively and start by the easiest questions.	11/36	32,7%
3. Get a walk in the fresh air, eat something fresh, revise before the exam, have some fun with friends and family members to reduce anxiety, avoid negative people and be happy even if you are feeling bad.	03/36	12%
4. Try to solve problems that cause anxiety by doing some sports and recreational activities, playing games, taking long breath, drinking some cold water and closing eyes for a while	04/36	9%

Table 9: Suggested personal methods to relieve Anxiety

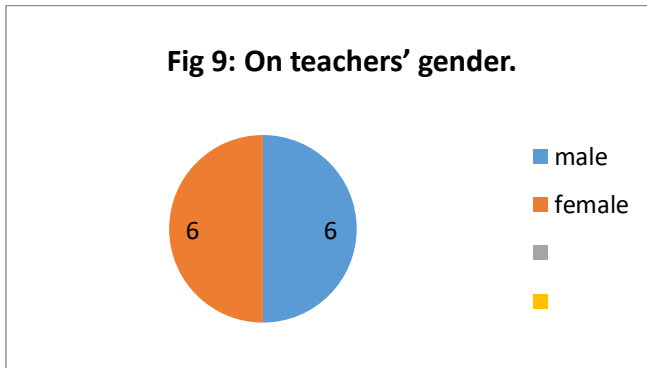
In what concerns learners' personal methods to relieve anxiety, students opted for the following- 18 students of a total of 36 making a rate of 50% suggest to work more, prepare oneself, be more confident and relax before the exam takes place. Learners need also to schedule their time so as they can revise their lessons early and carefully. Another group of 11 students with a rate of 32,7% suggests to get motivated, believe in one's abilities, read and understand the questions well and think positively and start by the easiest questions. The third category of 04 students with a rate of 9% proposes to try to solve problems that cause anxiety by doing some sports and recreational activities, playing games, taking long breath, drinking some cold water and closing eyes for a while. The last group suggests to get a walk in the fresh air, eat something fresh, revise before the exam, have some fun with friends and family members to reduce anxiety, avoid negative people and be happy even if you are feeling bad

2. Analysis of Teachers' Questionnaire

Section One: On Teachers' self- Identification

Gender	Nb	rate
Male	06	50%
Female	06	50%

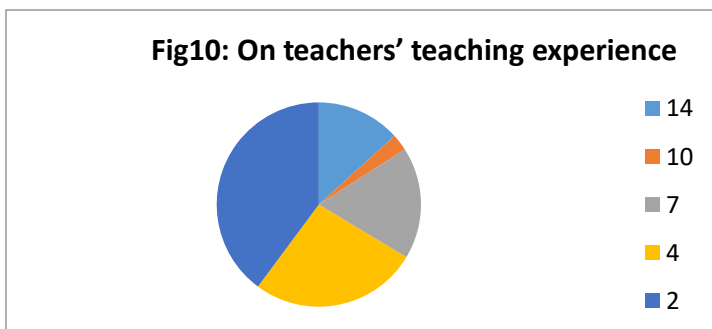
Table 10(a): On teachers' gender.



In what concerns genders constituting the teachers' genders, we noted 06 males against 06 females with a rate of 50% each.

Teaching Experience	number	rate
14	01	8.33%
10	02	1.66%
07	04	11.11%
04	02	16.66%
02	03	25%
Total	12	

Table 10(b) : On teachers' teaching experience



Concerning the teaching experience, the number of years varies from 14 to two years-To note, one teacher of 14 years with a rate of 8.33%, two with 10 years rating 1.66%, 04 teachers of 07 years with a rate of 11.11%, two teachers of 04 years' experience with a rate of 16.66% and 03 teachers of 02 years with a rate of 25%. On the whole an average of 08 teachers with a range from 02 to 10 is fairly acceptable.

Section Two: On the learners' causes of anxiety

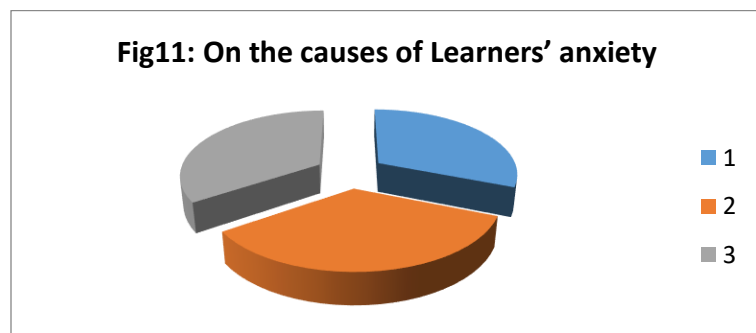
1. Section Two: On the learners' causes of anxiety at exams

1. From your experience as a teacher, what causes learners' anxiety when they sit for exams?

State three causes

Causes of Learners' Anxiety	Score	Rate
1.Unexpected, lengthy and difficult questions	09/12	75%
2.The lack of preparation resulting in the failure to answer the questions properly	10/12	83.33%
3.Time management	10/12	83.33%

Table 11: On the causes of Learners' anxiety



In what concerns the causes of learners' anxiety, two groups of ten with a rate of 83.33% stated as causes-time management and unexpected lengthy and difficult questions against 09 teachers with a rate of 75% only opted for the lack of preparation resulting in the failure to answer the questions properly.

