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يمكنك تحميل أو طباعة هذه المادة للاستخدام الشخصي فقط، ويمنع النسخ أو التحويل أو النشر عبر أي وسيلة (مثل مواقع الانترنت أو البريد الإلكتروني) دون تصريح خطي من أصحاب حقوق النشر أو دار المنظومة.

The Relationship between test Anxiety and Saudi Student's Achievement in English

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المنخص

تهدف هذه الدراسة للتعرف على العلاقة بين قلق الاختبار ونتائج الاختبار التحصيلي لطلاب الصف الثالث ثانوي في اللغة الإنجليزية في مدينة جدة وقد بلغت عينة البحث سبعمائة وثلاثة طلاب من مدارس جدة الثانوية بينما كانت أداتي البحث هما مقياس "قلق الاختبار" و امتحان "تحصيلي" في مادة اللغة الإنجليزية المقررة على الطلاب في الصف الثالث ثانوي. وقد أظهرت النتائج عن عدم وجود علاقة ارتباطية عالية بين القلق وأداء الطلاب في الاختبار التحصيلي إلا أن هناك علاقة ارتباطية بين التخصص العلمي والتخصص الأدبي في زيادة قلق الاختبار لدى طلاب التخصص الأدبي عنه لدى طلاب التخصص العلمي بينما لا توجد دلالة إحصائية بين درجة مقياس قلق الاختبار ودرجة الاختبار التحصيلي بالنسبة لمناطق الإشراف التربوي في جدة.

Abstract

The purpose of this study is to identify the relationship between test-anxiety and the students achievement test in English at the third grade secondary school in Jeddah. The sample study is seven hundred and three students. The instruments used are an anxiety-test scale and achievement test. The findings show that there is no significant correlation between the anxiety-test and the students' performance at the achievements English test. The results of the anxiety test scale show that Literary major students are more anxious about the English test than scientific major students. However, there is no statistical significant correlation among the target students concerning the educational supervision centres.

Introduction

Tests in Saudi schools have always been used as the main criteria for judging student's scientific abilities, school achievements and a means of career consent. On surveying English teachers' opinions at secondary schools, about test

anxiety, it is found that most of the secondary graders show and verbalize a great deal of anxiety regarding English tests, which affect their achievement. Mc Donald (2001) says that between two thirds of high school students appear to experience uncomfortable levels of test anxiety. Masson, Hoyois, Pcadot, Nahma, Petit and Anseau (2004) have found that high school students with high test anxiety have a poor school performance. Test anxiety is a multidimensional signs that can be described as a group of phenomenological, physiological and behavioral reactions to appear with possible negative consequences or failure on an examination as similar evaluative situation. (Zeidner, 1998). Test anxiety has an impact on academic performance and working memory (Eysneck, 2001), Sarason (1984), as cited in 'Keoghi', Bond, French, Richards and Davis (2004) has found that test anxiety decreases attention span, memory and concentration, and leads to low instructional performance . Further, test anxiety links to memory and can have an effect on educational achievement, because it disrupts attention and concentration. When attention and concentration are impaired, this will disrupt memory and as a consequence lead to low academic achievement. (Chen, Li, 2000; and Sanders, 2001 – cited in Needleham, 2006).

Anxiety has been regarded as one of the most important and effective factor that influences foreign language learning. One the same other hand studies, e.g. Baily (1983), Harwitz & Cope' (1986): McIntyre & Gardner' (1994)' Young' (1991) found out that there is no relationship between test anxiety and achievement of foreign languages.

Study problem

Based on the results of the first semester 2015 /2016 English test, third grade secondary students experience low level of achievement despite that they have been studying English for eight years. This unsatisfactory performance

might be referred to test-anxiety which is assumed to affect negatively the student's performance in English test.

Purposes of the Study

- 1- Finding out the relationship between test anxiety and 3rd. grade secondary school students' achievement in English.
- 2- Finding out the relationship between test anxiety and 3rd. grade secondary school students' achievement in English with reference to majors ; scientific / literary.
- 3- Finding out the relationship between test anxiety and 3rd. grade secondary school students achievement in English with reference to the educational supervision centres.

