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## **Scaffolding Strategies for Reducing Test Anxiety**

**Case Study: Second Year Students of English at Mohammed  
Seddik Ben Yahia University, Jijel**

**A Dissertation Submitted in Partial Fulfilment for the Requirements of a  
Master Degree in Language Sciences**

**Submitted by:**

**BOURIB RACHIDA**

**Supervised by:**

**Redouane NAILI**

**Board of examiners:**

**Chairperson: Mrs. Radia KHERBOUCHE**

**University of Jijel**

**Examiner: Dr. Meriem BOUSBA**

**University of Jijel**

**Supervisor: Mr. Redouane NAILI**

**University of Jijel**

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***DEDICATION***

*I dedicate this work:*

*to my beloved mother and father for their endless support and love.*

*to my adorable sisters and brothers.*

*to my best friend Naziha “”Khayal””, I am grateful for her support and advice.*

*to someone “special” in my heart*

*special dedication to my little angel Ameer and Rital*

*to all those who were there for me*

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**Abstract**

One of the most common feelings associated with taking exams is anxiety, which can have a debilitating effect on students' performance. The present study attempts to investigate levels of test anxiety, the most test-anxiety-provoking factors as well as the relationships holding between test anxiety and foreign language anxiety, foreign classroom language anxiety, gender, age and general proficiency. Second year students' opinions about the effectiveness of some suggested scaffolding strategies in reducing their test anxiety are also probed. A test consisting of 49 questions was adapted to 89 second-year students, at the department of English, University of Mohammed Seddik Ben Yahia, Jijel. The results indicated that second-year students experience a high normal level of test anxiety, mainly because of exam time limits. As for personality and proficiency characteristics, it was found that female students experienced moderately highest anxiety relatively higher than male students identifying with normal high test anxiety, whereas age and proficiency are somewhat related to test anxiety, with older students feeling less anxious and low ability students experiencing the highest level of test anxiety. Additionally, it was established that students reported slightly more anxiety in exams than in foreign language classrooms which, in turn, is higher than that of foreign language anxiety. When test anxiety is supposedly scaffolded, normal to very low levels of anxiety resulted, especially if teachers show student which particular items are to be included testing. These results, which point to the rather high levels of test anxiety and the positive role of scaffolding in relieving it, can be of much help, and have to be applied in the field to measure their efficacy so as to reassure students.

**Keywords:** Test Anxiety, Foreign Language Anxiety, Foreign Language Classroom Anxiety, Scaffolded Test Anxiety

**LIST OF ABBREVIATIONS**

**FL:** Foreign language

**FLA:** foreign language anxiety

**N:** number

**Q:** question

**SCT:** socio-cultural theory

**TA:** test anxiety

**TS:** testing situations

**ZPD:** zone proximal development

**%:**percentage

**List of Tables****Table 3.01.**Students' Gender**Table 3.02.**Students' Age**Table 3.03.** Students' general proficiency**Table 3.04.** Scale for Measuring Test Anxiety Levels**Table 3.05.**Students' Foreign Language Anxiety**Table 3.06.**Students' Foreign Language Classroom Anxiety Levels at University**Table 3.07.** Students' History with Foreign Language Classroom Anxiety Levels before University**Table 3.08.** Students' History with Classroom Anxiety before Studying English at University**Table 3.9.**Students' Prediction of their Classroom Anxiety Levels in Specialties other than an FL**Table 3.10.**Students' Anxiety in Classroom Participation**Table 3.11.**Students' Anxiety about Teacher Negative Evaluation**Table 3.12.**Students' Anxiety when Uncertain about the Right Answer**Table 3.13.**Students' Anxiety when Certain about the Right Answer**Table 3.14.**Students' Anxiety about Speaking without Preparation**Table 3.15.**Students' Anxiety in Pre-Prepared Speech**Table 3.16.**Students' Anxiety about Peer Negative Evaluation**Table 3.17.**Students' Anxiety about Making Mistakes**Table 3.18.**Students' Anxiety about Appearing Foolish or Incompetent**Table 3.19.**Students' Test Anxiety**Table 3.20.**Students' Worry about Outperformance by Peers in Tests**Table 3.21.**Students' Confidence before Tests**Table 3.22.**Students' Thinking of Unrelated Things during Tests

**Table 3.23.**Students Anxiety Feelings before Tests

**Table 3.24.**Students' Fear of Failure Feelings

**Table 3.25.**Students' Anxiety about their Performance after Taking Tests

**Table 3.26.**Students' Self-Confidence after Good Performance in Tests

**Table 3.27.**Students' Self-Confidence in their Performance in Tests

**Table 3.28.**The Effect of Students' Emotions on their Performance

**Table 3.29.**Students Forgetting during the Exam.

**Table 3.30.**Student's Anxiety when studying for a Test

**Table 3.31.**The Effect of Good Preparation on Students Test Anxiety

**Table 3.32.**Students' Confidence about Success during the Test/Exam

**Table 3.33.** Students' Feelings of Disturbance about Tests

**Table 3.34.**Students' Anxiety and Testing Time Limits

**Table 3.35.**The Effect of Bad Grades on Students' Study Habits

**Table 3.36.**The Effect of the Absence of Tests on Students Learning

**Table 3.37.**The Effect of Tests on Students' Performance

**Table 3.38.**Students' Test Anxiety when Well-Prepared

**Table 3.39.**Students' Test Anxiety when not Well-Prepared

**Table 3.40.**Scale for the Impact of Scaffolding Strategies in Reducing Test Anxiety

**Table 3.41.**The Effect of Preparation in Group on Students' Test Anxiety

**Table 3.42.**The Effect of Preparation with More Able Students on Students Test Anxiety

**Table 3.43.**The Effect of Test Revision by Teacher on students' Test Anxiety

**Table 3.44.**The effect of Defining the Exam Scope on Students' Test Anxiety

**Table 3.45.**The effect of Supplying Illustrations of the Exam on Students' Test Anxiety

**Table 3.46.**The Effect of Demonstrating Exam Taking Techniques on Students' Test Anxiety.

**Table 3.47.**The Effect of Specifying Required Criteria for Answers on Students' Test Anxiety.

**Table 3.48.**The Effect of Mock Tests on Students' Test Anxiety.

**Table 3.49.**The Effect of Assisting Students in Problematic Areas on their Test Anxiety

**Table 3.50.**The Effect of Training Students in Exam Time Management the on their Test Anxiety

**Table 3.51.**The Effect of Developing Good Study Habits on Students Test Anxiety

**Table 3.52.** Students' Test Anxiety Scores

**Table 3.53.**Categories of Students' Test Anxiety

**Table 3.54.**Classification of Test Anxiety Provoking Factors

**Table 3.55.**The Relationship between Test Anxiety and Age

**Table 3.56.**The relationship between test anxiety and general proficiency

**Table 3.57.**Students Foreign Language Anxiety Scores

**Table 3.58.**Categories of Students' Foreign Language Anxiety

**Table 3.59.**Students FLCA Scores

**Table 3.60.**Categories of Students' FLCA Anxiety

**Table 3.61.**The Impact of Scaffolding Strategies on Students' Test Anxiety

## Contents

<b>Dedication</b> .....		v
		iii
<b>Acknowledgements</b> .....		vi
		ii
<b>Abstract</b> .....		vii
		i
<b>List of abbreviations</b> .....		viii
<b>List of tables</b> .....		viii
<b>Contents</b> .....		vii
		i
 <b>GENERAL INTRODUCTION</b>		
1.	Review of previous research.....	1
2.	Statement of the problem.....	3
3.	Research question.....	4
4.	Research hypothesis.....	4
5.	Aim of the study.....	5
6.	Structure of the study.....	5
7.	Means of research.....	5
 <b>Chapter one: Test Anxiety in Learning English as Foreign Language</b>		
<b>Introduction</b> .....		6

1.1.	Definition of Anxiety.....	6
1.2.	Types of Anxiety.....	7
1.2.1	Trait Anxiety.....	8
1.2.2.	State Anxiety.....	8
1.2.3.	Situation-Specific Anxiety.....	8
1.3.	Classroom Anxiety.....	8
1.3.1.	Communication Apprehension.....	9
1.3.3	Receiver Apprehension.....	9
1.3.3.	Writing Apprehension.....	9
1.3.4.	Teacher Apprehension.....	10
1.3.5.	Evaluation Apprehension.....	10
1.4.	Foreign Language Anxiety.....	10
1.5.	Facilitative Anxiety Vs. Debilitating Anxiety.....	11
1.6.	Test Anxiety.....	12
1.6.1.	Definition of Test Anxiety.....	13
1.6.2.	Sources of Test Anxiety.....	13
1.6.3.	Symptoms of Test Anxiety.....	16
1.6.4.	Components of Test Anxiety.....	17
1.6.5.	Test Anxiety and Related Concepts.....	18
1.6.5.1.	Self -esteem.....	18
1.6.5.2.	Motivation.....	20

1.6.5.3.	Self- regulation.....	21
<b>Conclusion</b>	.....	<b>22</b>
<b>Chapter Two: Scaffolding Strategies in English Language Learning</b>		
<b>Introduction</b>	.....	<b>23</b>
2.1.	Definition of Scaffolding.....	23
2.2.	Types of Scaffolding.....	24
<b>2.2.3.</b>	Allyson’s and Fedk’s Taxonomy of Scaffolding (2004).....	<b>25</b>
<b>2.2.3.1.</b>	Process Scaffolding.....	<b>25</b>
<b>2.2.3.2.</b>	Critical Thinking Scaffolding.....	<b>25</b>
<b>2.2.3.3.</b>	Disciplinary Practice Scaffolding.....	<b>26</b>
<b>2.2.3.4.</b>	Blended Scaffolding.....	<b>26</b>
<b>2.2.4.</b>	Belland’s Taxonomy( 2017).....	<b>27</b>
<b>2.2.4.1.</b>	One- to- One Scaffolding.....	<b>27</b>
<b>2.2.4.2.</b>	Peer Scaffolding.....	<b>27</b>
<b>2.2.4.3.</b>	Computer-Based Scaffolding.....	<b>27</b>
<b>2.2.5.</b>	Gottlieb’s Taxonomy (2013) .....	<b>28</b>

2.2.5.1.	Sensory Scaffolding.....	28
2.2.5.2.	Interactive Scaffolding.....	28
2.2.5.3.	Graphic Scaffolding.....	28
2.3.	Features of Scaffolding.....	28
2.4.	Techniques of Scaffolding.....	32
2.5.	Scaffolding in the Socio-Cultural Theory.....	34
2.5.1.	Zone Proximal Development.....	34
2.5.2.	Mediation.....	36
2.5.3.	Internalization .....	38
<b>Conclusion</b> .....		<b>39</b>
 <b>Chapter Three: Field Work</b>		
<b>Introduction</b> .....		<b>40</b>
3.1.	Population and Sampling.....	40
3.2.	Data Collection Procedures.....	40
3.3.	Students Test.....	40
3.3.1.	Description of Students Test.....	40
3.3.2.	Analysis of Students Test.....	43
3.3.3.	Overall Analysis of Results.....	68
<b>Conclusion</b> .....		<b>78</b>
 <b>GENERAL CONCLUSION</b>		

1.	Putting it altogether.....	79
2.	Pedagogical Recommendations.....	82
3.	Limitations of the Study.....	83
4.	Suggestions for Further Research.....	84

Bibliography

Appendices

Résumé

ملخص

## **GENERAL INTRODUCTION**

1. Review of previous research

2. Statement of the problem

3. Research questions

4. Research hypothesis

5. Aim of the study

6. Structure of the study

7. Means of research

## 1. Review of Previous Research

Several problems and obstacles affect negatively the students' learning progress and academic performance; problems such as test anxiety require teachers to look for reliable techniques to reduce its negative effects.

As far as scaffolding is concerned, it is considered as one of those reliable techniques that is increasingly adopted by teachers to move students towards stronger understanding, help them to reach higher levels of comprehension as well as skill acquisition. Scaffolding refers to the temporary support or strategies that the teacher provides for the aim of facilitating the learning process and helping learners to organize course materials. When the learners become able to perform the task at hand alone, this assistance should be removed.

The construct scaffolding has lately become an interesting theme for study. Sidek (2011) carried out a study to investigate the role which scaffolding plays through informal interaction in second language (L2) development, particularly in terms of syntax development of a young L2 learner. This study is based on Vygotsky's theory of scaffolding within the zone of proximal development. To investigate this subject, a set of pictures were selected as a data collection instrument, to be described before and after the treatment using scaffolding techniques. The results obtained pointed out that such scaffolding has positive impacts on the learning of syntax. Samana (2013), in his turn, conducted a study to shed light on the scaffolding provided from a teacher and from classmates when students engaged in solving a task in the classroom. The results obtained showed that scaffolding can also be provided by peers, not only teachers. Sabet, Tahriri and Pasand (2013) investigated the impact of peer scaffolding through a process approach on writing fluency of English as a foreign language (EFL) learners. A proficiency test administered to 49 learners proved that organizing EFL learners to write in pairs where each one of them scaffolds the other one, does not help in improving their writing fluency, as a whole. In addition, because of the great

number of students in the classes, implementing peer scaffolding can be better directed by the EFL teacher.

As for exams, they make educational settings stressful environments for both instructors and learners. This phenomenon is referred to by specialists as test anxiety, and is associated with psychological and behavioral effects.

As a rich field of study, test anxiety has been investigated by several researchers. A study conducted in Pakistan by Rana and Mahmoud (2010) examined the relationship between test anxiety and academic achievement of students at the post graduate level. The sample, consisting of 414 students, was randomly selected from seven different science departments. The Test Anxiety Inventory (TAI) developed by Spielberger was used as a data collection tool. Results showed a significant negative relationship between test anxiety scores and students' achievement scores.

In addition, Alam (2013) investigated the effects of test anxiety and self-esteem on academic performance. The sample used consisted of 320 students who were asked to complete the Test Anxiety Inventory and the Coppersmith Self-Esteem Inventory. Results showed that students who are less anxious have higher academic achievement. There was also a positive relationship between self-esteem and academic performance of students, and a negative correlation between self-esteem of students and test anxiety.

Moreover, Fulton (2016) examined the relationship between test anxiety and standardized test scores. The sample consisted of 50 fourth grade students. Test anxiety questionnaires and pulse rates were used to measure the level of anxiety for each participant. The data used were analyzed using two different Pearson correlations. The results showed a relationship between students' level of test anxiety and performance.

Another study by Abd el–Aziz, Eid and Safan (2012) was carried out to explore the relationship between test anxiety and time management skills among faculty nursing students in Egypt. The study relied on the use of a questionnaire and a test anxiety scale as tools to investigate the subject. The obtained results illustrate that there was an insignificant relationship between test anxiety and all components of time management skills.

Larson et al. (2010) carried out a study about reducing test anxiety through the implementation of relaxation techniques with 177 third-grade students at two public elementary schools. The students in one school served as a control group while the others in the second school taught relaxation techniques. Using the Westside Test Anxiety Scale created by Driscoll (2007), those relaxation techniques showed effectiveness in reducing test anxiety, whereas no decrease in test anxiety of the control group.

## **2. Statement of the Problem**

Exams constitute a very frustrating period for all learners of different levels of proficiency and achievement, and are usually marked by waves of anxiety. This case or situation is referred to as test anxiety. Such uncomfortable feelings, most often, lead to unwarranted results that impact negatively on learners. Test anxiety is apparent in loss of self-confidence, concentration in, for instance, one's exam preparation. Learners, then, experience a state of uncertainty which may not affect only their academic progress but also their mentality and self-esteem, as some psychological reactions.

Therefore test anxiety can lead to weak learning and poor test performance (Akinsola & Nwajei, 2013). In order to treat this crucial problem, it is necessary for the teachers to provide learners with the appropriate guidance before and during the exam time in order to decrease test anxiety and increase learners' performance.

As far as scaffolding is concerned, it is considered as an effective strategy that teachers can rely on to improve and reinforce learners' level and performance. Furthermore, scaffolding means helping learners to understand the concepts which are beyond their capacities and achieve the assigned goals. As the teachers implement scaffolding in their classes, it works as a support for learners to trust their capacities as well as reduce the feelings of pressure and confusion they feel throughout the instructional year, in general, and during exams, in particular. Accordingly, the teachers should be competent enough to select the best scaffolding techniques, and able to implement them in appropriate ways.