2. Which factors are the most influential for learners' anxiety?

Factors	Score.../12	rate
1.Emotional	03	25%
2.Cognitive	06	50%
3.Linguistic	05	41.66%
4.Psychological	08	66.66 %

Table 12: On the most influential factors causing learners' anxiety

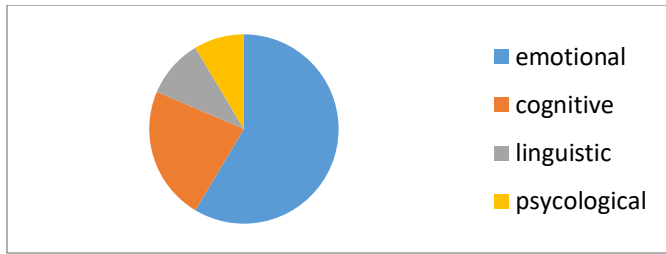


Fig 12: Emotional, cognitive, linguistic and psychological factors

As a response to which factors are the most influential for learners' anxiety, 08 teachers with a rate of 33.33% opted for the psychological, then 06 teachers with 50% rate for the cognitive, followed by 05 teachers for the linguistic and finally 03 teachers with a rate of 25% suggested the emotional with a rate of 25%. This shows that the most important factor is the psychological followed in rank by the cognitive.

Reasons for Learners' Anxiety	score	rate
1. Psychological: learners feel afraid of exams because it is their first experience, they shake, they fidget, they lose what they have prepared, they panic, they sweat, they feel pain chests and their heartbeats increase.	04/12	33.33%
2. Cognitive: They do not know how to start, they feel blocked, their minds stop producing, a total black out, loss of concentration, they lack the sense of organization.	03/12	25%
3. Linguistic: they feel they have no idea about what they know, they live a state of knowing nothing, they lose language, vocabulary and their linguistic competence skills.	3/12	25%
4. Emotional: they feel disturbed, they may evoke what parents told them to do. They become easily affected on how to reach their goals and satisfy themselves, their parents and their peers; so they blame themselves, turn heartfelt and upset .	02/12	16.66%

Table 13: On reasons for students' anxiety

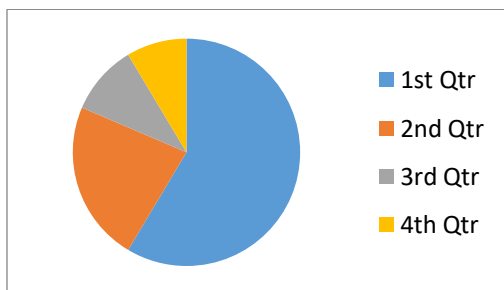


Fig 13: On reasons for Learners' Anxiety

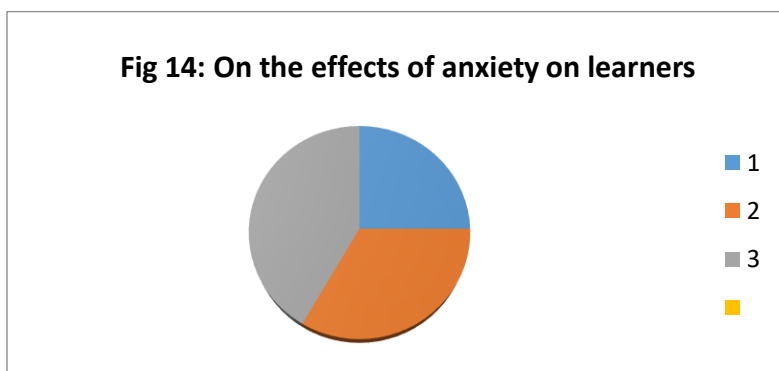
As a response to the reasons for learners' anxiety, 04 teachers rank the psychological first with a rate of 33.33% where learners feel afraid of exams because it is their first experience, they shake,

they fidget, they lose what they have prepared, they panic, they sweat, they feel pain chests and their heartbeats increase against 03 groups of teachers with 25% as cognitive where learners do not know how to start, they feel blocked, their minds stop producing, a total black out, loss of concentration, they lack the sense of organization.and as linguistics- learners feel they have no idea about what they know, they live a state of knowing nothing, they lose language, vocabulary and their linguistic competence skills.Finally,02 teachers only opted for the emotional where learners feel disturbed, they may evoke what parents told them to do. They become easily affected on how to reach their goals and satisfy themselves, their parents and their peers; so, they blame themselves, turn heartfelt and upset.

3.What effects can anxiety have on learners’? elaborate

The Effects of Anxiety on Learners	score	rate
1.Physical side: tiredness, bad posture, physically weak, everything aches, dizziness, a state of non-awareness, physical fatigue	03/12	25%
2.Cognitive side: unable to think, thinking in vain, loss of memory, they cannot create or solve even simple operations, mind blocked and a roving concentration.	04/12	33.33%
3.Behavioural side: change in mood and temper, a state of motion, they turn left and right for rescue, they are in a state of cheating. They felt turbulence, a change in voice, they become dynamic, they drop objects, look their watch, breathing fast, they scramble the papers and change the rough papers.	05/12	41.66%