Study Inquires

- 1- Is there a statistical significant correlation between the total scores of the English test and the scores of the anxiety test scale?
- 2- Is there any statistical significant difference between means of English – test and means of anxiety – test scale with reference to majors : scientific or literary ?
- 3- Is there any statistical significant difference between means of English test and means of anxiety test scale due to the educational supervision centers?

Significance of the Study

This study is significant because it attempts to detect the reason behind the low performance of the 3rd. grade secondary school students in English, despite that they have already finished studying English for eight years at general schools, public education. This unsatisfactory level of achievement is assumed to be referred to the test-anxiety the students suffer during English test administration, which may guide influential people who are involved in test construction to develop a matrix of test items that have no anxiety on students' performance.

Limitation of the study

This study has been carried out during the second semester of 2015 / 2016 on 3rd. grade secondary boy's school students in Jeddah.

Terminology :

Test – anxiety is find as " an apprehension that occurs when a student encounters examinations in any form and at any level' (Spielberger, 1980)

Literature Review:

One of the greatest crises of the educational system in many countries is the problem of low achievement of students instructional performance. Fouladi (2007) says that low instructional achievement has become the main focus of educational officials. He has indicated that academic achievement is the most important issues in education that many educators and psychologists have considered. 'Peelo' and 'Waseham' (2002) have found that low achievement has been identified over time as problematic in terms of social and economic waste, as anti-egaliteratan and discriminatory. One of the factors related to low academic achievement is test anxiety.

Thesymptoms of test anxiety can vary considerably and range from mild to severe. Some students experience only mild symptoms of test anxiety and still able to do fairly well on exams. Other students are nearly incapacitated by their anxiety, performing dismally on tests as even experiencing Panic attacks before as during exams. Sena, Lowe 'Lee' (2007) clarify that test anxiety includes a number of different symptoms such as irrelevant thoughtawareness of badily – somatic -, sensations and tension inability to concentrate and to pay attention (P,365). The effect of test anxiety on academic performance has been thoroughly investigated by many researchers (Cassady& Johnson, 2002; Rigagadeh& tavakoli,2009; Win,

1971) The study of the relationship between test anxiety and academic achievement has begun in the 1900's (Mc Donald, 2001). The comprehensive reviews by Hambree's studies (1988) have shown that test anxiety had a negative relation with student's performance. Therefore, the high – test anxious students tend to score lower than low-test anxious students. This result is supported by the findings of some studies of 'Eman&Farooqi (2005) and 'Mc Donald' (2001) that anxiety levels students are different according to academic subjects, nevertheless; some subjects elicit higher levels of anxiety than others. Subjects that are perceived by students to be difficult e.g. Maths, Physics, English, will trigger anxiety in the individual student and consequently interfere with his performance. Keeves (1985) indicates that girls are higher in measures of fear and that this fear is higher for quantitative studies comparatively with male, Zoller and Bencham (1990) found the anxiety of female to be higher than that of male students in science examinations. A study on the relationship between test anxiety and academic performance on '4000' undergraduate and 1414 graduate students has shown that female students have significantly higher test anxiety than male. (Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi and McCair, 2005). Another study which is conducted by 'Soffer' (2008) on elementary children in Florida USA, has indicated a small difference between male and female students in test – anxiety in favour of females.

Study Sample

The sample of the study is seven hundred and three third grade secondary school students collected from four educational supervision centers i.e. north, western south, eastern south and middle. The sample is selected from both majors 'scientific' and literary. Table (1) shows the

distribution of the sample study with reference to the educational centers and majors.