### **3. Research Questions**

In order to confirm whether implementing scaffolding by teachers helps in reducing test anxiety, the present research aims at answering the following questions:

- a) What is test anxiety level of second year students of English at the department of English?
- b) What are the most test anxiety provoking factors?
- c) Is there is a relationship between test anxiety and students gender, age and general proficiency?
- d) How is test anxiety related, if at all, to foreign language anxiety, in general, and foreign language classroom anxiety, in particular?
- e) Are scaffolding helpful in reducing the level of test anxiety?

### **4. Research Hypothesis**

From the above research questions, we hypothesize that test anxiety is not exclusive to exams, but is related to some personality, proficiency aspects. Test anxiety may also be related to classroom anxiety and foreign language anxiety. Most importantly, if teachers use

scaffolding as a guiding and supportive strategy in their classes, this will be considered helpful by students in reducing the debilitating effects and levels of test anxiety.

### **5. Aim of the Study**

The main objective of this research is to shed light on test anxiety as a negative phenomenon and investigate how it is being currently treated by teachers, if at all. Furthermore, the study aims, particularly, at demonstrating how scaffolding –as a supportive strategy which is based on enhancement and assistance–can be implemented by teachers to reduce test anxiety before and during examinations and tests.

### **6. Structure of the Study**

Our research is divided into three main chapters: the first two chapters are theoretical, and the third chapter represents the field work.

The first chapter is entitled “Test Anxiety in Learning English as Foreign Language». It investigates in details the construct anxiety and its types in general, and test anxiety in particular. The second chapter is entitled “Scaffolding Strategies in English Language Learning». It focuses on scaffolding strategies as supportive techniques in enhancing students learning. The third chapter is devoted to practical work and entitled “Field work”. It consists of the description of students test, its analyses, and the interpretation of results.

### **7. Means of Research**

This study is conducted at the University of Mohammed Seddik Benyahia, Jijel, and focuses on second year LMD English classes. A test is adopted to examine our hypotheses and confirm the information included in the theoretical part.

The test is consisted of four sections, each one aims to investigate particular area, further the students must answer using specific statements mentioned in the test paper.

# **Chapter One: Test Anxiety in Learning English as Foreign Language**

## Introduction

### 1.1. Definition of Anxiety

### 1.2. Types of Anxiety

#### 1.2.1. Trait Anxiety

#### 1.2.2. State Anxiety

#### 1.2.3. Situation-Specific Anxiety

### 1.3. Classroom Anxiety

#### 1.3.1. Communication Apprehension

#### 1.3.3. Receiver Apprehension

#### 1.3.3. Writing Apprehension

#### 1.3.4. Teacher Apprehension

#### 1.3.5. Evaluation Apprehension

### 1.4. Foreign Language Anxiety

### 1.5. Facilitative Anxiety Vs. Debilitating Anxiety

### 1.6. Test Anxiety

#### 1.6.1. Definition of Test Anxiety

#### 1.6.2. Sources of Test Anxiety

#### 1.6.3. Symptoms of Test Anxiety

#### 1.6.4. Components of Test Anxiety

#### 1.6.5. Test Anxiety and Related Concepts

##### 1.6.5.1. Self-esteem

##### 1.6.5.2. Motivation

##### 1.6.5.3. Self-regulation

## Conclusion

## **Chapter One: Test Anxiety in Learning English as Foreign Language**

### **Introduction**

In the process of learning English as a foreign language (EFL), learners face several challenges, most of which put them under pressure and create anxiety. Anxiety can be the trigger to either develop students' performance and improve their capacities or lead to poor achievement or even dropping out altogether. Foremost among the anxiety provoking situations are examinations, graded tests and assignments that decide on success in studies. Hence, test anxiety constitutes a rich field of study, which has been extensively investigated to determine its nature and impact on learners test comprehension, performance and academic achievement.

This chapter is opened by a short definition of the construct of anxiety, followed by the major types of anxiety, then a brief overview about classroom anxiety and its forms. Next, foreign language anxiety is discussed, and the distinction between facilitative and debilitating anxiety is explained. The discussion moves to the test anxiety construct through introducing its definition, restating the major causes behind it, its symptoms in addition to its main components. Finally, the chapter is closed by illustrating the affective variables related to test anxiety.

#### **1.1. Definition of Anxiety**

Anxiety as a major human emotion is characterized by uncertainty or threat in the environment. According to Mayer (2008) anxiety is "... a state of intense agitation, foreboding, tension, and dread, occurring from a real or perceived threat of impending danger. The experience of anxiety is unique for each person, but it does have general physical and emotional characteristics" (p.4); therefore, anxiety is considered as undesirable state because of its insensitivity which makes the individual tense as well as confused. Although

the emotions of anxiety seem very special experience in everybody lives, it has no fixed or unified characteristics. In addition, Schechter and Zeidner (in Zeidner, 98, p.17) described anxiety as reaction to uncomfortable situations which is characterized by a high level of stress, and a possibility of distractive future results. Therefore anxiety is a feeling which is signed by a symptom or range of symptoms that have the capacity to cause 'worries' and tension and sometimes physiological symptoms like blood pressure increase or in some cases decrease (Kazdin, in Shibli et al., 2015,p.1).

In behavioural terms Sarason (in Nadeem et al., 2012,p.520) defined anxiety as response which is related to a particular condition because of a danger or perceived unwanted stimulus which could be learned or inherited. On the other hand, anxiety in the domain of education is also commonly found. It is a major cause behind poor performance as well as achievements. In addition, Benjamin posited that anxiety has a clear relationship with attention, learning and testing which means that anxiety is interconnected with the learning process in general, and learning skills such as attention, perception, and evaluation programs such as exams, in particular (as cited in Nadeem et al., 2012, p.520).

As pointed out above, almost all people experience anxiety from time to time, in varying degrees and in various situations. Generally speaking, anxiety is considered as undesirable because it causes uncomfortable feelings that are associated with difficult situations and negative outcomes.

## **1.2. Types of Anxiety**

In order to understand the concept of anxiety, distinctions have to be made about whether it is used to refer to a fixed personality trait, an emotional state or stimulus or response to a potentially stressful situation. Accordingly, three broad types of anxiety, namely, trait anxiety, state anxiety and situation-specific anxiety have been widely discussed in the literature related to language learning.

### **1.2.1. Trait Anxiety**

Scovel defined trait anxiety as the anxiety which is considered as an aspect or feature of an individual personality. That is, this type of anxiety is mainly related to individual or personal characteristics; consequently, it varies in intensity and extent from one individual to another depending on how each one evaluates threats in situations (in Aydin, 2009, p.128).

### **1.2.2. State Anxiety**

Spielberger defined state anxiety as an apprehension that occurs to an individual at a specific moment as a result of a certain situation. In other words, people experience this type of anxiety in some circumstances, particularly when they perform the daily activities (in Aydin, 2009, p.128).

### **1.2.3. Situation-Specific Anxiety**

Ellis viewed situation-specific anxiety as an apprehension which is basically related to specific situations and events. That is, individuals experience situation-specific anxiety when they are under specific conditions or in particular context (in Aydin, 2009, p.128).

## **1.3. Classroom Anxiety**

The classroom is considered one of the most stressful places for people. According to Wrench et al. (2009), classroom anxiety is the emotions of fear and apprehension that students experience in the context of a classroom; it is often described as a type of school phobia. Those students who are characterized by classroom anxiety generally feel unhappy and unsecured in the classroom.

Wrench et al. (2009) identified five distinguishing types of anxiety that are related to learning classroom context. These are: communication apprehension, receiver apprehension, writing apprehension, teacher apprehension and evaluation apprehension.

### **1.3.1. Communication Apprehension**

This type of classroom anxiety occurs in the situations where communication is needed; that is, communicative apprehension refers to the anxiety that an individual experiences because of fear of communicating with others. Those students who are mostly silent and calm in the classroom are more characterized by communication apprehension; they want to connect with their peers and teacher to show their points of views, but the fear they suffer from stands as an obstacle; consequently, they keep quiet. Further, this type of classroom anxiety affects students negatively since it makes them less verbalized, which means that they generally speak by force or obligatorily. Moreover, communication apprehension leads students to develop low self-esteem, become less intelligent and less competent, unlike those students who have low communicative apprehension, hence, low general anxiety, and a degree of self-control.

### **1.3.2. Receiver Apprehension**

According to Wrench et al. (2009), “Receiver apprehension refers to how people feel about receiving communication or information from others”(p.59).In other words, receiver apprehension takes place each time the individuals expect to receive something from others such as piece of information or any other types of communication. Students who suffer from this type of apprehension perform poorly. However, people tend to be more anxious and apprehensive when they are in position of giving information rather than when being the receptors.

### **1.3.3. Writing Apprehension**

This type of classroom anxiety is related to the writing skill or situation; the more the situation is based on writing, the more the writing apprehension increases. The students are the more affected by this type since they use writing every day. Thus, those who experience

high extremes of writing apprehension usually avoid and dislike the writing situations. Accordingly, such behaviours make them less competent academically.

#### **1.3.4. Teacher Apprehension**

The fourth type of classroom anxiety is teacher apprehension, which refers to the fear that students feel when receiving information or communicate with the teacher. They generally fear to have any connection with the teacher in the school environment. However, some students may suffer from teacher apprehension only with one teacher; such reaction is normal and everybody may experience it.

#### **1.3.5. Evaluation Apprehension**

This type has a relation with the evaluative situations such as tests. As it is commonly known; such situations cause anxiety and fear especially for students since it is accompanied by marks and degrees which determine whether the students are successful or not.

### **1.4. Foreign Language Anxiety**

Learning a foreign language (FL) or a second language (L2) may cause anxiety for many students. As a complex psychological construct, language anxiety plays a significant role in the language learning process (Lien, 2011). According to Oxford (1999), anxiety is considered as one of the most effective factors which have a big influence on language learning, no matter if the setting is formal or informal.

Horwitz, Horwitz and Cope (1986) defined language anxiety as “Just as anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful” (p.125). This suggests that learning a new or second language may cause anxiety for individuals. Macintyre and Gardner (1994) also described the concept of language anxiety “as the feeling of tension and apprehension specifically associated with second Language contexts, including

speaking, listening, and learning” (p.224). That is, language anxiety is apprehension which is occurring to an individual within a foreign language context or when he has to communicate in an L2/ FL in which he is not proficient.

Horwitz et al. (1986) identified three types of language anxiety. These are communication apprehension, fear of negative evaluation and test anxiety. Communicative apprehension is associated with communication; for instance, some students feel anxious and fearful when they have to deal with teachers or peers. Fear of negative evaluation denotes those situations that are based on evaluation, and which are considered a source of anxiety. Students fear to get punished or to be evaluated negatively, on the part of the teacher, as well as the other peers. Such anxiety is widely found in FL classrooms because students are always under the pressure of learning new words and expressions. Test anxiety is the third type of FL anxiety; it will be dealt with it later in this chapter.

### **1.5. Facilitative Anxiety vs. Debilitating Anxiety**

According to Riest (2013) debilitating anxiety occurs when the individual experiences too much anxiety, which usually result in obsessions and paralyses. Obsession signifies that the individuals push their thought on the things which cause anxiety to them, and this leads them to waste their efforts focusing on it instead of performing the task at hand. Paralysis is the case when someone becomes unable to work or do anything; in other words, he/ she becomes frozen. This case should be treated immediately. Riest added that the opposite of debilitating anxiety is called facilitative anxiety, which is considered as helpful rather than harmful. In facilitative anxiety, the emotions of anxiety are directed to be more effective and productive through dealing with it as a motivator factor.

In the language learning context, Block (2007) pointed out learners suffering from debilitating anxiety avoid communicating in the target language with others, while in case of facilitative anxiety, they increase their performances through using more the target language

to connect with others. Accordingly, facilitating anxiety improves learning and performance, unlike debilitating anxiety which is associated with poor learning and performance.

## **1.6. Test Anxiety**

Test anxiety as a universal phenomenon is given various definitions in literature, given its complexity and varied symptoms and sources. It is complex in the sense that it has to be linked to several affective variables to be fully understood.

### **1.6.1. Definition of Test Anxiety**

Examinations have become essential and decisive in people's lives and careers given that their performances in exams determine their achievements. Test anxiety is viewed as strong feelings of discomfort and distress which affect the students around the world, and has a close relationship with low performance and evaluation (Farooqi, Ghani, & Spielberg, 2012). Sarason (1982) described test anxiety as one of the individuals' personality aspects that are related to evaluative situations; it is widely studied since it helps in measuring the classroom context, which in turn is considered as an important evaluative situation.

Cizek and Burg (2006) posited that "Test anxiety is experienced in testing situations by persons who feel threatened by evaluation. That threat is most likely to be aroused when a test taker perceives that the evaluation of his or her test performance is likely to be low" (p.13). In other words, test anxiety describes a range of responses that occur because of stressful circumstances, which are often an exam-taking situation, where fear of failure and negative evaluation are the major factors behind it. Moreover, Berk and Nanda (2006) specified that test anxiety is a "transitory apprehensive, uneasy, or nervous feelings (affect state) immediately before, during, and after taking a specific test" (p.426). Therefore, the

construct is viewed as an unwanted response to the fear of evaluation causing discomfort before, during, or after a testing situations because of fearful expectations.

Despite the negative beliefs and feelings people have about test anxiety, Akanbi (in Fulton,2016,p.4) argued that many of students who reported high levels of test anxiety make more efforts and study better for the exams than low test-anxious students. Moreover, some test-anxious students develop good study skills. Hence, the feelings of anxiety could be exploited and redirected as a motivator mechanism that can be used to help learners to accomplish better by urging the students to give their best. However, extreme anxiety can hinder the students mental skills that they need to perform the test and successes. This extreme may resulted in low performance in test, which in turn leads to unsatisfactory academic achievements.

### **1.6.2. Sources of Test Anxiety**

Sources or causes of test anxiety differ from one learner to another, but fall within a limited number of factors. These are summarized by Aydin (2009), on the basis of reviews of works by Young (1991), Madsen (1981), Horwitz (2001) and Putwain (2007), in terms of time limit, test techniques and procedures, perceptions of test validity, test format, test length, testing environment, clarity of test instructions, low levels of language proficiency and study skills, insufficient language learning as well as gender.

First, time limit or restraints relate to the insufficiency of the time allotted for taking an exam. Most learners feel anxious during the exam because of time limit, especially if the questions are perceived to be complicated, difficult or long, which entails that they need more time to perform. Therefore, instead of concentrating on the exam paper, students keep their eyes on the watches. In addition to test length which is among these factors that cause the emotion of anxiety in the test, and which is related to time limit. Consequently, the more the test is lengthy the more students feel high test-anxious. For instance, when students feel

surprised by the big amount of questions, they start to panic about which question they should answer first.

Second, test techniques and procedures have a great influence on learners' mentality; some test formats increase test anxiety. When learners find difficult or unfamiliar test techniques they automatically feel anxious, and the more they face difficulties with the proposed techniques, the higher the level of anxiety becomes.

Low level of language proficiency is a third factor that often explains why students feel anxious in exams. Obviously, they face difficulties to answer the questions and solve the tasks, particularly if they suffer from weaknesses in grammar, vocabulary and even pronunciation.

Concerning lower or poor study skills, it is suggested that they lie behind high levels of test anxiety (Rasor, 1998). Good preparation for the exams helps the learners to develop high self-confidence, and if it is lacking, students will go to the exam with blank memories; thus, they feel a high extent of anxiety because they have nothing to write on the exam paper.

Perceptions of test validity, since the test is organized to measure specific areas, and validity plays a significant role in measuring to which extent a test measures what is supposed to test. Students may feel test-anxious when they do not understand and perceive this validity; that is, students experience a case of fear because they do not know what extent of test validity they should reach to be successful.

Another test anxiety source is test format; when students are surprised by a new test format, which they had not tried before, they start feel anxious because they did not expected it.

One of the influential causes of test anxiety is testing environment, which basically depends on students mental status and includes: place, timing, surrounding. Bushnell (in Qashoa, 2013) suggested the following factors which are dominating in actual test situations:

(a) the size of test location and the density of student seating, (b) distractions attendant upon the activity of students and monitors, (c) the proximity of high and low anxiety students in the seating arrangements, and (d) certain test embedding variables i.e. instructions prior test administrations, the general milieu established by instructors, etc. (pp.3-4)

Clarity of test instructions is another factor behind test anxiety. Teachers prepare a set of instructions and directions to control the students behaviours before the test; for instance, switch off your mobile, do not talk with other peers. Moreover, some teachers do that in a harsh way and others keep insisting and repeating these instructions, which makes students feel themselves under pressure before and even during the test.