Table 14: On the effects of anxiety on learners



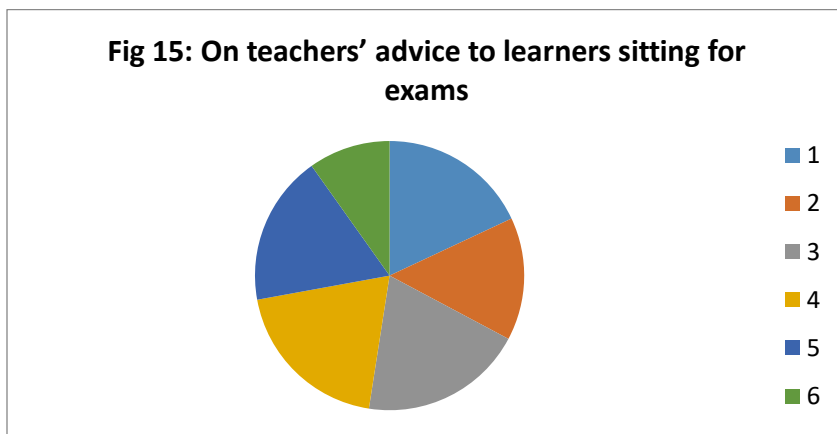
As a response to what effects can anxiety have on learners, 05 teachers with a rate of 41.66% opted for the Behavioural side where symptoms revealed- change in mood and temper, a state of motion, learners turn left and right for rescue, they are in a state of cheating. They felt turbulence, a change in voice, they become dynamic, they drop objects, look their watch, breathing fast, they scramble the papers and change the rough papers; whereas 04 teachers suggested the cognitive side with a rate of 33.33%-learners are

unable to think, they think in vain, loss of memory, they cannot create or solve even simple operations, mind blocked and a roving concentration a just 03 other teachers with 25% favour the Physical side: tiredness, bad posture, physically weak, everything aches, dizziness, a state of non-awareness, physical fatigue.

4. How do you advise anxious learners to behave during exams?

Advice	score	rate
1.Read the questions well, understand them before answering	11	91.66%
2.Do not learn by rote, understand first.	09	75%
3.Prepare well at home	12	100%
4. Get ready psychologically and linguistically	12	100%
5.Make sure of the answers you wrote before submitting your paper	11	91.66%
6. When you feel lost, do not shake or panic	06	50%
7.Avoid looking at your watch every time-Concentrate	05	41.66%
8.Divide your time equally between the different activities and avoid wasting your it in writing on the rough paper	09	75%

Table 15: On teachers' advice to learners sitting for exams



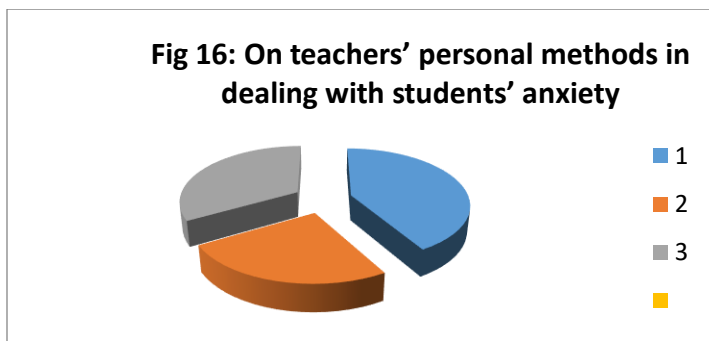
In what concerns teachers' advice to anxious learners on how to behave during exams, two groups of 12 teachers with a rate advise learners to Prepare well at home and get ready psychologically and linguistically. Two other groups of 11 teachers with a rate of 91.66% advised learners to read the questions well, understand them before answering and make sure of the answers learners wrote before submitting their paper. Two groups of 09 teachers with a rate of 75% advised learners not to not learn by rote, understand first and to divide their time equally between the different activities and avoid wasting it in writing on the rough paper. One group of 06 teachers with a rate of 50% advised learners not to shake or panic when they feel lost against

the last group of five teachers with a rate of 41.66% who strongly advised learners to avoid looking at their watches every time but instead concentrate n the exam paper.

5.What are your personal methods to relieve learners’ anxiety at exams?

Teachers’ Personal Methods in relieving Learners’ anxiety at exams	score	rate
1. Ask the students to read the exam questions well and underline the key terms first .	5	41.66%
2. Ask students to develop the elements into sections/ parts to sort out the main components of their outline.	3	25%
3. Ask them to be self-confident in their linguistic/ psychological potentials-concentrate well, recall the previous knowledge then develop their ideas logically on a rough paper.	4	33.33%

Table 16: On teachers’ personal methods in dealing with students’ anxiety



Concerning teachers’ personal methods to relieve learners’ anxiety at exams, five teachers with a rate of 41.66% preferred to ask the students to read the exam questions well and underline the key terms first against four teachers with a rate of 33.33% who ask learners to be self-confident in their linguistic/ psychological potentials-concentrate well, recall the previous knowledge then develop their ideas logically on a rough paper. Finally, a group of three teachers rating 25% think the learners should develop the elements into sections/ parts to make sort out the main components of their outline.

Chapter Three: Anxiety at exams: an EFL learners' outcome Encounter

Chapter Three: Anxiety at exams: an EFL learners' outcome Encounter

Introduction

Anxiety is described as the tense, unsettling anticipation of a threatening but vague event; a feeling of uneasy suspense (Rachman, 2004). Anxiety can occur when we are worried, uneasy or fearful about events that are about to happen or may happen in the future (Mind, 2017). Test anxiety as a phenomenon has received considerable attention since 1950s. It is a common feeling felt by any learner sitting for exams. It is a psychological state where the learner starts to lose confidence in his cognitive power which resulted in poor results.