Table (1)

Supervision	Scientific		Literary		Total	
	Frequencies	%	Frequencies	%	Frequencies	%
Centers						
North	18	2.6	37	5.3	55	7.8
Southern west	99	14.1	204	29.0	303	43.1
Middle	32	4.6	49	7.0	81	11.5
Southern east	111	15.8	153	21.8	264	37.6
Total	260	37.0	443	63.0	703	100.0

Study Instrument

An anxiety test scale in English language is built to measure the students ' anxiety' before, during and after the English achievement test. It consists of forty two items and validated by two specialized referees in the field of 'measurement (appendix :I). The scale items,are then, divided into four domains : anxiety-test general items(12 items), before the English test (10 items), during the English test (15 items) and after the English- test (5 items). (appendix : II). The scale is divided into five standards : strongly agree, agree, agree to some extent, disagree, strongly disagree (Appendix: III). The scale is translated into Arabic in order to be apprehended and more accessible to Arab students (Appendix : IV). To get the stability values of the scale, the anxiety test has been administered to an exploration sample of thirty three students using Cronbach's Alpha. Table (2) shows the number and values of items of the scale : general anxiety test, before anxiety test, during anxiety test and after anxiety test.

Table (2)

Scale Domains	No. of items	Cronbach's Alpha
1. General anxiety – test items	12	0.853
2. Before anxiety – test items	10	0.889
3. During anxiety- test items	15	0.885
4. After anxiety test items	5	0.897
5. Total stability of the scale	34	0.957

The study instrument achieves high stability for the four domains of the exploration sample students according to Cronbach's Alpha correlation as they fluctuate between (0.897 -0853) and the total stability is (0.957). Table (3) shows the correlation validity values of the items of anxiety testdimensions after they administered to the exploration study sample.

Table (3) A

No.	Domain items (1)	Domain (1)	Total Scale	Domain items (2)	Domain (2)	Total Scale
01	01	0.582**	0.515**	08	0.535**	0.535**
02	02	0.614**	0.548**	11	0.798**	0.798**
03	04	0.536	0.492**	12	0.882**	0.883**
04	05	0.636**	0.614**	21	0.717**	0.581**
05	09	0.583**	0.518	22	0.727**	0.646**
06	10	-0.377*	0.368*	23	0.720**	0.584**
07	13	0.684**	0.668	24	0.805**	0.783**
08	15	0.619**	0.637**	37	0.691**	0.721**
09	16	0.449**	0.768**	38	0.585**	0.655
10	20	0.543**	0.534**	40	0.604**	0.644**
11	32	0.487**	0.444**	-		
12	35	0.682**	0.711**	-		
13						
14						
15						

Table (3) B

No	Domain items (3)	Domain (3)	Total Scale	Domain items (4)	Domain (4)	Total scale
01	06	0.455**	0.390*	03	0.905	0.818**
02	07	0.502**	0.586**	14	0.832	0.691**
03	17	0.681**	0.630**	18	0.916**	0.825**
04	19	0.512**	0.404**	31	0.748**	0.645**
05	25	0.664**	0.668**	34	0.811**	0.771**
06	26	0.692	0.720**			
07	27	0.720**	0.704**			
08	28	0.500**	0.455**			
09	29	0.431**	0.603**			
10	30	0.605**	0.634**			
11	33	0.848**	0.811**			
12	36	0.755**	0.817**			
13	39	0.683**	0.644**			
14	41	0.510**	0.454**			
15	42	0.688**	0.688**			

Study Results

Table (3) A&B show that there is a statistical significant correlation between the total scores of the anxiety test scale.

This would answer the first inquires of the study that there is a statistical significant correlation between the total scores of the anxiety test scale. Table (4) shows the means values, percentage, standard deviation, domain rank, English- test and anxiety- test grades

Table (4)

Study variables	Hypothetic scores	Means	Means Percentage	Standard deviation	Domain rank	English + anxiety test grades
1-Scores of English test	50	37.03	74.1	8.976	-	Good
2-General test anxiety	5	2.732	54.6	0.437	3	Acceptable
3- Pre-test anxiety	5	2.866	57.3	0.649	2	Acceptable
4-4-during- test anxiety	5	2.868	57.4	0.703	1	acceptable
5- Post-test anxiety	5	2.605	52.1	0.795	4	acceptable
6- Total test-anxiety	5	2.797	55.9	0.555	-	acceptable

Inquiry (2) asks if there is any statistical significant difference between means of the English – test and means of the anxiety test scale with reference to either educational majors : scientific or literary. Table (5) shows the correlation between the means of the achievement English – test and the means of the anxiety –test scale with reference to the secondary school two majors by using Pearson Correlation Coefficient.