Horwitz (in Qashoa, 2013, p.3) claimed that insufficient language learning can be considered among the factors that create test anxiety. Those students who have strong weakness in particular language areas, such as grammar, vocabulary, etc., reported more test anxiety levels because they feel themselves incompetent.

Gender considered constitutes a significant factor behind test anxiety. According to Hembree (in Ali & talib, 2013, p.183), females are more anxious and experience a higher level of anxiety in exams more than males who show lower levels of test anxiety.

A last noteworthy anxiety-provoking factor, to be mentioned here, though causes of test anxiety are more varied, pressure from the teachers and parents on students to be successful (Hernandez, Menchaca and Huerta, 2011). Often both parents and teachers attempt to force the students to study better and make more efforts for the purpose of creating successful

students. Such behaviour make students worry about the marks and fear the evaluation. As a result, they begin to feel anxious and stressful each time they have a test.

### **1.6.3. Symptoms of Test Anxiety**

Students who suffer from test anxiety experience a range of symptoms which are mostly annoying and unbearable. Mayer (2008) acknowledged a set of physical symptoms including heart palpitations and shortness of breath. A set of other psychological symptoms appear on students before they are engaged in tests, namely, helplessness, hopelessness, shame, worthlessness, and fears like fear of failure (in Fulton, 2016, p.5). Among of the behaviours that test anxiety causes are crying or vomiting, coupled with emotions such as worry, fear, stress, etc. Furthermore, it can lead some students to perform the test quickly in order to leave away, while other students may refuse to perform all the tasks in the test, and others may leave directly after they complete the test.

Students may experience many symptoms of test anxiety at different levels and durations. Some students experience low or mild levels of anxiety, and that enables them to do fairly in the exam, while others get a high levels which make them incapacitated to perform any task.

Low performance in the test is considered as one of the major symptoms of test anxiety, according to Deffenbacher and Hazaleus (1985), who pointed out that individual with high levels of test anxiety, perform more poorly than low test-anxious persons. Thus, controlling students' performances in the test can be of much help to discover the ones who suffer from test anxiety.

In general, test anxiety is a rather common feeling, but it is an unpleasant one because it often affects students' learning progress negatively, especially if it reaches to an extent that makes them refuse to take the test or suffer from mental or physical diseases.

#### **1.6.4. Components of Test Anxiety**

Several classifications are suggested for the main components of test anxiety by specialists. For instance, Ralf (1984) had defined two essential components of test anxiety which are worry and emotional status. Worry is the result of evaluation and fear of failure; as it is known to the majority of students, being put under pressure and control by the teacher causes feelings of shyness, confusion and lack of self-esteem. This means that the more the students expect failure, the more they feel worry. Zeidner (1989) claimed that worry can play some roles in test anxious subjects such as problem solving function, motivational function, and mastery (control) function. As for emotional status, or emotions, in Ralf's classification, it denotes the expected responses or reactions towards testing situations. Such responses are significantly characterized by uncomfortable feelings and undesired behaviours.

Sapp (1999) distinguished between worry and emotionality scores. According to him the effect of worry component is constant across time, which means that it takes place before the test and continues after it while the scores of emotionality reach their highest values before the test time and get reduced after it. Further, worry scores can be reduced through constructive performance feedback; the latter, however, cannot reduce emotionality scores. Moreover, worry scores have a negative relationship with performance, while emotionality scores are not clearly connected with test performance.

Sarason (in Ali and Mohsin, 2013, p.74) held that there are four main components of test anxiety. In addition to worry, he added test irrelevant thinking, or thoughts that most students develop in testing situations, and which create unsecured feeling such as fear, anxiety, depression, etc. The third component is tension, according to Sarason. This one refers to the nervousness which the students feel before and during the exam as a result of lack of preparation and motivation. The suggested bodily symptoms, as the fourth component, refer

to those physical symptoms that occur to students before and during the exam time, including headache, diarrhea.

### **1.6.5. Test Anxiety and Related Concepts**

Some affective variables interact with test anxiety and are related to it in some ways. Among the most directly related to it, this section reviews self-esteem, motivation, and self-regulation.

#### **1.6.5.1. Self-Esteem**

The term self-esteem is widely used since it reflects the overall evaluation toward the self-worth. Furthermore, it has a big influence on the current individuals' attitudes and development. Branden (1994) described self-esteem as:

confidence in our ability to think, confidence in our ability to cope with the basic challenges of life; and confidence in our right to be successful and happy, the feeling of being worthy, deserving, entitled to assert our needs and wants, achieve our values, and enjoy the fruits of our efforts (p.4).

Thus, self-esteem is an essential feature of the personality: through it, individuals develop and obtain their goals; it plays a significant role in enhancing people capacities as well as helping them to cope with the difficulties.

Rubio (2007) described self-esteem as psychological and social phenomenon, which refers to the general image of the individual about his abilities and his self, according to some specific values and measure. Further, self-esteem may cause several emotional states, which can be constant, but still depends on the individual situations. According to McKay and Fanning (2000), self-esteem is considered more than an aspect that presents the positive qualities of the individuals. It is an attitude which shows the acceptance and admission toward the self, as well as towards others.

In psychology self-esteem is used to describe how much a person has an overall confidence and positive outlook in his personal values, or how each one evaluates his self in term of behaviours, intelligence, etc.

Lawrence (2006) pointed out that those children with high self-esteem are more confident when they face different social situations and do the school work: they will develop a natural sense of curiosity to learn and they will pay more attention when new challenges are introduced. By contrast, those who have low self-esteem suffer from lack of confidence in their competences, and may keep away from the frustrating situations.

Self-esteem has big influence on personal life, either for good or bad. Very low self-esteem may require clinical interference, although in the context of language learning it is a non-clinical issue, for that it may result in dangerous outcomes. Low self-esteem makes students avoid communicating in the foreign language because they feel uncomfortable and fear making mistakes, and some of them leave the class. (Rubio, 2007)

Test anxiety as unwanted and undesired feeling that students experience before and specially during exams has a close relation with self-esteem; Friedman and Bendas-Jacob (in Alam, 2013, p.2) found out that self-esteem is one of the major factors that lead to the increase of test anxiety among students. In their view, students experience a case of low self-esteem in which they feel themselves incompetent or less able than the other peers, leading them to suffer from test anxiety.

Thomas and Gadbois argued that students may suffer from high levels of test-anxiety and because of low or poor self-esteem (in Oscar and Bamidele, 2016, p.43). Moreover, Peleg (2009) found out that high test anxiety is associated with low self-esteem, failing grades and feelings of nervousness and dread that stem from an intense psychological distress. Therefore, self-esteem and test anxiety affect each other since whentest takers focus on

making mistakes, they lose their self-confidence, and if they have low self-esteem, they generally feel nervous and may fail the test.

#### **1.6.5.2. Motivation**

Motivation plays an important role in the student's learning process, since it gives the support to study and avoid or relieve the emotions of stress and confusion. That is, motivation is considered as a significant factor behind students' academic performance. Unsurprisingly, motivation has been an important area of study for both psychologists and educators since it leads to desirable learning outcomes (Nikitina & Furuoka, 2006).

Weiner (1990) viewed motivation as anything that helps in moving an object from a resting state to an active one. This means that motivation is a source of development and movement toward the best. In connection to L2/ FL learning, Dörnyei (1998) pointed out "Motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language (L2) learning." (p.117). It is a factor or an element which is appreciated and needed in the learning process; hence, it is exploited by teachers to support students and activate their positive emotions towards the task. This is because when students are provided by the desired amount of motivation, they perform better and feel more optimistic about the outcomes.

Gardner (1985) defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language" (p.10). Thus, motivation consists of a set of factors that facilitate learning.

Concerning the types of motivation, Nikitina & Furuoka (2006) discussed two of its main types which are integrative motivation and instrumental motivation. The former is used to motivate students who want to learn about the culture as well as people of the target language; such motivation helps them to learn the FL quickly and more efficiently. The latter

is associated with those students who learn an FL for practical purposes such as obtaining a job or for doing business.

Motivation has a direct relationship with test anxiety. Olatoye (2009) pointed out that motivation can be of much help to reduce test anxiety through providing students with necessary encouragement and reinforcement. Furthermore, motivation excites students, especially in the form of rewards for good performance. On the other hand, when students have high levels of test anxiety, this may be partly because teachers did not motivate enough because when they do, students are more likely to become less anxious.

### **1.6.5.3. Self-regulation**

One of the most important skills that a person should develop in childhood is control of the aspects of the self, or self-regulation, without which he could not perform anything. Zimmerman (2000) refers to self-regulation as “self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” (p.14); that is, self-regulation is the general concept built by the self for the purpose of achieving certain goals or aims.

Flavell (in Kopp, 1982, p.199) described self-regulation as being “one of the essential and significant cognitive-developmental hallmarks that the child develops in the early childhood period”. This means that self-regulation is a central feature of the cognitive development. According to Hoyle (2010), healthy psychological functioning is characterized by effective self-regulation. Those people who usually develop successful self-regulation are psychologically stable and have the ability to control themselves. As a result, they become able to manage their self-perception as well as how others think about them. On the other hand, poor self-regulation results in a set of aggressive and uncontrolled behaviours and may lead to negative effects on the individual and the surroundings (Berger, 2011).

In educational contexts, good self-regulation describes the ability of using cognition, affect, and behaviour needed to obtain assigned goals, and is considered as one of the desirable characteristics of successful learners. (Schunk & Zimmerman, 1997). According to Wolters (2011), self-regulation helps students to develop positive learning habits and make their study skills better and more effective. Moreover, self-regulated learners also have a super ability to influence their learning environments to get their needs (Kolovelonis, Goudas, & Dermitzaki, 2011).

### **Conclusion**

In general, anxiety represents a familiar experience for people in their life; it can be related to an expected trait or a certain state and even to a specific situation. Students are among those people who report anxiety, especially in classroom contexts. A Foreign language considered as one of the major factors behind the feeling of anxiety because of fear of negative evaluation, communication apprehension, and test anxiety. This anxiety can play a facilitative role in the learning process as well as a debilitating role. The period of exams remains a problematic area for the majority of students, and it is an undesirable result of evaluation; it is marked by high levels of nervousness or apprehension. Moreover, test anxiety consists of two essential components which are worry and emotionality. As a common issue, the feelings of anxiety in exams can be related to some personality characteristics such as self-esteem, self-regulation, and even to motivation. Although the majority of instructors consider it as one of the major sources behind poor performance and achievement; a moderate level of anxiety is facilitative and has positive effects on students through increasing their attention and awareness to the importance of taking tests and being evaluated.

## **Chapter Two: Scaffolding Strategies in English Language Learning**

### Introduction

#### 2.1. Definition of Scaffolding

#### 2.2.Type of Scaffolding

##### 2.2.3. Allyson's and Fedk's Taxonomy of Scaffolding (2004)

###### 2.2.3.1. Process Scaffolding

###### 2.2.3.2. Critical Thinking Scaffolding

###### 2.2.3.3.Disciplinary Practice Scaffolding

###### 2.2.3.4. Blended Scaffolding

##### 2.2.4. Belland's Taxonomy( 2017)

###### 2.2.4.1. One- to- One Scaffolding

###### 2.2.4.2. Peer Scaffolding

###### 2.2.4.3.Computer-Based Scaffolding

##### 2.2.5.Gottlieb'sTaxonomy (2013)

###### 2.2.5.1. Sensory Scaffolding

###### 2.2.5.2. Interactive Scaffolding

###### 2.2.5.3. Graphic Scaffolding

#### 2.3.Features of Scaffolding

#### 2.4. Techniques of Scaffolding

#### 2.5. Scaffolding in the Socio-Cultural Theory

##### 2.5.1. Zone Proximal Development

##### 2.5.2. Scaffolding

##### 2.5.3. Mediation

##### 2.5.4. Internalization

### Conclusion

## **Chapter Two: Scaffolding Strategies in English Language Learning**

### **Introduction**

Teaching and learning are joint enterprises that depend on both learner efforts and teacher instruction to be successful and valuable. If left to study on their own, learners may face difficulties in understanding particular concepts, acquiring new skills or performing certain tasks. The teacher, then, should always be aware of problematic learning situations in order to deal with them immediately and efficiently. Scaffolding is one of the most advocated strategies in the field of language learning that instructors can readily apply in their classes, being a supportive and guiding strategy which basically aims to improve learners' achievement and proficiency.

This chapter is devoted to give an overview of scaffolding and the correct way of its implementation in FL teaching classes. It includes a definition of scaffolding, followed by its main types as well as the basic features which must be present in scaffolding. Subsequently, it presents the common techniques of scaffolding that can be used by the teacher. Next, the chapter overviews scaffolding in the Socio-Cultural Theory.

### **2.2. Definition of scaffolding**

The concept of scaffolding has become wide use in educational context. It was first introduced in the field of psychology, and has become a superb concept in conversations about general education (Dennen, 2004; Wells, 1999 in Boblett, 2012, p. 1)

Wood, Bruner and Ross (1976) defined scaffolding as "...process that enable[s] a child or novice to solve[a] problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts" (p.90). So scaffolding in their view is a metaphor that is used to describe the efforts introduced by a more knowledgeable person such as an adult, peer or competent

person in order to enhance a child or incompetent person's performance to enable him solve a task which was beyond his capacity. In other words scaffolding refers to creative relationship between a learner and an expert who has higher level and through such interaction this learner becomes able to solve a problem or achieve an objective which was difficult to reach without guidance and encouragement. Vygotsky (1978) argued that in order to help those incapable learners to accomplish a task which they cannot perform alone and to improve their capacities, they must be guided by a more advanced instructor. Scaffolding, thus, could also be provided by more knowledgeable peers since they have more experience and knowledge.

Gibbon (2005) described Scaffolding as this special kind of support that assists learners to move toward acquiring new skills, concepts, or levels of understanding. Therefore, scaffolding is a temporal aid used by a teacher in order to teach learners something beyond their current capacities, and to enable them to complete a similar task on their own later. In the same vein, Stone (1998) pointed out that scaffolding is implemented in the construction of new skills, and can be easily faded away when there is no longer need for it. Moreover, scaffolding provides a structure which helps in the achievement of those unobtainable goals.

Both Rodger and Rodger (2004) held that "all teaching is not scaffolding, but all scaffolding is teaching"; that is, the process of teaching in general is not directed only at supporting and helping the learners to develop new skills and being able to perform the tasks beyond their abilities; this is referred to scaffolding. Scaffolding entails also that learners should sometimes depend on themselves to acquire knowledge. On the other hand, all the scaffolding strategies implemented by teachers are helpful and have effective results in teaching.

## **2.2. Types of scaffolding**

For best outcomes the instructors should use different types of scaffolding. Several taxonomies of scaffolding are available in the literature on the subject. These include Allyson's and Fedk's taxonomy (2004), Belland's taxonomy (2017), and Gottlieb's taxonomy (2013).

### **2.2.3. Allyson's and Fedk's Taxonomy of Scaffolding (2004)**

Allyson and Fedk (2004) distinguished between four main scaffolding types, namely, process scaffolding, critical thinking scaffolding, disciplinary practice scaffolding and blended scaffolding.

#### **2.2.3.1. Process Scaffolding**

Process scaffolding is much better to implement with students who have a little experience with complex tasks; it is ideal for these students because it helps them to build strong expectations, develop their capacities and experience upper levels. However, process scaffolding can be used also with those students who have high levels; for instance, in disciplines that do not require much writing in the early years.

Accordingly, for effective results, Allyson and Fedk advice teachers to put a general beginning and ending design for the objectives or product, then break them down into component parts. Teachers should check whether students submit the smaller or larger assignment in regular time. Furthermore, they should notice the areas where students have a lack and provide formative feedback on each part to keep students on track. This type of scaffolding is very helpful because it give students the opportunity to start and finish their assignment early as well as providing them with enough time to search, look for information, think, and organize ideas.

### **2.2.3.2. Critical Thinking Scaffolding**

Critical thinking scaffolding focuses more on enhancing and developing students thinking. It has to do with courses that investigate specific issues and particular field work.

As mentioned above, this scaffolding type gives great importance for thinking, in general, and critical thinking, in particular, which can be scaffold in various ways, Further it is encourage students to avoid memorization as a method of learning. Hence, it is increasingly important for the teachers to implement varied types of tasks in their classes in order to enhance student critical thinking, for instance through conceptualizing, analyzing information.