According to Zeidner (1998), test anxiety is a set of phenomenological, physiological and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation. Liebert and Morris (1967) were perhaps the first to break down test anxiety into the two main components of worry and emotionality. The worry component comprises the cognitive aspects of anxiety, typically considered to be rooted in fears of failure, negative overcoming Test Anxiety in comparisons to peers, and doubts about personal ability.

Anxiety is based on an individual's perception of lack of success or fear of failure, rather than just his or her innate abilities. Intellectually gifted students also are vulnerable to test anxiety (Zeidner & Schleyer, 1999). Mac Intyre (1998) observed that language anxiety is a form of situational anxiety, and emphasized that research on the topic should employ measures of anxiety experienced in specific second language (L2) contexts.

3.1. Anxiety -an effective barrier to learner's Outcome improvement

The term 'test anxiety' as a scientific construct, refers to the set of phenomenological,

physiological and behavioural responses that accompany concern about possible negative consequences or failure of an exam or a similar evaluative situation (Sieber et al., 1977). Anxiety has been a matter of substantial concern in foreign language (FL) learning setting for educators since it is a major obstacle learner need to overcome (Ellis, 2008; Wu, 2010), Horwitz (2001) asserted that one-third of all foreign language learners experience some level of such phenomenon, which is called language anxiety. It is considered as one of the most important affective factors that Influence foreign language learning (Na, 2007).

Test anxiety and other deficits related to test anxiety, interfere with academic performance (Everson & Millsap, 1991). Language anxiety, is an effective factor that affects achievement in L2 (Gardner, 1985). These researchers analyzed the responses of students to Sarason and Mandler's Questionnaire (TAQ: Sarason & Mandler, 1952). The results indicated that test anxiety consisted of two major components. Anxiety can disrupt complex learning, test-taking, and effective thinking (Covington et al. 1986; Gregersen et al. 2014. P.170).

A number of researchers have defined the anxiety in relation to language anxiety. Horwitz, Horwitz and Cope (1986) defined foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of language learning experience”(p.128).

Mac Intyre and Gardner (1994) defined foreign language anxiety as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (p. 284). It is also defined as the worry and negative emotional reaction when using or learning a second or foreign language (MacIntyre, 1999). Gardner and Mac Intyre (1993) state that individuals experience language anxiety when they are required to use the second language

with which they are not fully proficient. Language anxiety is characterized by feelings of apprehension and physiological responses such as increased heart rate.

Erlauer (as cited in Duraku, 2016) stated that “the high pressure to achieve commendable results in exams has been recognized to negatively influence the students’ academic performance and to increase their level of stress”; whereas the stress factor has to do with the learners’ psychological, financial and health problems or other personal aspect (see Goodman in Duraku, 2016). Students might have an unpleasant test experience from either language class or other subjects, and they transplanted the unhappy image to the present English class unconsciously (Chan and Wu, 2004).

Dewaele and Mac Intyre (2014) stated that language anxiety has an influence on language acquisition, retention, and production; therefore, foreign language anxiety has a negative influence on the whole process of language learning. This is supported by the notion that anxiety is of the negative psychological effects that might impede learners from achieving the task of mastering a foreign language (Park & French 2013, Zhou 2016).

Bailey et al (1999) and Oxford (1999a) associated foreign language learning anxiety with negative physical, psychological, or social outcomes which lead to poor performance and low achievement. Physical outcomes may be manifested as rapid heartbeat, dry mouth, excessive perspiration, and muscle tension. Social symptoms include inappropriate silence, unwillingness to participate, withdrawal from the course, and absenteeism. Psychological outcomes may be manifested as embarrassment, fear, going blank, feelings of helplessness, and poor memory recall and retention among others.

Mohammed, Hailu, and Muhammad (2017), examined effects of examination anxiety on

university students' academic performance in Northwest University, Kano, Nigeria. They established that students with heightened levels of anxiety scored lower grades compared to their counterparts who obtained higher grades with moderate levels of anxiety. It was therefore evident that academic anxiety has a bearing on the academic achievement of university students.

3.1.1. Learner's Difficulty of Concentration

Wine (1980) believes that test anxious individuals divide their attention between task relevant activities and preoccupation with worry and self-criticism. Mahato and Jangir (2012) define academic anxiety as a consequence or outcome of biological or emotional reactions that lower concentration level of students during learning. Just like emotional reactions, students experiencing worry generated issues, have high chances of losing focus and attention to academic duties (Lena & Kent, 2012).

3.1.2. Learner's negative thinking

Hembree (1988), who suggests that a lack of effective study skills contributes to poor performance under evaluative conditions, which in turn leads to heightening feelings of anxiety when it comes to performing in subsequent examinations. "the habitual, irrelevant, negative thoughts that some students have during a testing situation" as a major cause of anxiety (Mealey & Host, 1992)

Test anxiety can be described as a fear of failing in test or exam case situations. It could be an anticipated nasty experience felt by learners. It is a type of anxiety concerning apprehension over academic evaluation which comes from a fear of failure (Horwitz and Young, 1991).. In the study, test anxiety was not the focus but a factor that has an effect on language anxiety. In another study (Koralp, 2005), it was found that EFL learners experienced some English language learning

anxiety on two anxiety level measures, fear of negative evaluation and test anxiety, which were also positively correlated.