Table (5)

Group	The whole sample (N=703)		
3-Anxiety test	Correlation - value	significant	variance
General nxiety	**0.357	0.01 low	0.13
Pre- anxiety test	0.312	0.01	0.10
during anxiety test	**0.368	0.01 low	0.14
7-Post- anxiety test	**0.351	0.01 low	0.12
Total anxiety	0.394	0.01 low	0.16
Group	Scientific section (N=260)		
3-Anxiety test	Correlation value	significant	variance
General nxiety	**0.186	0.01	0.04
Pre- anxiety test	**0.160	0.01 low	0.03
during anxiety test	**0.195	0.01 low	0.04
7-Post- anxiety test	**0.195	0.01 low	0.04
Total anxiety	**0.211	0.01 low	0.05
Group	Literary section (N=443)		
3-Anxiety test	Correlation value	Signi-ficant	Variance
General nxiety	**0.331	0.01	0.11
Pre- anxiety test	**0.279	0.01 Low''''''	0.08
during anxiety test	**0.320	0.01 low	0.11
7-Post- anxiety test	**0.288	0.1 low	0.09
Total anxiety	**0.348	0.1 low	0.13

Table (5) shows that the correlation coefficient is significant at level 0.01 while the significant of the correlation coefficient of all value is low which means that there is no significant correlation coefficient significance between the achievement in English and the whole scores means of the anxiety-test scale of the sample. There is, also,

no difference between that correlation and the students majors : scientific or literary. Inquiry (3) asks if there is any statistical significant difference between means of the English test and means of the anxiety – test scale with reference to the educational supervision centers. Table (6) shows the correlation between the English test total scores and the anxiety test scale total scores with reference to the educational supervision centers.

Table (6)

Edu.Sup.center	North (N=55)		
Gen. Rate of anxiety test dimension	Correlation value	Significance	variance
1.general anxiety test	**0.448	0.01 low sig.	0.20
2 pre-anxiety test	**0.410	0.01 low sig.	0.17
During –anxiety test	**0.519	0.01 mid sig.	0.27
Post- anxiety test	**0.426	0.01 low sig.	0.18
Total anxiety test	**0.515	0.01	0.27
Edu.Sup.center	Sothern west (N=303)		
Gen. Rate of anxiety test dimension	Correlation value	Significance	Variance
1.general anxiety test	**0.436	0.01 low sig.	0.20
2 pre-anxiety test	**0.436	0.01 low sig.	0.17
During –anxiety test	**0.508	0.01 mid sig.	0.27
Post- anxiety test	**0.527	0.01 mid sig.	0.18
Total anxiety test	**0.535	0.01 Mid sig.	0.27
Edu.Sup.center	Middle (N=81)		
Gen. Rate of anxiety test dimension	Correlation value	Significance	Variance
1.general anxiety test	**0.436	0.01 mid sig.	0.19
2 pre-anxiety test	**0.436	0.01 low sig.	0.19
During –anxiety test	**0.508	0.01 mid sig.	0.26
Post- anxiety test	**0.527	0.01 Mid sig.	0.28
Total anxiety test	**0.535	0.01 Mod sig.	0.29

The table indicates that there has been no statistical correlation evidence between English test total scores and the anxiety test total scores with reference to the educational

supervision centers. Some students experience only mild symptoms of test anxiety.

Table (7) displays the correlation between the English test total scores and the anxiety test scale total scores with reference to the educational majors. The table identifies the T-test results of the independent sample for the means of English test scores and the means of the anxiety test scale scores with reference to the educational majors (N-703).