### **2.2.3.3. Disciplinary Practice Scaffolding**

The third type of scaffolding in Allyson's and Fedk's taxonomy deals with disciplinary practice which aims to teach students the applied rules and controlled behaviors, through putting students into practices of disciplinary and professional discourses. This type is more suitable for upper level students who can make decisions and are considering their careers. Furthermore, it can be useful with lower level students who need support for understanding different concepts. For best outcomes, the teachers should develop students' vocabulary and understanding of foundational concepts, select the tasks which are related to the current discipline, and make sure that students accomplish at least one task at a more professional level. Therefore, disciplinary practice helps students to be able to think as professionals (philosophers, psychologists, etc.). Teachers are also advocated to use everyday vocabulary and practice spontaneously.

### **2.2.3.4. Blended Scaffolding**

Blended scaffolding aims to give students the opportunity to deal with courses that have a holistic way in preparing students for future studies. That is, this type consists of variety of

scaffolding strategies since the courses under study have general and future learning objectives; this gives them additional support to obtain the assigned objectives. It is true that the teachers will ask students for more work and efforts which may reduce in the amount of the given instructional scaffolding, but this is not a reason to decrease its importance for students. Accordingly the more effective and successful scaffolding is the one that asks more and more from students without frustrating them.

#### **2.2.4. Belland's Taxonomy (2017)**

Belland (2017) proposed three scaffolding forms: one-to-one scaffolding, peer scaffolding and computer-based scaffolding.

##### **2.2.4.1. One-to-One Scaffolding**

In this type, the teacher dynamically works one on one with every student until he makes sure the student acquired the assigned skill by providing only the necessary and needed support and assistance, and when the learner becomes competent the scaffold removed. It is true that one-to-one takes too much time and requires huge amount of efforts, but still effective because the teacher walks with the students along the learning process.

##### **2.2.4.2. Peer Scaffolding**

Unlike one-to-one scaffolding which depends on the teacher assistance, peer scaffolding is provided by a student to another one. Which is mean, more able peer takes the role of the teacher and helps the other peers to solve the tasks which are unobtainable for them. This type of scaffolding shows its effectiveness through the feeling of comfort that students feel since they are dealing with students not with a teacher.

##### **2.2.4.3. Computer-Based scaffolding**

The third type of scaffolding in Belland's Taxonomy is referring to computer-based scaffolding. The later is depends on the computer machine as an instructor. In other words the

computer provides learners with the appropriate activities and then assisting them until they develop the assigned skills.

### **2.2.5. Gottlieb's Taxonomy (2013)**

Teachers should depend on various forms of scaffolding to help students learn effectively and appropriately. These three scaffolding forms can be used: sensory scaffolding, interactive scaffolding and graphic scaffolding

#### **2.2.5.1. Sensory Scaffolding**

Sensory scaffolding is based on using the students' senses to acquire the abstract concepts through using images and gestures as tools that express the meaning without using language; furthermore, sensory memory is very effective because it does not include language barriers.

#### **2.2.5.2. Interactive Scaffolding**

Human beings are social learners; hence, teachers should include collaborative work such as pair and group work into the course design. Interaction between students in classrooms helps them to integrate concepts, develop communicative and listening skills, synthesize knowledge, plan actions and create products.

#### **2.2.5.3. Graphic Scaffolding**

It is implemented through using charts, tables and graphic organizers. Graphic scaffolding is widely used when teachers want to interpret and show relationships between things and concepts. It helps in enhancing students' reading skill through using graphics since they are considered as a form of text with visuals.

### **2.3. Features of Scaffolding**

According to Chi (in Khosravi, 2017,p.96), successful scaffolding proceeds by first paying attention to the difficulties which the individual faces, and then providing the

appropriate and suitable scaffold. Deep reasoning and reflective questions must centre on the aim of creating collaborative scaffolding.

Moreover, Rodger and Rodger (2004, 5-8) proposed four main scaffolding features: (1) scaffolding is informed by careful observation; thus, observation of learners allows teachers to notice their behaviors and the changes which happen to them when they apply the scaffolding strategies. (2) The teachers' scaffolding ought to be reactive and adjusted to learners needs. The teachers must be aware about the difficulties that learners face in order to provide the necessary support, and respond to what they see the learners actually trying to do. (3) Teachers should 'teach today's students' because of ZPD is changeable; the teachers must make deep and regular observation to be aware of what the learners could perform currently, and what can do after two weeks or months. (4) Teachers should put the right book in the right student's hands by giving learners the opportunity to work on different books formats.

As for van Lier (2004, 151), six scaffolding features are numbered: continuity, contextual support, and intersubjectivity, flow, contingency and handover/takeover

- 1) Continuity: the scaffolding provided by the teachers should be continuous and repeated over time as well as varied and connected, not separated from each other; a relation of connectivity should be found in order to keep the learners in the same stream.
- 2) Contextual support: scaffolding provides support whenever and wherever the students are in need for it; for example, if they need a big amount of support to perform a difficult task, the teachers should be ready to work hard and to provide them with the necessary support until they acquire the new skill or task.
- 3) Intersubjectivity: both learners and teachers share the ownership of the task; this involves the explanation and understanding by the teacher and learners; so the

learners perform the task from the teachers' points of views i.e., two minds think as one.

- 4) Flow: this feature focuses on the importance of communication which occurs between the participants in the scaffolding process (the teacher and the learner or the novice and the more knowledgeable peer). Communication plays significant role in the learning and teaching process; therefore, it is necessary for this communication to be natural and spontaneous.
- 5) Contingency: the scaffolding implemented by the teachers should be selected according to learners needs. The kind of support is mainly based on the learners' reactions. Hence, teachers should be aware about the difficulties and skills which are beyond learners' capacities in order to provide them with the appropriate scaffolding. In addition, some elements may delete or changed or maybe repeated and concentrated on more, depending on learners' abilities and disabilities.
- 6) Handover/Takeover: the more the teachers or competent peers give confidence for the learners or the incompetent learners, the more efficiently they develop their skills and knowledge. The role of the learners becomes more effective and productive when they find more support, and when they become more skillful.

Another quite similar conceptualization of the component features of scaffolding is supplied by McKenzie (1999) It is made up of the strategies of scaffolding provides clear directions, scaffolding clarifies purpose, scaffolding keeps students on task, scaffolding offers assessment to clarify expectations, scaffolding points students to worthy sources Scaffolding, reduces uncertainty, surprise and disappointment, scaffolding delivers efficiency, and Scaffolding creates momentum.

- 1) Scaffolding provides clear direction: through specifying for students what they should do exactly and what are the direction they should follow, in this way they keep their focus on obtaining the expectations rather than moving away the assigned objectives.
- 2) Scaffolding clarifies the purpose; it makes clear to students the objectives behind accomplishing a task and maintains motivation and engagement.
- 3) Scaffolding keeps students on task; it prepares and provides students with all conditions that keep them on the pathway through specifying the purpose of the task and selecting the suitable activities which take into consideration the skills that need to be improved and the goals that should be obtained.
- 4) Scaffolding offers assessment to clarify expectations; it provides regular assessment to evaluate students' levels and progress in order to make the expectations clear.
- 5) Scaffolding points to worthy sources; for standardized and reliable outcomes, teachers should provide students with safe sources such as common web sites and books.
- 6) Scaffolding reduces uncertainty, surprise and disappointment; this is an important characteristic of scaffolding, through the support and guidance given by teachers, the students feel more comfortable, avoid pressure, uncertainty, surprise and disappointment which influence negatively their learning.
- 7) Scaffolding delivers efficiency; scaffolding lessons are centered on efficiency, therefore, teachers should not select these lessons randomly, but select those ones which are efficient and useful.
- 8) Scaffolding creates momentum; scaffolding aims to keep students always in movement and development; it provides them with more and more assistance, moving them from a skill to another.

Based on the discussion of the various opinions about the features and principles of scaffolding, three basic features of scaffolding can be distinguished, and identified in most classifications. The first feature focuses on the interaction which occurs between a learner and a more knowledgeable person, such as teacher or parent. So, to make this interaction productive, it should be based on collaboration. The second feature focuses on the learning process which occurs in the learner's Zone of Proximal Development (ZPD); therefore, in order to do that, the more knowledgeable person should know the current level of the learner, and then try to move beyond it. The third feature is the scaffold; the reinforcement and assistance provided by the more knowledgeable person should be removed when the learner becomes competent and could perform the task alone.

#### **2.4. Techniques of Scaffolding**

When the experts decide to implement scaffolding as a supportive strategy for learning progress, they need to select specific scaffolding techniques which suit the learners' needs, to be helpful to increase their level.

Clark and Graves (2005) suggested the 'Moment-to-Moment Verbal Scaffolding' technique, in which the teachers should motivate students through asking a series of questions and persist on answers; also, they should be totally aware about the level of each student in order to determine how much scaffolding is needed to each one. Silver (in Al Aila, 2015, p.25) proposed four scaffolding steps.

- a- Assess the learners' current knowledge and experience; it is important for the teachers to be aware of the students' levels and prior knowledge in order facilitates the selection of the appropriate and affective scaffolding techniques.
- b- Relate the content to what students already understand or can do; teachers should select the contents and subjects which are related to students' current capacities and

which they can perform. In addition, the learning curriculum should be interconnected to the student capabilities.

- c- Break the task into small, more manageable tasks with feedback. In order to facilitate the task at hand to students, it is preferable to break it up into small units, which must be manageable and workable, and provide the essential feedback to correct errors and give comments.
- d- Use verbal cues and prompts to assist students, as an important step towards effective scaffolding. The teachers should use verbal communication or speaking to keep in connection with the students, such technique helps in attracting their attention to the lesson or subject under discussion.

Echevarria et al. (in Camarata, 2005,p.2) identifies a varied range of scaffolding techniques that the experts can implement in their classes for the aim of making the instruction more effective. Therefore they classified these techniques into three major groups: verbal scaffolding, procedural scaffolding and instructional scaffolding. First, verbal scaffolding consists in paraphrasing, think aloud or open discussions. Procedural scaffolding as a second technique involves modeling, pair and group work and designing activities which are based on collaborative work for capable students to help less competent ones. Third, instructional scaffolding refers to using graphic organizers to help students formulate good background knowledge.

The scaffolding techniques mentioned so far share in common the provision that they should be selected carefully and adapted to the students' current level of proficiency. Hence, to be effective and achieve better results, teachers should model tasks for learners, attract their attention and interest by making tasks authentic and real-life like. Furthermore, teachers should assess and activate prior knowledge to ensure the accessibility of activities, include cooperative learning such as group and pair work to facilitate learning progress, involve shy

and reticent students and clear confusion. Cooperation allows more able students to help less able ones and share ideas, experiences and difficulties as well as provide more practice.

Scaffolding is also better delivered using on visual aids, such as graphic organizers, to guide learners and maximize learning engagement and development. Throughout the scaffolding process, teachers should check for understanding by asking for clarifications and confirmation and eliciting responses from students to develop their reasoning and problem solving skills.

## **2.5. Scaffolding in the Socio-Cultural Theory**

The appearance of the Socio-Cultural Theory was the result of a deep crisis in psychology. Two main theories dominated the field; the first one followed the natural science approach to research while the second one was humanistic tradition. Such conflict led Vygotsky to develop a unified theory of human mental functioning. This theory aims to relate thought to language and elements such as: ZPD, mediation, internalization, and scaffolding, which has already been discussed extensively.

### **2.5.1. Zone of Proximal Development**

The concept of the Zone of Proximal Development (ZPD) , introduced by Vygotsky, has become very popular and had a significant impact on different research areas such as developmental psychology, education and applied linguistics. According to him(1978), the ZPD is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”(p.86). In other words, the ZPD refers to this hidden area between what an individual already knows and can perform independently and what he can achieves with the help of a more knowledgeable other. The ZPD can be explained from two viewpoints; developmentally, it refers to the emergence of those psychological functions of the child, and contextually, it is used to

describe the difference between the child's current abilities and what he can do with aid (Kozulin et al., 2003).

Van Lier (2004) sees the ZPD in an expanded sense; it consists of a multidimensional activity distance within which a huge amount of proximal functions are operating. Therefore, it is not just unequal deal between less competent person and capable one. Moreover, Chaiklin (2003) viewed the concept of the ZPD as a type of supportive educational perfection. This perfection is apparent in the help a teacher gives to an incompetent child to acquire the assigned skill of the day's program.

Concerning the reasons which make the concept of ZPD captivate educators and psychologists, Lantolf and thorne (2006, p.206) acknowledged the following reasons: a) the concept of assisted performance, and b) mobility, that is, it has a forward-looking view through the confirmation that what an individual can do actually with assistance of more capable peers, but also reflects what they can perform in the future.

Scaffolding is tightly related to the ZPD and is considered as one of the common and practical concepts within Socio-Cultural Theory (SCT). Newman and Holzman (1993) pointed out that ZPD occurs when a less competent person and an expert join together for the aim of solving the task at hand. This same cooperative interaction is scaffolding. In ZPD the student has two levels of learning potential: the first is the potential that can be reached or obtained alone without any help, called the "intramental plane", while the second potential is only reachable through assistance and guidance, it is referred to as "intermental plane". This sharing of knowledge from other peers or what called "scaffolding", helps students to reach their ZPD potential for learning (apple, 2006).

### 1.5.2. Mediation

Mediation is one of the major theoretical constructs within the SCT. According to Swain, Kinnear, and Steinman (2015), “Through mediation the social and individual brought together in dialectic unity, mediation occurs when something comes between us and the world and acts in a shaping planning or directing manner” (p.2). Hence, mediation refers to those tools that enable the individuals to keep in contact with each other as well as the environment; it takes place when a factor or group of factors interferes between people and the world around.

Moll (in Thompson, 2013, p.249) described the centrality of mediation in learning as meditational means that human beings use to create a sense of interaction with the world. These means are a set of cultural artifacts, tools and even symbols in addition to language. The mediation components play important roles in building human intellectual competences. Following Lantolf and thorne (2006), mediation comes in three different forms which are:

- a) Mediation through regulation. In the early stages of development, children are subordinated to the word of adults; their behaviours are shaped by the adults’ speech. This helps them in acquiring the language of the community they belong to, and further use this language later as tool to regulate their behaviors. In other words, children behaviours are controlled by others through mental and physical activities. This process which is referred to as self-regulation moves through three main stages: (1) object-regulation (the child is regulated by the objects around him), (2) other-regulation, (which depends on implicit and explicit mediation that the child is assisted by) and (3) self-regulation (the child performs the task at hand with minimal or no external assistance).
- b) Mediation through symbolic artifacts. Humans usually use physical tools to direct and make changes in the external world; they can also use symbols as mediation tools

to control the endowed psychological processes. Such operation helps humans avoid functioning automatically. For instance, a blueprint of a building is used as a symbolic artifact to mediate the concept of building to the real world.

c) Mediation through a second language. People use language to regulate their mental functioning through private speech. The latter is also termed second language. More specifically, individuals sometimes tend to use special kinds of language to communicate either with each other or with themselves for certain purposes. On the other hand, this private speech is addressed by people who share things in common such as close friends.

Consequently, mediation, whether its form is physical or symbolic, is considered as an effective means which helps humans to be in link with world of objects or the psychological world. (Lantolf, 1994).

Scaffolding is partly explained and contained in the concept of mediation. Learners move from a lower level to a higher level through the guidance or interaction with more a capable person, who can be a teacher, a peer in the same level or approximately higher than the intended learner. The given assistance plays the role of a mediator between the learner under scaffold and the knowledge needed to be obtained (Khaliliaqdam, 2014). That is, the process of mediation plays an important role in the success of scaffolding since it refers to the assistance or support which is given to the novice learner and without which, the intended task would not be obtained. In turn, this assistance can be directed or employed through implementing various types of tasks and activities.

### **1.5.3. Internalization**

Another common concept in Vygotsky's theory is internalization. According to Lantolf and thorne (2006) internalization is "The process through which cultural artifacts, such as

language, take on a psychological function is known as internalization” (p.203). Hence, internalization is the process which makes language and other mediation tools come to exist. In other words, it is the application of cultural artifacts.