Mac Intyre (1995) referred anxiety to a sentimental situation which may have positive and negative effects and that enhances and assists or distresses and hinders language learning. Moreover, Oxford (1999a) showed that anxiety has a negative type “debilitating anxiety” and a positive one. Debilitating anxiety harms learners’ performance like hindering them from taking part in the activities or not applying the language in general social direct positions while positive anxiety may be considered as useful in enhancing students’ level of attention.

3.1.3. Learner’s problems with test recording and retention

Naveh-Benjamin et al (1987) have found that when compared with less anxious students, highly test-anxious students have difficulties in organizing material to be learned. Inappropriate test technique is also one of the factors that provoke test anxiety. Young (1991) reported that students felt anxious when they had studied hours for a test and then they found that question types with which they had no experience. When anxious, most of the learners lose some degree of retention because they are overwhelmed with problems and issues to take care of. They cannot concentrate on single issues as tests and exams. Hence, they cannot retain too much to fill in the gaps the day of exams and tests.

3.2. The Effects of Test Anxiety on Learners’ Outcome

Test anxiety among students has been negatively associated with test performance, achievement of degrees and the selection of occupations (Topp, 1989). Fiore (2012) explored the impact of anxiety on completion of academic tasks. It was revealed that the higher the anxiety, the lower the performance reported and escalates as anxiety becomes extreme. Specifically, such

students overcome by tasks being undertaken , coupled with self-degrading mind frame as being unable, eventually give up.

Authors have pointed out that high levels of anxiety influence the students' perception and experience about their academic subjects which in turn may lead to a poorer performance (Safree et al (2009 pp.49-58). Vogel and Collins (2006) list several factors that can influence the relation between academic achievement and high anxiety, such as, motives, aptitudes, cognitive assessments of the task and past experience. There is other study that pointed out that adolescents who demonstrate moderate levels of perfection, avoidance and socially desirable behaviours are more likely to be motivated in school and, thus improve their academic performance (Grills et al (2013).

3.2.1 Anxiety Moral effects

The factors that influence students' reactions to language tests are perceptions of test validity, time limit, test techniques, test format, length, testing environment and clarity of test instructions (Young, 1999). In a study conducted by Ohata (2005), learners sometimes felt pressured to think that they had to organize their ideas in a short period of time. anxiety is based on an individual's perception of lack of success or fear of failure, rather than just his or her innate abilities, intellectually gifted students also are vulnerable to test anxiety (Zeidner& Schleyer, 1999).

Cognitive theorists stress the role of maladaptive thought patterns and beliefs in anxiety disorders. Anxiety disordered people always think of catastrophe and magnify them into reality. They anticipate that the worst will happen and feel powerless to cope effectively (Clark. 1988, and Mineka, Watson and Clark, 1998).

It is pretty normal to feel a little nervous and stressed before a test. Just about everyone does. And a touch of nervous anticipation can actually help you get revived and keep you at peak performance while you are taking a test. But for some people, this normal anxiety is more intense. The nervousness they feel before a test can be so strong that it interferes with their concentration or performance (D'Arcy, 2004). Test anxiety can greatly affect the person's physical stature in terms of brain fatigue; resulting in the weakening of his memory and cognitive power. Also, as Beckner (2006) asserts, this can affect several abilities, such as memory creation and retrieval.

3.2.2. Anxiety Cognitive effects

According to Tobias (1986), anxiety may work as a mental block to cognitive performance at all the three cognitive stages: Input, Processing, and Output. As countless thoughts rove in our minds, they undergo changes which negatively alter our conception towards the things which to our intent appear more negative than positive. These thoughts people experience when they are anxious are commonly referred to as worry (Bourne, 2000). This state of worry is concretized in the use of wondering such as What happens if...? Why if I used this instead of that? A thinking like the sort may create anxiety.

3.2.3. Psychological and Emotional effect

3.2.3.1. Psychological effect

Horwitz (2010) found that speaking is the skill most affected by foreign language anxiety, because speaking in a foreign language is often sensed as a “threat to peoples’ self-concept, self-identity, and ego, which they have formed in their first language as reasonable and intelligent individuals” and the inability to present oneself according to one's self-image can set a learner into the cycle of negative self-evaluation as language and the self are intimately bound. Many

researchers have evoked the symptoms of anxiety disorders at the level of psychological state. For example, the problems of concentration and the difficulty of remaining alert on an activity or a task, the lack of envy towards eating, a vague or loose thinking over serious matters, hopelessness in certain cases, or underestimating acute issues when believing they cause no threat.

3.2.3.2. Emotional symptoms of anxiety

Anxiety can occur when we are worried, uneasy or fearful about events that are about to happen or may happen in the future (Mind, 2017). When thinking about anxiety, emotional conditions come to mind. So, when the emotions are threatened, some sets of feelings are produced. A whole series of psychological jargon may be used to describe such feelings. Distress, fear or dread, a certain phobia towards, nervousness and the feeling of being overwhelmed, laziness towards making serious efforts, lack of enthusiasm, the loss of courage, hopelessness, panic and uneasiness as if something negative and devilish stands against one's intent.