Table (7)

English exam and anxiety test general scores	Educational majors	N	Means	Standard deviator	Percentage means	Levin test for variance		T-test Free Value 701	significance	Variance percentage
						Value	Sig.			
English exam	Sci.	260	42.29	7.937	84.6	0.379	0.538 *** Not sig.	13.318	0.001	8.35 %16.7
	Lit.	443	33.94	8.473	67.9					
General anxiety test	Sci.	260	2.583	0.418	51.7	0.085	0.771 *** Not sig.	7.161	0.001	0.236 %4.07
	Lit.	443	2.819	0.424	56.4					
Pre-anxiety test	Sci.	260	2.668	0.576	53.4	7.257	0.01	6.602	0.001	0.314 %8.5
	Lit.	443	2.982	0.662	59.6					
During - anxiety test	Sci.	260	2.599	0.622	52.0	5.647	0.05	8.373	0.001	0.427 %8.5
	Lit.	443	3.026	0.701	60.5					
Post-anxiety test	Sci.	260	2.301	0.657	46.0	16.625	0.001	8.572	0.001	0.483 %9.7
	Lit.	443	2.784	0.815	55.7					
Total anxiety test	Sci.	260	2.575	0.486	51.5	5.358	0.05	8.819	0.001	0.352 %7.0
	Lit.	443	2.927	0.552	58.5					

It can be deduced from the table that the value of T-test is significant in favour of the scientific group in relation to the English test with 16.7% more than the literary group, while T-test value is significant for the literary group in relation to the anxiety test scale with 4.7% more than the scientific group. This means that the scientific major students are low-test anxious than literary major students in doing English test. This might refer to self-confidence in studying English and preparing for the test. The table also states that the T-test value is significant for the literary

group in relation to the anxiety whole test (before,during and after) with 7.0% more than the scientific group.

Conclusion

On surveying English teachers, views about secondary school students' anxiety of test it showshigh test anxiety, nevertheless, the statistical results show some significant correlation between test anxiety scale and English achievement test concerning students' educational majors in favour of literary rather than scientific major. The scores registered for the general anxiety are mild whether before, during or after the achievement test which means that anxiety has a very little effect on the students' performance. This result does not correspond with most earlier mentioned researchers (Sarason – 1984 – Zeidner – 1998, Eysnecl -2001, Davis – 2004) who have found that test anxiety decreases attention span, memory and disrupts attention and concentration. The male sample students of the study might have an effect on decreasing test anxiety in so far previous studies cited an increase of test anxiety with female rather than male students.

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Appendix :1**Items of the test-anxiety scale**

1-	Achieving good scores at any English exam, increases my self confidence in the following exam.
2-	I feel confidence and comfortable when I am going to perform an English exam.
3-	When I finish English exams, I feel that I could answer better than I did.
4-	Time of English exams should not be time of fear.
5-	Influential people of educational authority should be aware of some students ' nervous when addressing English exams that affects their performances.
6-	During English exams I suspect if I would be able to pursue my university education.
7-	During English exams I feel that my heart's strokes increase.
8-	I will be worried when I know that there is a sudden English exam.
9-	I don't see any reason behind students irritation from English exam.
10-	I can answer better at English exams if there is no pressure exits due to limitation of exam-time.
11-	I feel worried before undertaking English exams.
12-	I feel fear and uncomfoting before undertaking final English exams.
13-	I am thinking, all the times, about the scores that I obtain at English syllabus because it has an effect on studying and performing English exams.
14-	I suffer gloomy after English exams.
15-	Feeling depress about English exams' results influences my performance on the exam itself.
16-	I am so upset about English exams even if I were ready to do them.

17-	I believe that all students in English exams are better than me
18-	I try to getredof anxiety after English exams despite my readiness to them
19-	This statement is coming to my mind when I do my English exam : ' if I didn't know the answer why then I would be worried.
20-	I prefer to write a report or do a research than I perform an English exam to get full scores.
21	I work hard to be ready for English exams more than I did when I studied the English syllabus.
22	I didn't taste food before the time of English exams.
23	I need to revise all English syllabus contents rapidly before English exams.
24	I feel tremble of my bones before English exams.
25	I concentrate my thinking on failure at English exams.
26	I don't feel comfortable before the end of English exams.
27	I feel severe cool in my body at the time of English exams.
28	My excitements and emotions don't affect performing English exams.
29	I consider things, during English exams which are not related to English syllabus.
30	I sweat during English exams.
31	I feel that what I did was bad at English exams although I fully prepared for it.
32	I hope that English exams don't depress me.
33	I feel worry during English exam in so far I forget all facts and information I knew.
34	I feel vomiting after English exams as a result of its irritation.
35	I think I will learn English better if English exams are dropped