### **Conclusion**

In summary, scaffolding is considered as a facilitating strategy that teachers can use to enhance the learners’ development through support and encouragement. It emphasizes giving students’ continuous assistance until they internalize the new skill on their own by first determining the level and the difficulties each learner faces, and then selecting the appropriate type of scaffolding which suits each learner. Further, the scaffolding provided should be based on some specific features in order to be effective and productive. A variety of scaffolding techniques are available for teachers to implement. The origin of term scaffolding goes back to Vygotsky sociocultural theory, which in turn consisted of a number of concepts including the ZPD, mediation, and internalization which have a close relationships with scaffolding. Both teachers and learners should know that scaffolding is used as guidance, and then it should fade away as the learners acquire the task at hand. The results of scaffolding will be noticeable and clear when the learners engage in studying new concepts or tasks

## **Chapter Three: Field Work**

### **Introduction**

3.1. Population and Sampling

3.2. Data Collection Procedures

3.3. The Students Test

3.3.1. Description and Administration of the Students Test

3.3.2. Analysis of Students Questionnaire Results

3.4. Overall Analysis of Results

### **Conclusion**

## **Chapter Three**

### **Field Work**

#### **Introduction**

This chapter is devoted to practical work which attempts essentially to investigate whether scaffolding strategies reduce test anxiety of second year students of English at Mohammed Seddik Ben Yahia University. This part depends on a test questionnaire which explores nearly the same issues had been discussed in the theoretical part. The population and sample of the study are described, and the test is described, analysed then interpreted by way of answering the questions stated in the general introduction of this study.

#### **3.1. Population and Sampling**

The population targeted by this study is that of second- year students of English at Mohammed Seddik Ben Yahia University, Jijel. The sample consists of 89 second-year students who are selected randomly without taking into consideration any particular criteria; hence, the results obtained are predicted to represent the population.

#### **3.2. Data Collection Procedures**

To investigate our issue of study, a test is adopted to our population sample which is second year students of Mohammed SeddikBenYahia. The test is aim to search whether implementing scaffolding strategies reduce students anxiety in exams.

The test was handled directly to the students at the same time for 3 days; students were provided with necessary explanation of how to answer the questions in addition, clear clarification to the ambiguous words or sentences.

#### **3.3. The Students Test**

##### **3.3.1. Description and Administration of the Students Test**

The students test consists of four sections. The first section entitled 'General Information' is devoted to background information about the students and includes three questions which are: gender (Q1), age (Q2) and average of scores during the previous examinations, order to determine students' general proficiency (Q3).

The next three sections, which are organized in the form of scales: Section Two, Section Three and Section Four. Each section focuses on specific points included in our research. The students must answer using specific numbers which correspond to their opinions, using the scale given: Strongly agree=5, Agree=4, Neutral=3, Disagree=2 and strongly disagree=1.

Section Two is divided into two parts, the first is entitled Foreign Language Anxiety and Foreign Language Classroom Anxiety, and it consists of one question which aims to investigate to which extent the students feel comfortable when speaking English with people, in Q1. The second part is about foreign language classroom anxiety, and consists of 13 questions. Q2 asks whether the students are active participants and feel anxious in classes of English; the same question is extended to be more specific by specializing the situation before coming to study English at University (Q3). Q4 checks if students were more active and less anxious in classes before came to study English at University, apart from classes of foreign languages. Q5 intends to evaluate students' feeling in classes of English and whether they would be more involved and less anxious when studying something other than a foreign language. Q6 is set to evaluate students' reactions to participation in the classroom. The latter includes nine suggestions arranged as follows: if they feel worried and embarrassed when participating (Q6.1); if they fear of negative evaluation on the teacher part while doing so (Q6.2); if they feel anxious because when uncertain/certain about the right answer (both Q6.3 and Q6.4); if they start to panic when they have to speak without or even with preparation (Q6.5 and Q6.6); if they are afraid of negative evaluation on the part of other students in (Q6.7), of making mistakes in Q6.8 and of appearing foolish or incompetent in Q6.9.

Section Three, entitled Test Anxiety, is made up of 21 questions, and aims to investigate the situations which cause the feelings of anxiety to students in exams. Q1 asks students if they feel worried while they take an exam. Q2 looks for the extent to which they think that other students are better than them when taking an exam. Q3 explores whether students feel confident and relaxed when they know that they will take an exam. In Q4, we asked students if they think unrelated things to the exam during taking it. In Q5, we sought to know if students feel worried when they learn that they would take an exam. Students state whether they think of failure during the exam (Q6) and feel worried about their performance after it (Q7). Additionally, Q8 comes in the form “I cannot feel confident even if I have good grades”, and is followed by Q9 which asks if students feel they would do better after the exam. Q10 elicits whether students’ emotions affect their performance negatively during the exam. In Q11, we aim to determine if second year students forget what they know during taking the exam, and in Q12, whether they feel worried when they study for it. Besides, Q13 investigates if the more students work to prepare for the exam, the more confused they get, and in Q14, whether they cannot be sure if they will succeed during the exam. Likewise, Q15 checks out if exams bother them much. Q16 examines whether second year students feel pressured by exam time limits during. Moreover, Q17 asks to which extent having bad grades makes them study less. In Q18, students express their opinions about studying more if they should not have exams at all. Q19 attempts to search if taking tests affects second year students’ performance negatively. Both Q20 and Q21 investigate subsequently if students worry about the test/exam even when they are prepared well for the test as well as when they are not prepared well.

Section Four investigates the effect of scaffolding strategies in reducing test anxiety, and consists of 11 questions. Q1 attempts to check if students feel less anxious when they prepare for the test/exam in group, followed by Q2 which investigates whether doing preparation for

the exam with more able students makes them feel less anxious. Furthermore, Q3 searches to which extent the revision supplied by the teacher before the exam makes them feel less worried. The reason behind Q4 is to inquire if the students will feel more confident and relaxed when the teacher shows them which particular items are to be included in the test. Moreover, Q5 aims to explore whether providing students with examples of the exam format puts them at ease. Q6 asks student if they feel less worried when the teacher shows them techniques of how to answer a test beforehand. Q7 investigates if students feel they can perform satisfactorily when the teacher specifies beforehand the required criteria and aspects in tests/exams. Further, Q8 reviews whether rehearsing on mock tests before official ones makes students feel more confident. Q9 checks out if second year students feel less anxious when the teacher helps them to improve upon the areas which are needed to perform well on tests/ exams. Q10 aims to examine if students feel more confident when the teacher shows them how to manage the exam time. Finally, Q11 asks students if they feel more comfortable when the teacher helps them to develop good study habits for the test/exam.

### 3.3.2. Analysis of Students Questionnaire Results

#### Section One:General Information

##### 1.1. Gender:

a. Female: .....

b. Male: .....

Table 3.1

#### *Students' Gender*

<b><u>Gender</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
a.	74	83.15
b.	15	16.85
<b>Total</b>	<b>89</b>	<b>100</b>

According to the results in the table above, the female gender dominates over the population of students by 83.15%. By contrast, we have recorded only 15 males, constituting 16.85% of the population.

### 1.2. Age:

Table 3.2

<i>Students' Age</i>		
<u>Age</u>	<u>N</u>	<u>%</u>
19	10	11.24
20	29	32.58
21	26	29.22
22	14	15.73
23	6	6.74
≥ 24	4	4.49
<b>Total</b>	<b>89</b>	<b>100</b>

The table above shows that 79 (88.76%) of the second year students are between 19 to 22 years old; particularly, the ages 20 and 21 dominate over the population sample with 32.58% for the former and 29.22%. This indicates that students belong to the same age class.

### 1.3. Average of scores during previous examinations:

Table 3.3

<i>Students' General Proficiency</i>		
<u>Average</u> <u>/20</u>	<u>N</u>	<u>%</u>
9-10	33	37.08
11-12	39	43.82
13-14	14	15.73
15	3	3.37
<b>Total</b>	<b>89</b>	<b>100</b>

We notice from the table result that 44.94% (40 students) of second year students averages are between 11 and 12, followed by 35.95% (32) students who have the average between 9 and 10. Only 3 students (3.38%) scored the average 15 which is the highest in our population sample. These results show that students belong to different levels of proficiency.

and that, at least those students who have averages ranging between 9 and 12 in the exams are prone to anxiety in the exams because they are not certain to pass the exam, being so close to failing scores.

The sample of the students surveyed, as shown by the three tables above, contains more females than males (almost 5 girls for each boy); they are generally homogeneous by age, as almost 90% of them are aged between 19 to 22 years old; and that more than 80% of them are average ability students, scoring between 9 and 12 out of 20 on previous official university examinations.

**For each question in the following sections, insert in table the number corresponding to your answer as shown below:**

**(Strongly disagree=1 Disagree=2 Neutral=3 Agree=4 Strongly agree=5)**

Table 3.4

*Scale for Measuring Test Anxiety Levels*

1	Strongly disagree	Very low anxiety level
2	Disagree	Low anxiety level
3	Neutral	Normal anxiety level
4	Agree	High anxiety level
5	Strongly agree	Very high anxiety level

**Section Two: Foreign Language Anxiety Foreign Language Classroom Anxiety**

**2.1. I don't feel comfortable when I speak with people in English**

Table 3.5

*Students' Foreign Language Anxiety*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	14	15.73
Disagree	31	34.84
Neutral	23	25.84
Strongly agree	18	20.22
Agree	3	3.37
<b>Total</b>	<b>89</b>	<b>%</b>

The above question is suggested to investigate the feelings of second year students as novice speakers of English as a foreign language. 50.56% (45 students) strongly disagree and disagree, suggesting that they feel comfortable when speaking English with people. On the other hand, 23.59% (21 students) feel embarrassed to speak in English in public. Another significant percentage of the totality of students, 25.84%, do not feel confident enough to state whether they feel comfortable or not to communicate in the medium of English.

## **2.2. I am not an active participant and I generally feel anxious in classes of English**

Table 3.6

*Students' Foreign Language Classroom Anxiety Levels at University*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	11	12.36
Disagree	32	35.95
Neutral	15	16.85
Agree	16	17.98
Strongly agree	15	16.86
<b>Total</b>	<b>89</b>	<b>100</b>

According to the data displayed in the table above, 48.31% (43) of students picture themselves as active and unafraid participants in classes of English at university. However, 34.84% (31) either agreed or strongly agreed, meaning that they do not feel comfortable enough and at ease to speak in English in the classroom.

## **2.3. I didn't use to be an active participant and I generally felt anxious in classes of English before I came to study English at university**

Table 3.7

*Students' History with Foreign Language Classroom Anxiety Levels before University*

<b>Answers</b>	<b>N</b>	<b>%</b>
Strongly disagree	26	29.21
Disagree	32	35.96
Neutral	9	10.11
Agree	16	17.98
Strongly agree	6	6.74
<b>Total</b>	<b>89</b>	<b>100</b>

58 (65.17%) of second year students disagree or strongly disagree with the statement, meaning that they used to feel active participants and not anxious in classes of English before they came to study English at university. Still, 24.72% of them (22 students) report feeling uncomfortable and not active even when they were younger or studying at lower levels. In comparison to their current levels of anxiety obtained in the previous question (34.84%), students used to feel relatively less anxious in the past because they did not have to study English only, thus had the opportunity to be active in other subjects relying on the use of the mother tongue. Now, at university, the stakes seem to be higher because they only have to study in English.

#### **2.4. I used to be more involved and less anxious in class before I came to study English at University (apart from classes of foreign languages).**

Table 3.8

*Students' History with Classroom Anxiety before Studying English at University*

<b>Answers</b>	<b>N</b>	<b>%</b>
Strongly disagree	15	16.86
Disagree	18	20.22
Neutral	19	21.35
Agree	20	22.47
Strongly agree	17	19.10
<b>Total</b>	<b>89</b>	<b>100</b>

The question above aims to investigate students' history with classroom anxiety in general, excluding their feelings in foreign languages classes, in order to see whether anxiety is part of the institutional settings of classes, part of their personality or related to their growing up. In their past, 37 students (41.57%) agreed that they used to feel involved and

comfortable in other classes than English than they do now at university. Others (33 students, 37.08%) think they are now as active as or more active than before. The number of students feeling anxious (33 students) was higher in classes not including English than in the present context (22 students, as shown in the previous question, related to foreign language anxiety), meaning that the level of anxiety is related to their personality more than it is related to learning EFL.

## **2.5. I would definitely be more involved and less anxious in class if I study something other than a foreign language (FL).**

Table 3.9

*Students' Predictions of their Classroom Anxiety Levels in Specialties other than an FL*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	30	33.70
Disagree	21	23.59
Neutral	19	21.34
Agree	14	15.73
Strongly agree	5	5.61
<b>Total</b>	<b>89</b>	<b>100</b>

This statement is tightly related to the previous one, but it is projected for future studies that do not include English. More than half the students 51 (57.29%) strongly disagree or disagree with the suggestion which claims that studying another specialty in the future will make them more involved and reduce their anxiety; therefore, they definitely would have the same feelings that they have now in other instructional contexts. Furthermore, 19 of them (21.34%) confirmed the results obtained in the previous questions that linked anxiety to the study of an FL, meaning that they will feel less anxious in studying other specialties.

## **2.6. When I participate in the classroom:**

### **2.6.1. I feel worried and embarrassed**

Table 3.10

*Students' Anxiety in Classroom Participation*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	28	31.46
Disagree	23	25.84
Neutral	16	17.96
Agree	20	22.74
Strongly agree	2	2.24
<b>Total</b>	<b>89</b>	<b>100</b>

This question is formulated to investigate students' reactions during participation. Accordingly, we notice that the highest percentage of students 57.30% (51 students) hold that they do not feel anxious, embarrassed or worried when participating in the classroom while 22 (24.98%) selected the choices agree and strongly agree. Hence, almost the same number of students as in the previous questions revealed that they suffer negative feelings of anxiety in classroom participation.

**2.6.2. I fear negative evaluation on the part of the teacher**

Table 3.11

*Students' Anxiety about Teacher Negative Evaluation*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	19	21.34
Disagree	26	29.21
Neutral	15	16.85
Agree	23	25.84
Strongly agree	6	6.74
<b>Total</b>	<b>89</b>	<b>100</b>

The aim of this question is to show the impact of evaluation on students' participation in the classroom. 45 students (50.55%) confirm that they do not fear negative evaluation on the part of the teacher; therefore, they participate comfortably. However, 29 (32.58%) students do fear the teacher's negative evaluation.

**6.3. I feel anxious if I am uncertain about the right answer**

Table 3.12

*Students' Anxiety when Uncertain about the Right Answer*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	12	13.48
Disagree	11	12.36
Neutral	17	19.10
Agree	40	44.95
Strongly agree	9	10.11
<b>Total</b>	<b>89</b>	<b>100</b>

Fear of making errors and giving the wrong answers may affect the students' participation in the classroom negatively because 55.06% (49) students confirm this claim, holding that they feel anxious if they are uncertain about the right answer. 23 students constituting 25.84% of all students do not feel anxious even when they are uncertain about the correct answer.

**6.4. I feel anxious even if I am certain about the right answer**

Table 3.13

*Students' Anxiety when Certain about the Right Answer*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	24	26.96
Disagree	23	25.84
Neutral	17	19.10
Agree	17	19.10
Strongly agree	8	8.99
<b>Total</b>	<b>89</b>	<b>100</b>

This statement is suggested to confirm the results obtained in the previous question in which more than half the students held they feel anxious to participate when they are uncertain about the right answer. The table above shows that the majority of population sample 47 (52.70%) students strongly disagree and disagree that is, they do not feel anxious if they are certain about the right answer. However, 25 (28.09%) agree that they feel anxious even if they are certain about the right answer; it is approximately half the number of students

who feel anxious when they are uncertain about the answer (49 students in the previous question), meaning that uncertainty is an anxiety-provoking factor for students.

### 6.5. I start to panic when I have to speak without preparation

Table 3.14

*Students' Anxiety about Speaking without Preparation*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	11	12.36
Disagree	20	22.47
Neutral	14	15.73
Agree	27	30.34
Strongly disagree	17	19.10
<b>Total</b>	<b>89</b>	<b>100</b>

The aim of this suggestion and the next one is to show the effect of preparation on anxiety. The results show that almost half the students (49.44 %) claim that they feel panicky when they have to speak without preparation. On the other hand, 31 (34.83%) disagree and strongly disagree with the statement.

### 6.6. I start to panic even when I have prepared what to say

Table 3.15

*Students' Anxiety in Pre-Prepared Speech*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	20	22.47
Disagree	28	31.46
Neutral	13	14.61
Agree	17	19.10
Strongly agree	11	12.36
<b>Total</b>	<b>89</b>	<b>100</b>

48 (53.93%) of students disagree about the suggestion that they feel panicky even when they prepared what to say. Still, 28 (31.46%) agree that they feel anxious even when they have prepared what to say. Accordingly, preparing what to say before participating plays an important role in reducing students' anxiety in the FL classes (28 here, and 44 in unprepared speaking situations).