The result of this state may often lead to forgetfulness; the person may lose the threads of his speech and feels a disruption at the level of his mind and heart. Researchers believe these are the most distressing results of psychological anxiety. Cognitive, behavioural and physical symptoms of anxiety remain the most serious because they are daily used and are mostly affecting people as weak recipients.

3.2.3.3. Physical and Behavioral Effects

Anxiety is a normal and often regarded as a healthy emotion. When individuals feel disproportionate levels of anxiety, it turns into a mental disorder. Anxiety disorders form a category of the mental health diagnosis that leads to apprehensiveness, vulnerability, worry and fear. These disorders alter how the individuals are required to behave and react to different kinds

of situations (Browne,2020).

3.2.3.3.1. Physical symptoms of anxiety

Anxiety also affects the physique and makes its bearers feel and show many symptoms at the level of their bodies. Countless of symptoms may appear including the feeling of uneasiness as if someone is fed up and eager to change, a kind of chest pain with a constant shortness of breathing, a state of choking and heaviness in inhalation. A study done by Larson, Orr, and Warne (2016) explored both physical and mental health issues showed that the physical health difficulties the study measured included asthma, allergies, mononucleosis, strep throat, and urinary tract infections.

The anxious person feels discomfort, with shaky sweaty hands, trembling and high-tension pulses. He is often affected by Nausea and diarrhoea; the result of bowels squeezed causes some dizziness and often leads the person to faint and lose consciousness. If the anxiety is acute, the person feels some numbness in the parts of his body to the extent he feels a little bit disturbed and envious for naps. Hence, any case of fear can lead to a state of anxiety. And the more the situation is tense, and more durable, the more anxiety develops into a kind of distress overwhelmed by anxiety disorders.

3.2.3.3.2. Behavioural symptoms of anxiety

When people are anxious, they do many things in peevish states. Hence, lots of symptoms may occur as a result of this behaviour. Such an act is called behavioural symptoms which are simply responses due to the person's non-adaptation with nasty or unexpected situations. Many affected people develop their own strategies of coping with anxiety causing cases. This includes avoidance of people and bores who disturb them all the time. They try to escape meeting people to avoid

monotony and routine. In addition, they do not frequent places that are thronged with people, and avoid stimulating liquors as tea or coffee. Behavioural symptoms also appear on students who start escaping classmates and the school, feeling disgust to work in teams and prefer seclusion to socialized norms of life.

3.3. Possible remedies to examination anxiety

Researchers (ZhaoNa, 2007, Casado and Dereshiwsky, 2001; Young, 1991, Gregersen and Horwitz, 2002) suggest the following ways of reducing anxiety in language classroom: Help students understand that language anxiety episodes can be transient and do not inevitably develop into a lasting problem, reduce the competition present in the classroom, providing students with positive reinforcement and creating a relaxed classroom environment, conducting classroom activities in groups and teachers should avoid negative evaluation of students in classroom and comment on students' behaviours with more encouragement.

Researchers and psycho-therapists believe that remedies for anxiety disorders exist. One of the remedies is to think positive by eliminating all the negative beliefs and behaviour that give a lance to anxiety disorders through pretending everything is in good shape. This state of feelings demands certain courage from the patients to yield certain acceptable managerial rules.

A second perspective may be in exposing the anxious person to the thing he fears and let him manage his own affairs. Exposure is partially predicated on the assumption that the client must fully experience the feared situation in order for change in affective and behavioral symptoms to occur (Foa & Kozak, 1986). For sure, he will delimit and reduce in the tensy of his fears. Thirdly, the patient may observe similar cases and see how people react and benefit from the experience.

Peer-support groups, social groups, exercise and changes to diet all have a positive impact on symptoms (Curtis et al, 2009). Another recommended remedy is that the anxious person should make himself some wise lifestyles that suit him as eating well and at regulated time, meet people of his own choice, get fun with them and exchange ideas and stories, get rest and sleep well, a bit of reading, a bit of recreation and reduction in stimulating liquors.

In addition, a regular practice of some sports will certainly consolidate the body and develop the muscles. Then, after such sports activities, the body needs some relaxation techniques where long breathing sessions are to be scheduled to relieve from the high memory tension and forget about the physical fatigue. Once the body and mind are no more tense, the anxious person needs to re-think from anew by trying to forget all about what was negative and re-load his imagination with fresh productive ideas that constantly generate the new. He must believe and trust himself as a whole entity with diverse good qualities and never think of despair. Indeed, there is no single treatment that works for everyone and some patients may benefit from prescribed medication along-side a psychological intervention (Bandelow et al, 2017).

Conclusion

Anxiety is regarded as a serious psychological problem that most learners worldwide suffer from especially before, during and after sitting for tests and exams. Anxiety constitutes a real barrier to learners' outcome. It can also create in learners a difficulty of concentration the day of exams, and deliberately makes them think negatively on how to gain a position in the class among peers. Learners affected by anxiety suffer the problem of retention too. They feel a recording failure because they think their minds can no longer absorb knowledge as a sense of brain fatigue overwhelms their memories.