36	I feel anxiety while performing English exams.
37	I feel headache before English exams.
38	I find difficulty when I eat and digest in the day morning of English exams.
39	I feel dry my throat when I do English exams.
40	I feel irritation when teachers and invigilators entering English exams' room.
41	Instructions of teachers and invigilators disturb me during English exams.
42	I feel lack of self-confidence during answering questions of English exams.

Appendix II

Test – anxiety items for Domains

Domain (1)	Domain (2)	Domain (3)	Domain (4)
Anxiety test general items	Pre-anxiety test items	During- anxiety test items	Post-anxiety test items
1- Achieving good scores at any English exam increases my self-confidence in the following exams.	1- I will be worried when I knew that there is a sudden English exams.	1- I argue during English exams if I were able to pursue my university education	1 when I finish English exams, I feel that I could answer better than I did.
2- I Feel confidence and comforting when I knew I am going to perform an English exam.	2-I feel worried before undertaking English exams.	2-During English exams I feel my heart's strokes increase	2 I suffer gloomy after English exams
3-When I finish English exams, I feel that I could answer better than I did.	3- I Feel fear and uncomfortable before undertaking final English exam	3-1 Assume that all students at English exams are better than me	3 I try to get red of anxiety after English exams despite my readiness to it.
4-Time of English exams should not be time of fear.	4 Feeling depressed about English exam results influences my performances on the exams themselves	4-This statement is coming to my mind when I do my English exams "if I didn't know the answer why then I would be worried	4- I feel that what I did was bad at English exams although I fully prepared it

Domain (1)	Domain (2)	Domain (3)	Domain (4)
3- Influential people of educational authority should be aware of some students' nervous when addressing English exams that affects their performances.	5- I am so worried about the English exams even if I am ready to do them	5- I concentrate thinking on failure at English syllabus during the time of English exams	5 I feel vomiting after English exams as a result of its irritation.
6-I can answer better at English exams if there is no pressure put on me by test limited time.	6- I work hard to be ready for English exams more than I did when I studied English syllabus	6- I don't feel comfortable before English exams times up	
7- I am thinking, all the times, about the scores that I obtain at English syllabus, because it has an effect on studying and performing English exams.	7- I don't taste food before the time of English exams	7 -I feel sever body-cool at the time of English exams	
8-I prefer to write a report or do a research than I perform an English exam to get full scores.	8- I feel to revise all English syllabus contents rapidly before English exams.	8- my excitements and emotions don't affect performing English exams.	
9-I hope that English exams don't depress me.	9- I feel tremble of my bones before English exams	9- I consider things during English exams which aren't related to English syllabus.	

Domain (1)	Domain (2)	Domain (3)	Domain (4)
10-I feel irritation when teachers and invigilators entering English exams' rooms.	10- I feel headache before exams	10 - I sweat during English exam	
	11- I find difficulty when I eat and digest in the morning day of English exams.	11- I feel worry during English exam in so far I forget.	
	12 I feel irritation when and teachers and invigilators entering English exams rooms	12- I feel anxiety while performing English exam	
		13- I feel dry in my throat when I do English exam.	
		14-Instructions of teachers and invigilators disturb me during English exam.	
		15- I feel lack of self-confidence during answering questions of English exams.	

Appendix : III
Test – anxiety scale

No.	Items	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree
1	Achieving good scores at any English exam increases my self-confidence in the following exam.					
2	I feel confidence and comfortable when I knew I am going to perform an English exams.					
3	When I finish English exams, I feel that I could answer better than I did.					
4	Time of English exams shouldn't be time of fear.					
5	Influential people of educational authority should be aware of some students' nervous when addressing English exams that affects their performances.					