### 6.7. I fear negative evaluation on the part of other students

Table 3.16

#### *Students' Anxiety about Peer Negative Evaluation*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	24	26.97
Disagree	24	26.97
Neutral	15	16.85
Agree	21	23.60
Strongly agree	5	5.61
<b>Total</b>	<b>89</b>	<b>100</b>

26 (29.21%) students agree and strongly agree that they fear negative evaluation on the part of other students when they participate in the classroom. Both strongly disagree and disagree options dominated over the students' answers by 53.94 % (48). This means that, second year students are not generally affected by peer negative evaluation. Both peer and teacher negative evaluation contribute in making almost a third of the students anxious (29.21% and 32.58%, respectively). On the other hand, almost half the students are not made anxious by peers and teacher evaluation (50.55% and 53.94%).

### 6.8. I am afraid of making mistakes

Table 3.17

#### *Students' Anxiety about Making Mistakes*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	16	17.98
Disagree	16	17.98
Neutral	10	11.23
Agree	32	35.96
Strongly agree	15	16.85
<b>Total</b>	<b>89</b>	<b>100</b>

47 (52.81%) students from the whole population sample agree that they feel afraid of making mistakes during participating in the classroom. Moreover, 32 (35.96%) strongly disagree and disagree that mistakes make them anxious.

In relation to the previous questions, fear of making mistakes can be either because students are uncertain about the right answer (55.06% or they have to speak without preparation (49.44 %).

### 6.9. I am afraid of appearing foolish or incompetent

Table 3.18

*Students' Anxiety about Appearing Foolish or Incompetent*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	15	16.85
Disagree	18	20.23
Neutral	15	16.58
Agree	32	35.96
Strongly agree	9	10.11
<b>Total</b>	<b>89</b>	<b>100</b>

The table above illustrates that 41 (46.07%) agree that they afraid of appearing foolish and incompetent when participating in the classroom; such feeling is related to the fear of making mistakes. While 33 students (37.08 %) do not experience such feelings.

In conclusion to Section Two, more second year students do not feel anxious than those who do with regard to speaking English in public(50.56%), in the classroom (48.31%), in the past (65.17%) or in future instructional situations not involving English (57.29%). Similarly, almost the same number of students (57.30%) do not experience any feeling of anxiety or embarrassment in classroom participation because they do not fear negative evaluation on both teacher (50.55%) and peers parts (52.70%) or when they are certain about the right answer, when prepared (53.93%).On the other hand, more students feel anxious than those who do not when uncertain about the right answer (55.06%), when unprepared (49.44%), when they fear to makemistakes (52.81%) and appearing foolish or incompetent (46.07%), as a result.

## Section Three: Test Anxiety

### 3.1. I worry while I am taking a test/exam.

Table 3.19

*Students' Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	14	15.73
Disagree	9	10.11
Neutral	17	19.10
Agree	33	37.08
Strongly agree	16	17.98
<b>Total</b>	<b>89</b>	<b>100</b>

The above table shows that 55.06% (49) of students feel worried while taking a test. However, 23 students (25.84%) from the whole population do not get anxious during the exam.

### 3.2. While taking a test/exam, I am thinking that other students are better than I am.

Table 3.20

*Students' Worry about Outperformance by Peers in Tests*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	26	29.21
Disagree	24	26.97
Neutral	11	12.35
Agree	21	23.60
Strongly agree	7	7.88
<b>Total</b>	<b>89</b>	<b>100</b>

56.18% of the students strongly disagree and disagree with the possibility that comparing themselves to peers and fearing to be outperformed causes anxiety for them in exams. Almost a third of the students (31.48%) have such feelings, however.

### 3.3. When I know that I will take a test/exam, I do not feel confident and relaxed.

Table 3.21

*Students' Confidence before Tests*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	13	14.61
Disagree	26	29.21
Neutral	20	22.27
Agree	24	26.97
Strongly agree	6	6.74
<b>Total</b>	<b>89</b>	<b>100</b>

39 students (43.82%) disagree and strongly disagree that they feel unconfident and tense when they know about taking an exam, while 30 of them (33.71%) agree the statement. This result shows us that anxiety about coming tests (33.71%) varies from one student to another and that students' anxiety of the exam is more noticeable during the exam (55.06% of students feel worried while taking a test).

### 3.4. During the test/exam, I am thinking unrelated things about it.

Table 3.22

*Students' Thinking of Unrelated Things during Tests*

<u>Answer</u>	<u>N</u>	<u>%</u>
Strongly disagree	13	14.60
Disagree	22	24.71
Neutral	18	20.24
Agree	29	32.58
Strongly agree	7	7.86
<b>Total</b>	<b>89</b>	<b>100</b>

The aim of this question is to explore whether students concentrate fully on the exams when they take them. Students were divided between those who think of unrelated things (39.31%) and those who are not affected by unrelated thoughts (40.44%). Not focusing on the exam paper characterizes anxious students.

### 3.5. I feel worried when I learn that I would take a test/exam.

Table 3.23

*Students Anxiety Feelings before Tests*

<u>Answer</u>	<u>N</u>	<u>%</u>
Strongly disagree	13	14.60
Disagree	9	10.12
Neutral	20	22.48
Agree	37	41.57
Strongly agree	10	11.23
<b>Total</b>	<b>89</b>	<b>100</b>

52.8 % (74) agree and strongly agree that they feel worried when learning that they would take a test while 24.72 % (28) are between strongly disagree and disagree. Thus, second year

students feel anxious when they take tests and learned about taking it rather than when they know about taking it.

### 3.6. During the test/exam, I think I will fail.

Table 3. 24

#### *Students' Fear of Failure Feelings*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	12	13.48
Disagree	29	32.58
Neutral	17	19.11
Agree	24	26.96
Strongly agree	7	7.87
<b>Total</b>	<b>89</b>	<b>100</b>

This question aims to check out whether fear of failure is a factor behind feeling of anxiety is exam. The above table shows us 41 (46.06 %) students disagree and strongly disagree that during the exam they think of failure, while 31 (32.82%) agree and strongly agree with the suggestion.

### 3.7. After the test/exam, I feel worried about my performance.

Table 3.25

#### *Students' Anxiety about their Performance after Taking Tests*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	15	16.85
Disagree	8	8.99
Neutral	20	22.47
Agree	30	33.71
Strongly agree	16	17.97
<b>Total</b>	<b>89</b>	<b>100</b>

46 students (51.68%) agree and strongly agree that they feel worried about their performance after the exam. However, 23 students (24. 84%) strongly disagree and disagree. This result indicates that students fear more about their performance in the test rather than failure (46.06% of students are disagree and strongly disagree that during the exam they think of failure).

**3.8. I cannot feel confident even if I have good grades.**

Table 3.26

*Students' Self-Confidence after Good Performance in Tests*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	28	31.46
Disagree	28	31.46
Neutral	13	14.61
Agree	14	15.73
Strongly agree	6	6.74
<b>Total</b>	<b>89</b>	<b>100</b>

The table above shows that the majority of the sample, 56 students (62.92%), strongly disagree and disagree about not feeling confident even they get good grades. While 20 students (22.47%) agree and strongly agree.

**3.9. After the test/exam, I feel I would do better.**

Table 3.27

*Students' Self-Confidence in their Performance in Tests*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	6	6.74
Disagree	21	23.60
Neutral	17	19.10
Agree	37	41.57
Strongly agree	8	8.99
<b>Total</b>	<b>89</b>	<b>100</b>

The highest percentage 50.56% of students agree and strongly agree with the statement that they are not satisfied and confident with their performance on the test. However, 30.34% of them disagree and strongly disagree, meaning that they have nothing or little to regret about their performance.

**3.10. During the test/exam, my emotions affect my performance negatively.**

Table 3.28

*The Effect of Students' Emotions on their Performance*

<b><u>Answers</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	11	12.36
Disagree	23	25.84
Neutral	17	19.10
Agree	22	24.72
Strongly agree	16	17.98
<b>Total</b>	<b>89</b>	<b>100</b>

The question above sheds light on students' emotionality in tests. Students are divided between those who agree and strongly agree that during the test/exam, their emotions affect their performance negatively 34 (38.2%) and those who do not, 38 students (42.7 %).

**3.11. During the test/exam, I forget what I know.**

Table 3. 29

*Students Forgetting during the Exam*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	9	10.11
Disagree	19	21.34
Neutral	28	31.46
Agree	25	28.08
Strongly agree	8	8.98
<b>Total</b>	<b>89</b>	<b>100</b>

33 students (37.06%) show that they have memory struggles as one of the issues that may face especially during exam time while 28 (31.45%) disagree that they forget what they know during the exam. Second year students may suffer from forgetting in exam because during the exam they think unrelated things about it, as shown previously.

**3.12. I feel worried when I study for a test/exam.**

Table 3.30

*Student's Anxiety when Studying for a Test*

<u>Answer</u>	<u>N</u>	<u>%</u>
Strongly disagree	14	15.73
Disagree	15	16.85
Neutral	20	22.47
Agree	34	38.20
Strongly agree	6	6.75
<b>Total</b>	<b>89</b>	<b>100</b>

The table above shows us that the majority of students 40(44.95%) answer that they feel worry when they study for the exam. On other hand, some of them 29 (32.58 %) strongly disagree and disagree. This result implies that students test anxiety may start when they are studying for the exam.

**3.13. The more I work to prepare for the test/exam, the more confused I get.**

Table 3.31

*The Effect of Good Preparation on Students Test Anxiety*

<u>Answer</u>	<u>N</u>	<u>%</u>
Strongly disagree	21	23.60
Disagree	22	24.72
Neutral	16	17.98
Agree	18	20.22
Strongly agree	12	13.48
<b>Total</b>	<b>89</b>	<b>100</b>

43(48.32%) students disagree and strongly disagree with the situation which claims that the more work they prepare for the exam, the more they get confused. However, 30 (23.70%) of them have such negative feelings.

**3.14. During the test/exam, I cannot be sure if I will succeed.**

Table 3.32

*Students' Confidence about Success during the Test/Exam*

<u>Answer</u>	<u>N</u>	<u>%</u>
Strongly disagree	18	20.22
Disagree	20	22.47
Neutral	21	23.60
Agree	20	22.47

Strongly agree	10	11.24
<b>Total</b>	<b>89</b>	<b>100</b>

38 (42.68%) students disagree and strongly disagree that during the exam they cannot be confident about success, and 30 (33.71%) do. This statement is tightly related to the statement that students think of failure during the exam (32.82% of students feel they would fail in question 3.6).

### 3.15. Tests/exams bother me much

Table 3.33

#### *Students' Feelings of Disturbance about Tests*

<b>Answer</b>	<b>N</b>	<b>%</b>
Strongly disagree	9	10.11
Disagree	18	20.22
Neutral	24	26.97
Agree	22	24.72
Strongly agree	16	17.98
<b>Total</b>	<b>89</b>	<b>100</b>

The situation suggested above aims to investigate the extent to which students feel disturbed or agitated exams. 38(42.7%) agree and strongly agree that exams bother them much and 27 (30.33%) feel minimally disturbed by exams.

### 3.16. I feel pressured by time limits during the test/exam.

Table 3.34

#### *Students' Anxiety and Testing Time Limits.*

<b>Answer</b>	<b>N</b>	<b>%</b>
Strongly disagree	5	5.62
Disagree	15	16.85
Neutral	15	16.85
Agree	26	29.22
Strongly agree	28	31.46
<b>Total</b>	<b>89</b>	<b>100</b>

The majority of students 54 (60.67%) agree and strongly agree that they feel pressured by time limits during the exam, meaning that time limits is a major cause of the emotions of

anxiety for students. 20 students (22.47%), on the other hand, feel that exam time constraints do not pose a problem for them.

### 3.17. When I have bad grades, I study less.

Table 3.35

#### *The Effect of Bad Grades on Students' Study Habits*

<u>Answer</u>	<u>N</u>	<u>%</u>
Strongly disagree	25	28.09
Disagree	23	25.84
Neutral	18	20.22
Strongly Agree	16	17.98
Agree	7	7.87
<b>Total</b>	<b>89</b>	<b>100</b>

48 students (53.93%) believe that bad grades do not affect their motivation in studies. However, 23 students (25.58%) agree and strongly agree that such a situation is really demotivating.

### 3.18. I would learn more if I should not have tests/exams.

Table 3.36

#### *The Effect of the Absence of Tests on Students Learning*

<u>Answer</u>	<u>N</u>	<u>%</u>
Strongly disagree	15	16.85
Disagree	21	23.60
Neutral	16	17.98
Agree	22	24.72
Strongly agree	15	16.85
<b>Total</b>	<b>89</b>	<b>100</b>

The aim of this question is to investigate how a situation where there are no exams affects students' learning. The results shown in the above table indicate that students are divided on the matter with 37 students (41.57%) agreeing that exams make them learning more and 36 (40.45%) disagreeing, meaning that they would study less in the absence of exams.

**3.19. Tests affect my performance negatively.**

Table 3.37

*The Effect of Tests on Students' Performance*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	15	16.85
Disagree	24	26.97
Neutral	18	20.22
Agree	24	26.97
Strongly agree	8	8.90
<b>Total</b>	<b>89</b>	<b>100</b>

The table above shows us that 43.82% disagree and strongly disagree that exams affect their performance negatively and 35.87% of them agree to the suggestion. This result supports previous findings that the effects of the exam on students' performance continue even after it because students feel worried about their performance (51.68% in item 3.7 and 38.2 in item 3.10).

**3.20. I worry about the test/exam even when I am prepared well.**

Table 3. 38

*Students' Test Anxiety when Well-Prepared*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	24	26.97
disagree	16	17.97
Neutral	11	12.36
Agree	25	28.09
Strongly agree	13	14.61
<b>Total</b>	<b>89</b>	<b>100</b>

The suggested statement aims to investigate whether preparation stands as a factor behind students test anxiety. The results above illustrate that the highest percentage (44.94%) of our population sample disagree and strongly disagree, meaning that good preparation relieves their anxiety. On the other hand, 38 students (42.70%) strongly agree and agree that they feel worried about taking the exam even when they are prepared well.

**3.21. I worry about the test/exam when I am not prepared well.**

Table 3. 39

*Students' Test Anxiety when not Well-Prepared*

<b>Answer</b>	<b>N</b>	<b>%</b>
Strongly disagree	12	13.48
Disagree	14	15.73
Neutral	9	10.11
Agree	30	33.71
Strongly agree	24	26.97
<b>Total</b>	<b>89</b>	<b>100</b>

The majority of students, 54(60.68%), agree and strongly agree that they feel worried about the exam when they are not well prepared. This result can be confirmed by the previous statement in which the majority of students stated that they do not feel anxious when being well-prepared, suggesting that preparation is a source of anxiety in exam. On the other hand, 26 students representing 24.21% of the sample still think that not preparing well does not lead them to become anxious, reflecting rather an indifferent attitude.

In conclusion to the third section, we can notice anxiety operating at three stages of the exam: before, during and after. In the period preceding the exams, the majority of students (52.8%) feel anxious they learn about taking an exam, 44.95% when they are studying for it and 42.7% feeling much bothered by tests. During the test time, 55.06% of second year students experience the feelings of anxiety, 40.44% of them think about unrelated things, 37.06% report forgetting what they know, 42.7% declare that their emotions affect their performance negatively. After taking exams, 51.68% of the students feel worried about their performance, 50.56% think that they would do better.

As regard the potential causes of exam anxiety, 60.68% of the sample assert that time limits during the test make them feel pressured, 53.93% point out that getting bad grades makes them study less and 60.68% feel more worry about the test when they are not well prepared.

#### **Section Four: Scaffolding Strategies for Relieving or Overcoming Test Anxiety**

The scale used here is the same adopted with the previous questions. It has the opposite interpretation, however. Here, students express their agreement about whether the suggested scaffolding strategies reduce or stop feelings of anxiety. Hence, the table below:

Table 3.40

*Scale for the Impact of Scaffolding Strategies in Reducing Test Anxiety*

5	Strongly disagree	Very high anxiety level
4	Disagree	High anxiety level
3	Neutral	Normal anxiety level
2	Agree	Low anxiety level
1	Strongly agree	Very low anxiety level

**4.1. I feel less anxious when I prepare for the test/ exam in a group.**

Table 3.41

*The Effect of Preparation in Group on Students' Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	11	12.36
Disagree	19	21.35
Neutral	12	13.48
Agree	30	33.71
Strongly agree	17	19.10
<b>Total</b>	<b>89</b>	<b>100</b>

The highest percentage of students 47 (52.81%) find that studying in group reduces test anxiety. However 30 (33.71%) disagree and strongly disagree. This question aims to shed light on the role of collaborative work in reducing test anxiety of students.