In addition, anxiety affects the physique, the cognitive and the psychological. As it develops, it causes anxiety disorders known through different symptoms as trembling, nausea, heart pace, sweaty hands and fore heads. Anxiety disorder can be remedied if proper diet, sports activities, peer support groups, positive thinking, are maintained. It is, hence, very recommended for the afflicted people to live by hope and forget about despair. They should build more positive perspectives with the intent to live in peace of mind through the cultivation of constant relaxation and rest.

3.4. Conclusions and Discussions

The findings of this study are as follows:

First, second year and almost all the students suffer from test anxiety which has become a common trait for all. Students are greatly affected by this psychological upheaval. It seems that females are more committed to anxiety because they constitute the majority of all classes.

Second, most of the recipients have reported that anxiety is a severe problem which is more or less due to the lack of preparation and readiness to sit for exams. The majority of students are afraid of teachers' and peers' negative evaluation because of their low grades. In addition, time for them constituted a great barrier especially when it is coupled with long and difficult questions.

Third, the effects of anxiety according to teachers and students' surveys are severe and harsh to the extent that they cause psychological, emotional and bodily problems. A lack of concentration and retention, lack of motivation, and a noticeable increase of errors during the exams and lack of control.

Fourth, as outcomes to the surveys, it was noted that the only possibility for an effective overcome to anxiety problems during the tests and exams lies in the hands of teachers whose potential in reducing it is feasible. Teachers can facilitate the task for students by making clear questions that can be answered in a reasonable amount of time- In addition, teachers can limit the questions, make it clear to students on how to answer in a correct way.

3.5. Recommendations

Based on the findings of the study that were previously mentioned, some recommendations can be presented

1. Anxiety is not a great danger if all the educational staff can work better at it. Teachers ,for example, can notify learners about the contents, the number of lessons to revise and focus on, the time limit could be set before hand and flexible. In short, teachers should familiarize learners with tests until they can sit for without any problem.

2. The environment and the exam setting should be free from any social or psychological barriers-conditions are well set where learners can think and concentrate and reason without pressure.

3. Teachers should take care of students by considering their locations, the way they come to school, the way they meet together to prepare for exams. Hence, teachers need to understand their learners especially for continuous assessment, they should listen to them expressing their opinions.

4.Students suggest that teachers should smoothly know how to treat students' mistakes through the avoidance of giving negative comments that discourage learners from any positive continuity.

5.Teachers should give enough time to students to answer properly and consider the length of questions to make it compatible with the questions.

6. Almost all students admit that the problem of anxiety often derives from learners themselves as they do not know how to revise, what to prepare and how to avoid learning by heart. Hence, teachers should help learners understand how to prepare, revise and answer the questions.

7. Learners whose anxiety persists should consult specialists before their anxiety turns to anxiety disorders which will be severe to treat on the spot.

General Conclusion

Now, we have come to the end of this dissertation which encompasses many interesting elements. As its main axis is the impact of test exams on EFL learners' achievement. The theoretical background that we displayed all along our writing is carefully presented starting with definition of anxiety, its types and causes that include mostly the fear of failure, the poor students' records and the feeling of weak achievement. Anxiety as a problem casts its shadows to other symptoms, psychological, behavioural, causing other disorders as body, cognitive and mental disorders. Anxiety is an acute phenomenon that affects the EFL learners' environmental context where learners learn and sit for exams.

A scrutiny to teachers' questionnaire revealed that teachers acknowledge the existence of anxiety among their learners and this is quite apparent in their responses through the questionnaire. They frankly professed their learners' suffering from this flail at different degrees. Teachers, according to their claims, have always tried to suggest treatments to this problem before during and after their learners' exams.

On the other students also, their deep regret to have been affected by test anxiety especial before, during and after exams. They believe that anxiety caused them problems with the continuous improvement and achievement especially with its disorder. Students added that they really suffer from the fear of failure and the difficulty of the exam questions. Learners said they had difficulties of concentration, difficulties in thinking and difficulty in breathing. They felt a kind of suffocation the day of exams which caused them to relinquish and to answer out of topic. Learners reported that due to test anxiety, they rate of test recording and retention diminished.

This mental and moral defect caused them some emotional, psychological and cognitive disorder. They felt tired, about to vomit, dizziness and lack of tenacity.

To encounter these problems, teachers suggest some physical and psychological treatment to overcome such difficulties cases. They suggest a bit of relaxation, physical sports, a balanced diet, a good preparation, and a feeling of self-motivation. Teachers suggested to better familiarize students with the exam format, the type of rating system to avoid state anxiety students themselves revealed the difficulty to face such situations but with a good preparation and a bit of rest, they can overcome fear and the fear of failure.

In what concerns the aims and the objectives, the researchers believe they have attempted to positively reached them in terms of investigating the root causes leading to failure at exams and tests and in finding out how teachers conceived the idea of anxiety affecting students' achievements at exams, in addition to tracing out the way teachers could offer their services to overcome anxiety problems and their effects.

The research questions were positively answered-teachers had openly expressed their perceptions about their students' failure at exams and the root causes which prevented learners from achieving well at test and exams; in addition, they showed their interest in helping students overcome this problem.

As concerned the hypotheses, both teachers and learners agree that anxiety has become a serious problem for second year learner sitting for exams. Both teachers, and learners believe that if second year tertiary level would be briefed they would achieve good results in their exams

Finally, to overcome the difficulty and length of the questions and avoid causing problems to students. Teachers should predict their learners' degree of fear. Hence, when designing tests

and exams, teachers should predict the degree of apprehension in their learners' reactions to exam questions. They have to respect the individual differences of their learners and seek how to absorb the tensivity of fear in the different test situations. Teachers should act as psychologists through facilitating the questions, preparing learners in advance and do not be too severe with the correction.