No.	Items	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree
6	During English exams, I suspect if I would be able to pursue my university education.					
7	During English exams, I feel that my heart's strokes increase					
8	I will be worried when I knew that there is a sudden English exams					
9	I don't see any reason behind students' irritation from English exams					
10	I can answer better at English exams if there were no pressure exists due to limitation of exams' time.					
11	I feel worried before undertaking English exams					
12	I feel fear and uncomfortable before undertaking final English exams.					

No.	Items	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree
13	All the times I am thinking about the scores that I obtain at English syllabus because it has an effect on studying and performance of English exams.					
14	I suffer gloomy after English exams.					
15	Feeling depressed about English exams' results influences my performance on the exam itself.					
16	I'm so upset about English exams even if I am ready to do them					
17	I assume that all students at English exams are better than me					
18	I try to get rid of anxiety after English exams despite my readiness to do it					

No.	Items	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree
19	The statement coming to my mind when I do my English exams is: "if I didn't know the answer why then I would be worried.					
20	I prefer to write a report or do a research than I perform an English exam and get full scores.					
21	I work hard to be ready for English exams more than I did when I studied the English syllabus					
22	I don't taste food before the time of English exams.					
23	I need to revise all English syllabus contents rapidly before English exams.					
24	I feel tremble of my bones before exams.					

No.	Items	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree
25	I concentrate my thinking on failure at English exams					
26	I don't feel comfortable before the end of English exams.					
27	I feel severe cool in my body at the time of English exams.					
28	My excitements and emotions don't affect performing English exams.					
29	I consider things during English exams which are not related to English syllabus.					
30	I sweat during English exams.					
31	I feel that what I did was bad at English exams although I fully prepared for it.					
32	I hope that English exams don't depress me.					

No.	Items	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree
33	I feel worry during English exam in so far I forget facts and information I knew.					
34	I feel vomiting after English exams as a result of its irritation.					
35	I think I will learn English better if English exams are adapted.					
36	I feel anxiety while performing English exams					
37	I feel headache before English exams.					
38	I find difficulty when I eat and digest in the morning of English exams.					
39	I feel dry in my throat when I do English exams.					
40	I feel irritation when teachers and investigators entering English exams.					

No.	Items	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree
41	Instructions of teacher and invigilators disturb me during English exams.					
42	I feel lack of self- confidence during answering questions of English exams.					

Appendix : IV

Items of the test-anxiety scale (Arabic version)

- ١ - حصولي على درجة جيدة في احد اختبارات اللغة الإنجليزية يزيد ثقتي بنفسي في الاختبار التالي.
- ٢ - اشعر بالثقة والارتياح إذا علمت مسبقاً بأنني متجه لاختبار اللغة الإنجليزية.
- ٣ - أشعر بعد الانتهاء من اختبار اللغة الإنجليزية أنه كان يمكن أن أجيب على الاسئلة بشكل أفضل مما قمت به فعلاً.
- ٤ - يجب أن لا تكون فترات اختبارات اللغة الإنجليزية فترات توتر.
- ٥ - يجب أن يدرك المسؤولون في السلطة التعليمية في تخصص اللغة الإنجليزية عصبية بعض الطلاب في بعض اختبارات اللغة الإنجليزية مما يؤثر على ادائهم.
- ٦ - أتساءل خلال اختبار اللغة الإنجليزية إذا كان بإمكانني إكمال دراستي الجامعية.
- ٧ - أشعر ان ضريات قلبي تتزايد أثناء اختبارات اللغة الإنجليزية.
- ٨ - أشعر بالذعر الشديد عندما يكون هناك اختبار فجائي في اللغة الإنجليزية.
- ٩ - لا أرى أي سبب عندما ينزعج بعض الطلاب من اختبارات اللغة الإنجليزية.
- ١٠ - بإمكانني الإجابة أفضل في اختبارات اللغة الإنجليزية لو لم يكن هناك ضغط بسبب التقيد بزمن معين.
- ١١ - أشعر بالقلق قبل أدائي اختبارات اللغة الإنجليزية.
- ١٢ - أشعر بالخوف وعدم الارتياح قبل اختبار اللغة الإنجليزية النهائي.
- ١٣ - تفكيري في الدرجة التي سأحصل عليها في منهج اللغة الإنجليزية يؤثر على دراستي وأدائي في اختبار اللغة الإنجليزية.
- ١٤ - أصاب بالاكئاب بعد انتهاء اختبار اللغة الإنجليزية.
- ١٥ - تؤثر فكرة فشلي في اختبار اللغة الإنجليزية على أدائي للاختبار نفسه.