**4.2. I feel less anxious if I prepare for a test/exam with more able students.**

Table 3.42

*The Effect of Preparation with More Able Students on Students Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	6	6.74
Disagree	21	23.60
Neutral	14	15.73
Agree	26	29.21
Strongly agree	22	24.72
<b>Total</b>	<b>89</b>	<b>100</b>

The results show that 53.84% of our population sample agree that studying with more able students makes students less anxious. The others (30.34%) disagree and strongly disagree. Hence, mixed-ability group preparation helps in reducing students' feelings of anxiety in exams.

**4.3. I feel less worried if the teacher supplies a revision before the test/ exam**

Table 3.43

*The Effect of Test Revision by Teacher on students' Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	7	7.86
disagree	24	26.96
Neutral	10	11.23
Agree	28	31.46
Strongly agree	20	22.47
<b>Total</b>	<b>89</b>	<b>100</b>

The table above shows that 48 students (53.93%) consider that revision carried out by the teacher before exam a good strategy to reduce their test anxiety. 31 students (34.82%) do not see revision as very effective in relieving their anxiety.

**4.4. I feel confident and relaxed when the teacher shows me which particular items are to be included in the test/ exam**

Table 3.44

*The effect of Defining the Exam Scope on Students' Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	4	4.49
Disagree	5	5.62
Neutral	8	8.99
Agree	37	41.57
Strongly agree	35	39.33
<b>Total</b>	<b>89</b>	<b>100</b>

The results obtained above indicate that the majority of students (62 students or 80.9%) claim that they feel confident and relaxed when the teacher shows them which particular items are to be included in the test/ exam. Only 9 students (10. 11%) disagree and strongly disagree meaning that they would feel the same, anxious or not, when the exam scope has been defined by the teacher.

**4.5. I feel more at ease when the teacher supplies examples of how the test/ exam will be.**

Table 3.45

*The effect of Supplying Illustrations of the Exam on Students' Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	2	2.25
disagree	16	17.98
Neutral	10	11.24
Agree	29	32.58
Strongly agree	32	35.95
<b>Total</b>	<b>89</b>	<b>100</b>

61students (68.53%) agree and strongly agree thatwhen provided with examples of the type of questions to be encountered in the exam, they feel more at ease. The other 18 (21 .23%) disagree and strongly disagree.

**4.6. I feel less worried when the teacher shows me beforehand techniques of how to answer a test/exam.**

Table 3.46

*The Effect of Demonstrating Exam Taking Techniques on Students' Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	7	7.86
Disagree	7	7.86
Neutral	16	17.98
Agree	29	32.58
Strongly agree	30	33.71
<b>Total</b>	<b>89</b>	<b>100</b>

The table above illustrates that the highest percentage of the sample, 59 students (66.29%), agree that they feel less worried when the teacher shows them beforehand techniques of how to answer a test/exam. However 14 (15.72%) disagree and strongly disagree.

#### **4.7. I feel I can perform satisfactorily when the teacher specifies beforehand the required criteria and aspects in tests/exams**

Table 3.47

*The Effect of Specifying Required Criteria for Answers on Students' Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	7	7.87
Disagree	14	15.73
Neutral	20	22.47
Agree	30	33.71
Strongly agree	18	20.22
<b>Total</b>	<b>89</b>	<b>100</b>

53.93% agree and strongly agree that they would feel less worried about future exams and that they would perform satisfactorily if the teacher specified beforehand the required criteria and aspects in tests/exams. 23.40% of students, however, do not think that this would be helpful.

#### **4.8. I feel more confident when I rehearse on mock tests before official ones**

Table 3.48

*The Effect of Mock Tests on Students' Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	14	15.73
Disagree	13	14.61
Neutral	9	10.11
Agree	37	41.57
Strongly agree	16	17.98
<b>Total</b>	<b>89</b>	<b>100</b>

The table above shows us that 53 students(59.55%) agree that mock tests make them confident before the official exams. Others, 27 (30.34%), disagree and strongly disagree on mock exams usefulness.

**4.9. I feel less anxious when the teacher helps me to improve upon the areas which are needed to perform well on tests/ exams**

Table 3.49

*The Effect of Assisting Students in Problematic Areas on their Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	7	7.87
Disagree	11	12.36
Neutral	15	16.85
Agree	31	34.83
Strongly agree	25	28.09
<b>Total</b>	<b>89</b>	<b>100</b>

The table above sheds light on the importance of helping students to improve and develop the areas needed to perform well on test. Accordingly, the highest percentage of students, 62.92% representing 56 of the sample, agree and strongly agree with the suggestion. 18 students (20.23%) do not find such help given by the teacher anxiety relieving.

**4.10. I feel more confident when the teacher shows me how to manage the exam time.**

Table 3.50

*The Effect of Training Students in Exam Time Management the on their Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	7	7.87
Disagree	15	16.85
Neutral	13	14.60
Agree	29	32.59
Strongly agree	25	28.09
<b>Total</b>	<b>89</b>	<b>100</b>

The results represented in the above table show that 54 students (60.67%) feel more confident when the teacher shows them how to manage the exam time. On the other hand, some of them 22 (24.32%) disagree and strongly disagree, meaning that teacher scaffolding will not change the way they feel about exams. The high number of students who stated their need for assistance in managing exam time corresponds perfectly to those who reported feeling pressured by time limits during the exam (54 students representing 60.67% of the sample in item 3.16)

### **3.11. I feel more comfortable when the teacher helps me to develop good study habits for the test/exam.**

Table 3.51

*The Effect of Developing Good Study Habits on Students Test Anxiety*

<b><u>Answer</u></b>	<b><u>N</u></b>	<b><u>%</u></b>
Strongly disagree	4	4.49
Disagree	13	14.61
Neutral	13	14.61
Agree	31	34.83
Strongly agree	28	31.46
<b>Total</b>	<b>89</b>	<b>100</b>

59 students (65.29%) agree and strongly agree that they would feel more comfortable when the teacher helps them to develop good study habits for the test/exam. However others 17 (19.10%) disagree and strongly disagree because they do not see that very beneficial.

According to the results obtained in this section, we can notice clearly that the majority (59.87 %) of second year students agree that all the suggested scaffolding strategies reduce their emotions of anxiety in exams. However, some scaffolding strategies are considered more effective and helpful than others; the technique used by the teacher to students which items are to be included in the exam was selected by 80.9% of the students; second, providing examples of how the test will be, by 68.53%; third, providing techniques of how to answer questions in the exam is selected by 66.29% of students. Fifth, helping students to develop good study habits is selected by 65.29% of them. In the sixth and seventh places came the techniques of training in exam time management and rehearsing on mock tests, selected by 62.29% and 59.55% of the students, respectively. The remaining techniques are also identified as helpful by slightly more than half the students: providing revision on the eve of the exam, showing the scope of the exam, studying for the exam with more able peers and revising in groups.

### **3.4. Overall Analysis of Results**

As we mentioned before, this study aims at determining the level of test anxiety in second year students of English at Mohammed Seddik Ben Yahia University, Jijel. It also aims to find out the most anxiety provoking factors and whether test anxiety is related to students' characteristics in terms of gender, age and general proficiency. Another aim is to find out whether test anxiety is related to foreign language anxiety (FLA) and foreign language classroom anxiety (FLCA). Last, the effect of some suggested investigated to see whether they can scaffold students by reducing their test anxiety, or the scaffolded test anxiety.

In order to calculate and interpret test anxiety levels, based on the scores for each question given in tables, the following method suggested by Driscoll (2004, p.5) is adapted. Accordingly, the anxiety scores (FLA score, FLCA score, test anxiety score, and scaffolded Test anxiety score) are established by:

- Calculating the sum of the questions in each category
- Dividing the sum by number of the questions in each category to obtain an individual's Anxiety score
- Dividing the sum of individuals' Anxiety scores by their number to obtain the sample's Anxiety score.

Subsequently, the interpretation of these scores proceeds as follows:

- 1.0—1.9 means 'comfortably low Anxiety'
- 2.0—2.4 means 'normal or average Anxiety'
- 2.5—2.9 means 'high normal Anxiety'
- 3.0—3.4 means 'moderately high Anxiety'
- 3.5—3.9 means 'high Anxiety'
- 4.0—5.0 means 'extremely high Anxiety'

However for interpreting Scaffolded anxiety, in section four the scale needs to be inverted because questions in this part ask whether students agree that scaffolding strategies relieve their feeling of anxiety in tests. Thus, when they answer 'strongly agree', this means that they have 'comfortably low anxiety', and when they strongly disagree, this means that they have 'extremely high anxiety'. The whole scale for interpreting Scaffolded Anxiety is illustrated below:

- 1.0—1.9 means 'extremely high Anxiety'
- 2.0—2.4 means 'high Anxiety'
- 2.5—2.9 means 'moderately high Anxiety'
- 3.0—3.4 means 'high normal Anxiety'
- 3.5—3.9 means 'normal or average Anxiety'
- 4.0—5.0 means 'comfortably low Anxiety'

### **3.4.1. Students Test Anxiety Level**

Table 3.52

*Students' Test Anxiety Scores*

<b>Students</b>	<b>Test Score</b>	<b>Anxiety</b>	<b>Students</b>	<b>Test Score</b>	<b>Anxiety</b>	<b>Students</b>	<b>Test Anxiety Score</b>
S1	4.09		S31	3.38		S61	2.42
S2	3.23		S32	4		S62	4.23
S3	3.09		S33	3.38		S63	3.14
S4	2.66		S34	2.9		S64	3.14
S5	2.19		S35	3.09		S65	2.85
S6	2.19		S36	3.04		S66	3.42
S7	1.23		S37	3.47		S67	2.38
S8	2.71		S38	3.57		S68	3.19
S9	3.04		S39	3.52		S69	3.09
S10	2.75		S40	2.5		S70	3.14
S11	3.57		S41	3.14		S71	2.9
S12	3.42		S42	3.09		S72	3
S13	3.09		S43	3.19		S73	2.8
S14	3.28		S44	2.9		S74	3.09
S15	1.76		S45	3.33		S75	3.47
S16	3.28		S46	3.04		S76	3.09
S17	2.42		S47	3.66		S77	2.76
S18	2.25		S48	2.85		S78	2.19
S19	3.33		S49	3.33		S79	2.76
S20	3.04		S50	2.9		S80	2.8
S21	3.33		S51	2.52		S81	3.14
S22	2.90		S52	2.57		S82	2.33
S23	3.04		S53	3		S83	2.57
S24	3		S54	3.38		S84	3.14
S25	2.85		S55	3.19		S85	3.42
S26	3.14		S56	3.19		S86	2.42
S27	2.85		S57	2.51		S87	3.28
S28	1.85		S58	3		S88	3.23
S29	3.14		S59	2.84		S89	3.09
S30	3.28		S60	2			
<b>Mean</b>	<b>2.98</b>						

The table above presents the test anxiety levels of the whole sample, in which the level of test anxiety for the whole sample of second year students is 2.98, meaning that they have high normal test anxiety.

Table 3.53

*Categories of Students' Test Anxiety*

Score Ranges	N	%
1.0—1.9	03	03.37
2.0—2.4	10	11.24
2.5—2.9	22	24.72
3.0—3.4	47	52.81
3.5—3.9	04	04.49
4.0—5.0	03	03.37
<b>Total</b>	<b>89</b>	<b>100</b>

The results obtained from the test anxiety scale adopted indicate that over half the number of students (52.81%) have moderately high test anxiety, 22 students (24.72%) have high normal test anxiety. 13 of students (14.61%) have comfortably low or normal average test anxiety while 07 of them have either high or extremely high test anxiety (07.86%).

### 3.4.2. The Most Test Anxiety Provoking Factors

Table 3.54

*Classification of Test Anxiety Provoking Factors*

Items	Mean Score of Students	Test Anxiety Level
Q1	3,05	Moderately high anxiety
Q2	2,53	High normal anxiety
Q3	2,87	High normal anxiety
Q4	2,97	High normal anxiety
Q5	3,22	Moderately high anxiety
Q6	2,87	High normal anxiety
Q7	3,14	Moderately high anxiety
Q8	2,34	Normal or average anxiety
Q9	3,28	Moderately high anxiety
Q10	3,11	Moderately high anxiety
Q11	3,07	Moderately high anxiety
Q12	3,04	Moderately high anxiety
Q13	2,70	High normal anxiety
Q14	2,83	High normal anxiety
Q15	3,23	Moderately high anxiety
Q16	3,67	High anxiety'
Q17	2,70	High normal anxiety
Q18	2,56	High normal anxiety
Q19	2,85	High normal anxiety
Q20	2,67	High normal anxiety
Q21	3,44	Moderately high anxiety

According to the table above, Q16, which points out to the pressure caused by time limits in the exam, is the factor that causes the highest levels of anxiety for students. On the opposite side, Q8 relating lack of self-confidence to good grades is not identified by students as a factor that causes anxiety; this means that when student obtain bad grades, this helps them to get rid of debilitating anxiety. Nine other items are classified second according to the moderately high level of anxiety they provoke; these are related to the fact of knowing about or having the test itself, worrying about performance after the exam, believing that better performance in future exams, distracting emotions, forgetting, studying for the exam, bad grades and worrying even when well-prepared for the exam. Ten other factors are believed to cause high normal levels of anxiety.

### 3.4.3. Relationship between Test Anxiety, Gender, Age, General Proficiency

The first section in the Students Test provided general information about the informants in terms of gender, age and general proficiency to investigate whether they are related to test anxiety.

#### 3.4.3.1. Test Anxiety and Gender

In case of gender, the level of test anxiety of male students is 2.82 and that of female students is 3.01. This means that males have normal high test anxiety while females have moderately high test anxiety. Therefore, we can say that gender has an impact on the level of students' test anxiety in that females are more affected by test anxiety than males.

#### 3.4.3.2. Test Anxiety and Age

Table 3.55

*The Relationship between Test Anxiety and Age*

<u>Age</u>	<u>Level of test anxiety</u>
19	2.79
20	2.98
21	2.95
22	3.11

23	3.04
≥24	2.33

Concerning age, after analyzing the test results, we conclude that test anxiety is somewhat related to age. Three categories of age-related anxiety can be distinguished. The most obvious category is related to the oldest students, those aged 24 years old and more, who reported having normal or average anxiety. The second category is related to ages 19, 20 and 21 who are characterised by high normal anxiety; while the third category is made up of students aged 22 and 23 three years old who have higher levels of anxiety than other students, and classified as moderately high anxiety.

### 3.4.3.3. Test Anxiety and General Proficiency

Table 3.56

*The relationship between test anxiety and general proficiency*

<u>General proficiency</u>	<u>Level of test anxiety</u>
From 9 to 10	3.08
From 11 to 12	2.96
From 13 to 14	2.81
≥15	2.96

Students who have averages between 9-10, or low ability students, experience the highest level of test anxiety in our population (3.08), classified as moderately high anxiety. Other more able students have high normal anxiety. It is worth to note that the most proficient students are not essentially the lowest in the test anxiety scale; in fact they experience similar levels of anxiety to above-average students and slightly higher than students who have exam grades between 13 and 14.

### 3.4.3. Test Anxiety Relationship to Foreign Language Anxiety and Foreign Language Classroom Anxiety

The third point in our discussion is devoted to check out how test anxiety is related to foreign language anxiety (FLA), in general, and to foreign language classroom anxiety (FLCA), in particular.

**3.4.3.1. Relationship between Test Anxiety and Foreign Language Anxiety**

Table 3.57

*Students Foreign Language Anxiety Scores*

<b>Students</b>	<b>FLA Score</b>	<b>Students</b>	<b>FLA Score</b>	<b>Students</b>	<b>FLA Score</b>
S1	3	S31	4	S61	3
S2	4	S32	4	S62	2
S3	3	S33	2	S63	4
S4	4	S34	4	S64	4
S5	1	S35	2	S65	1
S6	2	S36	3	S66	3
S7	2	S37	2	S67	2
S8	3	S38	3	S68	2
S9	2	S39	3	S69	5
S10	1	S40	1	S70	3
S11	3	S41	1	S71	2
S12	3	S42	3	S72	2
S13	5	S43	4	S73	2
S14	2	S44	2	S74	2
S15	1	S45	4	S75	2
S16	4	S46	2	S76	2
S17	4	S47	1	S77	1
S18	3	S48	3	S78	3
S19	1	S49	3	S79	3
S20	3	S50	3	S80	2
S21	4	S51	2	S81	2
S22	2	S52	4	S82	2
S23	3	S53	1	S83	5
S24	4	S54	1	S84	3
S25	2	S55	2	S85	4
S26	4	S56	2	S86	2
S27	2	S57	2	S87	4
S28	1	S58	2	S88	4
S29	4	S59	1	S89	3
S30	3	S60	3		
<b>Mean</b>	<b>2.65</b>				

As can be seen in the table above, the level of FLA counted on the basis of one item in the students test, '2.1. I don't feel comfortable when I speak with people in English', is high normal (2.65). It is less than the test anxiety level (2.98), which suggests that though they are situated on the same level, students experience more anxiety in tests than in ordinary language use situations.