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Appendices

Appendix A Students' Questionnaire

Dear Students- You are invited to participate in this student's Anxiety survey. The purpose of this questionnaire is to capture feedback about the anxiety you've experienced. Please, take some moments to reflect on each question addressed and try to be as sincere as possible. Your answers will remain confidential and they will be only used in finding ways to improve the academic experience of our students in the future.

II- Students' self-identification

- Your gender is Male female
- Your Age is Level: Second Year

III- On Anxiety at Exams, causes and nature

2. What are the usual causes of anxiety in your life? Tick the right answer(s)

1. Negative self-talk
2. Being placed into course above your ability
3. Family issues (fear of enmity with parents, family, and friends)
4. Fear of failure in your academic career

3. On Factors related to classroom anxiety -Tick the right answer(s)

1. Do you pay attention in class?

Yes No

2. Do you feel tired even when you wake up after an adequate sleep?

Yes No

3. Do you find yourself thinking about problems even when you are supposed to be relaxing?

Yes No

4. Do you worry a lot about exams and their scheduled time?

Yes No

5. Do you often go late for you class and for your exams?

Yes No

6. When you are anxious, do you start fidgeting, biting your nails or grinding your teeth?

Yes No

7. Do you feel anxious about failing at exams, even though you have revised well?

Yes No

3. On experiencing exam anxiety-You might experience it because...Tick the right answer(s)

- 1. You are worried about how well you will do in the exam
- 2. You find it hard to understand what you're trying to solve
- 3. You feel unprepared or haven't had time to sit for the exam
- 4. You need to learn and recall a large amount of information for an exam

III -Examination Anxiety and its effects

3. On The physical / behavioural effects of anxiety on student-tick the right answer(s)

- 1. Difficulty communicating with classmates
- 2. Difficulty getting motivated to start studying
- 3. Inability to rest, relax and feel comfortable the day of the exam
- 4. There is a change in your sleep patterns and this impacts on your studies

2. On The cognitive/ psychological effect of anxiety-tick the right answer(s)

- 1. You cannot concentrate well on the exam questions
- 2. Sometimes You get lost and confused when reading the exam questions
- 3. You forget all what you have prepared the day of the exam
- 4. You feel doubtful, overwhelmed with a sense of hesitation and blocked
- 5. You feel nervous, anxious, and morally degraded

IV-Remedies to examination Anxiety-Answer the following

1. According to you, what are the most practical five advice to relieve anxiety for students sitting for exams-Arrange your preferences in order of importance-select five and give them numbers

- a. Work on the questions that you find easiest first.
- b. Work out what you need to take with you into the exam the night before
- c. Eat a light breakfast–this will help with your energy and concentration.
- d. Make sure you know where and when the exam will take place.
- e. On exam day, stay away from people who may increase your anxiety.
- f. When you first sit down to do your exam, take time to slow your breathing and relax
- g. Read through the exam paper carefully.

h. Underline key words and instructions to ensure you're answering what is being asked.



2. What are your personal methods to relieve Anxiety? Suggest some ideas

- 1.....
.....
- 2.....
.....
- 3.....
.....

Thanks for your cooperation

.....
.....
3. Behavioural side:

.....
.....
.....
.....
2. How do you advise anxious learners to behave during exams? Suggest as indicated

- 1.....
- 2.....
- 3.....
- 4.....

5. What are your personal methods to relieve learners' anxiety at exams? suggest some

- 1.....
- 2.....
- 3.....
- 4.....

Thanks for your Cooperation

Abstract in Arabic

المخلص

يعتبر القلق أحد العوامل الرئيسية التي تؤثر على القدرات المعرفية للمتعلمين لتحقيق مستويات عالية من النتائج. تبدأ أعراضه بإعداد المتعلمين ، والجلوس للاختبارات وحتى بعد ذلك. يمكن أن تسبب أنواعه المختلفة اضطرابات خطيرة على مستوى الجسم والعقل والعواطف. إنها سمة نفسية تكبح التعلم وتحير المعلمين في تقييمهم المستمر حتى للطلاب الأذكياء. الهدف في هذا العمل هو تسليط الضوء على هذه الظاهرة النفسية التي تخلق الخوف والرعب وتجبر المتعلمين حتى على التخلي عن سعيهم التربوي للمعرفة. لكشف النقاب عن الحقيقة حول تعقيدات هذه القضية ، تم استخدام تحقيق عن قرب لهذه المشكلة. تم استخدام طرق مختلطة وصفية وتحليلية وتثليثية في جمع البيانات من خلال المسوحات. تم توزيع استبيانين على الطلاب والمعلمين بقصد جمع البيانات من حيث الإحصائيات والمقاييس والأسئلة المفتوحة. كشف تحليل الاستبيانات بإسهاب عن الآثار السلبية الخطيرة التي يمكن أن يسببها القلق لإنجازات المتعلمين. يمكن للمدرسين المساعدة في حل هذه المشكلة من خلال إحاطة المتعلمين طوال العام من خلال وتعزيز القياسات الواضحة لتقليل القلق إلى أدنى مستوياته.