- ١٦- أشعر بالقلق الشديد حيال اختبارات اللغة الإنجليزية في عندما أكون مستعداً لها.
- ١٧- أشعر أثناء اختبارات اللغة الإنجليزية بأن الطلاب الآخرين أفضل مني.
- ١٨- أحاول التخلص من القلق بعد انتهاء اختبار اللغة الإنجليزية على الرغم من تحضيرى الجيد له.
- ١٩- يتكون لدى هذا الاتجاه أثناء اختبار اللغة الإنجليزية (إذا كنت لا أعرف الإجابة الآن فلماذا أقلق).
- ٢٠- أفضل كتابة تقرير أو إعداد بحث على أن أختبر للحصول على الدرجة (ممتاز) في مقرر اللغة الإنجليزية.
- ٢١- أبذل جهداً في التحضير لاختبارات اللغة الإنجليزية أكثر مما أبذله لاستذكار المقرر
- ٢٢- لا استمتع بالطعام قبل اختبارات اللغة الإنجليزية
- ٢٣- احتاج أن أراجع جميع محتويات مقرر اللغة الإنجليزية بسرعة قبل الاختبار.
- ٢٤- أشعر بارتجاف أطرافى قبل اختبارات اللغة الإنجليزية.
- ٢٥- أفكر في عواقب الرسوب في مقرر اللغة أثناء تأدية اختباراتى فيها.
- ٢٦- أشعر بعدم الارتياح قبيل انتهاء اختبار اللغة الإنجليزية.
- ٢٧- أشعر ببرودة شديدة في جسمى أثناء اختبارات اللغة الإنجليزية.
- ٢٨- لا تؤثر مشاعرى أو انفعالاتى على أدائى أثناء اختبارات اللغة الإنجليزية.
- ٢٩- أفكر في أشياء ليست مرتبطة بالمقرر الدراسى أثناء اختبارات اللغة الإنجليزية.
- ٣٠- أتصيب عرقاً أثناء اختبارات اللغة لإنجليزية.
- ٣١- أشعر أن ادائى سئى في اختبارات اللغة الإنجليزية على الرغم من تحضيرى الجيد لها.
- ٣٢- أتمنى أن لا ترصحنى اختبارات اللغة الإنجليزية.

- ٣٣- أشعر بالقلق أثناء اختبارات اللغة الإنجليزية لدرجة أنني أنسى جميع الحقائق والمعلومات التي أعرفها.
- ٣٤- أشعر بالغبثان بعد اختبارات اللغة الإنجليزية نتيجة التوتر الشديد.
- ٣٥- أعتقد بأنني سأتعلم اللغة الإنجليزية أكثر وأفضل فيما لو تم إلغاء اختبارات اللغة الإنجليزية.
- ٣٦- أشعر بالقلق الشديد أثناء تأدية اختبارات اللغة الإنجليزية.
- ٣٧- أشعر بالصداق الشديد قبيل اختبارات اللغة الإنجليزية.
- ٣٨- أجد صعوبة في تناول الطعام والبلع في صباح يوم اختبار اللغة الإنجليزية.
- ٣٩- أشعر بجفاف شديد في الحلق أثناء اختبارات اللغة الإنجليزية.
- ٤٠- أشعر بالتوتر عند دخول الأساتذة والمراقبين قاعة الاختبار.
- ٤١- يزعجني تعليمات الأستاذ والمراقب أثناء اختبار اللغة الإنجليزية.
- ٤٢- أشعر بنقص الثقة في نفسي أثناء الإجابة على اسئلة اختبارات اللغة الإنجليزية.