Table 3.58

*Categories of Students' Foreign Language Anxiety*

Score Ranges	N	%
1	13	14.60
2	30	33.71
3	24	26.97
4	19	21.35
5	3	3.37
<b>Total</b>	<b>89</b>	<b>100</b>

FLA is calculated on the basis of one question in Section Two. In the sample of students, 43 students (48.31%) report having very low and normal FLA levels, 24 students (26.97%) have moderately high FLA, a number of students (51.68%) have high levels of anxiety: 26.97% are moderately highly anxious, 21.35% highly anxious and 3.37% being extremely anxious when they have to speak in English in public.

#### 3.4.4.2. Relationship between Test Anxiety and Foreign Language Classroom Anxiety

As in the previous questions, this section aims at finding out whether students feel more anxious in tests than in ordinary classroom learning situation or whether test anxiety is related somehow to foreign language classroom anxiety.

Table 3.59

*Students FLCA Scores*

Students	FLCA Score	Students	FLCA Score	Students	FLCA Score
S1	1.84	S31	3.3	S61	2.76
S2	3	S32	2.69	S62	2.69
S3	1.15	S33	2.92	S63	3.76
S4	2.53	S34	3.07	S64	3.3
S5	1.3	S35	3.23	S65	2.23
S6	3	S36	1.69	S66	3.53
S7	1.61	S37	2.76	S67	2.61
S8	3.52	S38	3.53	S68	3.38
S9	2.3	S39	2.61	S69	2.76
S10	2.92	S40	3.92	S70	4.38
S11	1.15	S41	3	S71	3.07
S12	2.53	S42	2.53	S72	3.3
S13	1.61	S43	1.23	S73	2.61
S14	2.07	S44	3.67	S74	3.61
S15	3.07	S45	3.15	S75	4.61

S16	2.92	S46	3.07	S76	2.92
S17	2.38	S47	3.46	S77	3
S18	2.07	S48	2.92	S78	2.76
S19	3.38	S49	3.3	S79	2.84
S20	2.38	S50	2.61	S80	1.84
S21	2.38	S51	2.76	S81	2.76
S22	2.38	S52	3.07	S82	2.61
S23	3.07	S53	2.61	S83	3.23
S24	3.53	S54	2.61	S84	3
S25	2.61	S55	2.38	S85	3.38
S26	2.38	S56	3.61	S86	3.38
S27	2.3	S57	3.46	S87	3.76
S28	2.3	S58	3.38	S88	3.69
S29	1.61	S59	2.46	S89	2.92
S30	3.38	S60	2.84		
<b>Mean</b>	<b>2.81</b>				

The mean FLCA is calculated at 2.81, a high normal level, which is in the same category as FLA and test anxiety. However, it is slightly higher than FLA(2.65), which suggest that instructional settings pose an extra threat to students making them feel more anxious than in ordinary language use situations. Like FLA, FLCA is also less than the test anxiety level (2.98), which means that students experience more anxiety in tests than in classroom learning situations.

Table 3.60

*Categories of Students' FLCA Anxiety*

<b>Score Ranges</b>	<b>N</b>	<b>%</b>
1.0—1.9	10	11.23
2.0—2.4	13	14.61
2.5—2.9	27	30.34
3.0—3.4	26	29.21
3.5—3.9	11	12.36
4.0—5.0	02	02.25

Foreign language classroom anxiety is calculated on the basis of 13 questions in Section Two of the test. In the sample of students studied, 23 students (25.84%) have very low or normal FLCA levels, 27 students (30.34%) have high normal levels, 26 students (29.21%) experiences moderately high FLCA and 13 students (14.61%) have means of FLCA which are rather high or extremely high.

### 3.4.5. Scaffolding Strategies for Test Anxiety

Table 3.61

#### *The Impact of Scaffolding Strategies on Students' Test Anxiety*

<b><u>Questions</u></b>	<b><u>Level of test anxiety</u></b>	<b><u>Interpretation</u></b>
<b>Q1</b>	3.25	High Normal Test Anxiety
<b>Q2</b>	3.49	High Normal Test Anxiety
<b>Q3</b>	3.50	Normal or Average Test Anxiety
<b>Q4</b>	4.05	Comfortably Low Test Anxiety
<b>Q5</b>	3.94	Normal or Average Test Anxiety
<b>Q6</b>	3.79	Normal or Average Test Anxiety
<b>Q7</b>	3.48	High Normal Test Anxiety
<b>Q8</b>	3.50	Normal or Average Test Anxiety
<b>Q9</b>	3.64	Normal or Average Test Anxiety
<b>Q10</b>	3.85	Normal or Average Test Anxiety
<b>Q11</b>	3.76	Normal or Average Test Anxiety
<b>Total</b>	<b>3.65</b>	Normal or Average Test Anxiety

According to the results obtained from the Section Four in the students test, implementing scaffolding strategies in classes can be of much help in reducing students test anxiety. Most significantly, the strategy in Q4, where the teacher shows students particular items to be included in the test, produced very low levels of test anxiety in students, making them feel reassured.

Next, eight strategies relieved test anxiety in students making them feel normally anxious. These strategies are related to the teacher's providing of revision before taking the test (Q3) or examples of how the test will be (Q5), techniques of how to answer in exams (Q6), mock tests (Q8), remedial work for problematic areas (Q9), exam time management (Q10) and study habits to prepare for the test.

Third in impact came items Q1, Q2 and Q7 which are predicted by some students not to relieve or just slightly relieve their anxiety levels. These three strategies relate to studying in group, studying with more and to the teacher specification of the required criteria in a test.

**Conclusion**

This chapter is adopted to investigate the use of scaffolding strategies for reducing second year students test anxiety. In this perspective, a test is analysed. The results obtained show clearly that implementing scaffolding strategies helps students to decrease the level of anxiety in exams; moreover some scaffolding techniques are more effective than others. In addition, the factors provoking test anxiety are various among of them time limit, gender, age and general proficiency, further students feel more anxious in test than in ordinary classroom situations.

## **General Conclusion**

1. Putting it altogether
2. Pedagogical recommendations
3. Limitations of the study
4. Suggestions for further research

### **1. Putting it altogether**

The current study has been conducted to investigate the levels of test anxiety, the phenomena related to it and the role of scaffolding strategies in reducing it. Specifically, it aims at determining the level of test anxiety in second year students of English at Mohammed Seddik Ben Yahia University, Jijel, find out the most anxiety provoking factors, and relate test anxiety to students' characteristics in terms of gender, age and general proficiency. Test anxiety is also investigated for its relation to foreign language anxiety and foreign language classroom anxiety. Most importantly, the effect of some suggested scaffolds is investigated to see whether they can scaffold students by reducing their test anxiety, or the scaffolded test anxiety.

In order to investigate the subject in the appropriate way, this study is divided into three chapters: two theoretical and the third is devoted to the field of work. The first chapter specified the term anxiety as a common experience in everybody's life and its different types. The educational context of the classroom can be considered as an anxiety provoking environment in which turn learners experience of anxiety in it. In addition, studying a foreign language causes anxiety for many students since they fear negative evaluation, communication apprehension, and fear of taking exams. The main point of discussion in this chapter is test anxiety which refers to the fear and stress that the learners feel before and during testing situations. Learners report feelings of anxiety and a range of undesirable symptoms in exams because of several factors. Test anxiety consists of set of components which differ from researcher to another. Finally, the concepts of self-esteem, self-regulation and motivation have particular relationships with test anxiety.

In the second chapter the discussion moves to investigate scaffolding strategies which are usually used to support and reinforce learners to perform tasks which need to be directed by more capable people; this scaffolding is divided into a various types, each having its way of

implementation and kinds of learners it should be given to. Moreover, for best results the scaffolding used should be based on some specific characteristics, in addition to variety of scaffolding techniques are provided for the teachers. As a central concept within socio-cultural theory, scaffolding has an essential role to play as well as a direct relationship with the other concepts included in this theory.

The third chapter is concerned with the practical side; it is generally concerned with the data used to investigate and collect the necessary information about our issue and to test the hypotheses put forward in the study. A test investigating foreign language anxiety, foreign language classroom anxiety and test anxiety was administered to eighty nine second year students of English at Mohammed Seddik Ben Yahia University, Jijel. Anxiety scores were calculated and interpreted using a five-point scale that measures different levels of anxiety from comfortably low Anxiety to extremely high Anxiety.

Students revealed a high normal level of foreign language anxiety which has to do with speaking English in public situations. The mean of foreign language classroom anxiety was established to be a little higher, but stands at the same high normal level as that of foreign language anxiety, and implied that instructional settings pose an extra threat to students making them feel more anxious than in ordinary language use situations. In classroom interaction, more students reported feeling moderately high levels of anxiety than those who do not when uncertain about the right answer, when unprepared and when they fear to make mistakes and appear foolish or incompetent. On the other hand, more second year students feel high normal and normal anxiety than those who do when they participate in the classroom especially when they are certain about or prepared the answer.

Students experience more anxiety in tests than in classroom learning situations. The test anxiety for the sample of second year students stands at high normal levels. The pressure

caused by time limits in the exam is found to be the factor that causes the highest levels of anxiety for students. Moderately high levels of anxiety are provoked by the idea of undertaking the exam itself, and in the period preceding exams, even when well-prepared for the exam. During the exam, students feel distracting emotions and forgetting. After it, they worry about performance, bad grades. However, lack of self-confidence about good grades is not identified by students as a factor that causes anxiety;

In the case of gender, the level of test anxiety of male students was normal high, and it is less than that experienced by female students who had moderately high test anxiety. Age, on the other hand, seems to be only partly related to test anxiety. Three categories of age-related anxiety levels were determined: the oldest students, aged 24 years old and more, reported having normal or average anxiety, students aged 19, 20 and 21 years old had high normal anxiety which is less than that reported by students of 22 and 23 years of age who are classified as moderately highly anxious. As for general proficiency, low ability students experienced the highest level of test anxiety and were moderately highly anxious. Other more able students have high normal anxiety, with the most proficient students experiencing similar or slightly higher levels of anxiety than less proficient students.

An eventual implementation of the suggested scaffolding strategies in classes can be of much help in reducing students test anxiety since the majority of second year students agree that all they may well reduce their emotions of anxiety in exams. Most significantly, if the teacher shows students particular items that are to be included in the test, test anxiety will be reduced to very low levels. Eight of the eleven suggested strategies were predicted to relieve test anxiety in students, making them feel normally anxious. They consist in the teacher providing revision before taking the test, mock tests and examples of how the test will be, techniques of how to answer in exams and remedial work for students' problems, study habits and exam time management. The remaining three strategies relieved only slightly students'

anxiety levels when studying in groups or with more able students and when the teacher specified the required criteria in a test.

Overall, test anxiety is found to be relatively high, and hence requires the attention of teachers in reducing it using the strategies identified here by students to be effective in doing so. It is hoped that doing so would help students achieve better scores and improve their study habits and learning experience.

## **2. Pedagogical recommendations**

The results of this study indicate clearly that scaffolding strategies can play a vital role in reducing the students test anxiety. Therefore, implementing a flexible and relaxed atmosphere in classes especially during the period of exams helps in increasing the students' self-confidence and avoiding their feelings of anxiety. In the light of our findings, the following recommendations are suggested:

- a. Teachers, as guides, should be always aware of their students' reactions in classroom. Accordingly, regular observation and discussion of problems must be implemented. This can help learners avoid or decrease the feelings of anxiety, in general, and test anxiety, in particular, through providing a welcoming and supportive learning environment.
- b. Time limits in exams are the most provoking factor behind test anxiety; therefore, teachers should help learners by providing them with necessary instructions how to divide time during the exams.
- c. Gender, age and general proficiency may cause feelings of anxiety in exams; thus, teachers should pay attention to these factors by giving the appropriate amount of support and treatment for each category.

- d. Both foreign language, English in our case, and English language classrooms are considered as anxiety-provoking contexts for students; every teacher should give the opportunity and freedom for students to share their questions with others, and enable them to get in touch with each other during the course in order to learn from others' experiences and develop high self-confidence levels in their language competences.
- e. Teachers-to-be should know that the teaching process is not as natural and obvious as it may seem, but requires specific criteria to be successful and effective, including the use of strategies which help in organizing it and making it more sufficient.
- f. Teachers should take into consideration the scaffolding techniques of showing students the particular items which will be included in the exam, providing revision and examples how the test will be in order to help learners feel less anxious and more comfortable before and during the exam are.
- g. The learners should always show their true reactions in classroom in order to give the teachers the opportunity to notice the problems and give the appropriate treatment.

### **3. Limitations of the Study**

Our investigation includes several limitations; they are presented in the following points:

- a) The number of students surveyed in the test is relatively small. More revealing results could have been obtained from all second year students at the department of English. In addition, some students refused to participate in the test, which calls for making participation in research studies by students obligatory.
- b) Time allocated for this study is limited, in the case of this study, to three months. This deprived the researcher from making a deeper investigation to the theme as well as developing it.
- c) The test provided in this study is not enough to investigate this subject of test anxiety or scaffolding. Hence, the need for more items and more investigation of the subject.

#### **4. Suggestions for Further Research**

As a result of our theme being too complicated and large, there is a need for more time to be spent on the study and exploration of test anxiety and scaffolding it. Further investigations and observations may result in new information about the issue of test anxiety and more scaffolding strategies. For these reasons, we suggest the following:

- a. Future research may implement other tools of investigation such as classroom observation to study better students' reactions and to check out the most useful scaffolding strategies provided by teachers. In addition, the anxiety test can be introduced for a wider sample.
- b. Research may continue through looking for other ways for reducing test anxiety, apart from scaffolding strategies, shedding light on the teacher's practices in instruction and test design principles, instead.
- c. The current study focuses more on the potential impact of scaffolding strategies without giving the teachers the opportunity to implement them. Experimental studies can, therefore, be conducted to measure the effectiveness of one, some or all the suggested strategies in reducing students' feelings of anxiety in exams, therefore further research.

## SCAFFOLDING STRATEGIES AND TEST ANXIETY

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**APPENDIX**

**UNIVERSITY MOHAMED SEDDIK BENYAHIA OF JIJEL**

**FACULTY OF LITERATURE AND LANGUAGE**

**DEPARTMENT OF ENGLISH**

**Students Test**

Dear student,

We are undertaking a study on Exploring Test Anxiety-Provoking Factors and the Role of Scaffolding “Scaffolding Strategies for Reducing Test Anxiety”. You are kindly requested to fill in this questionnaire, and we hope that you will answer with full attention, honesty and interest.

You may seek clarification from us whenever you feel the need for that.

Thank you in advance.

**Section One:** put a cross (×) in the box correspondent to your answer.

1.1. Gender:        a. Female                b. Male       

1.2. Age: ..... years old

1.3. Average during examinations:

S1=.....	S2=.....	S3=.....
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For each question in the following sections, insert in table the number corresponding to your answer as shown below:

**(Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly disagree=1)**

**Section Two:**

2.1. I don't feel comfortable when I speak with people in English	...	
2.2. I am not an active participant and I generally feel anxious in classes of English	...	
2.3. I didn't use to be an active participant and I generally felt anxious in classes of English before I came to study English at university	...	
2.4. I used to be more involved and less anxious in class before I came to study English at university (apart from classes of foreign languages).	...	
2.5. I would definitely be more involved and less anxious in class if I study something other than a foreign language	...	
2.6. When I participate in the classroom:	2.6.1. I feel worried and embarrassed	...
	2.6.2. I fear negative evaluation on the part of the teacher	...

## SCAFFOLDING STRATEGIES AND TEST ANXIETY

	2.6.3. I feel anxious if I am uncertain about the right answer	...
	2.6.4. I feel anxious even if I am certain about the right answer	...
	2.6.5. I start to panic when I have to speak without preparation	...
	2.6.6. I start to panic even when I have prepared what to say	...
	2.6.7. I fear negative evaluation on the part of other students	...
	2.6.8. I am afraid of making mistakes	...
	2.6.9. I am afraid of appearing foolish or incompetent	...

### Section Three:

3.1. I worry while I am taking a test/exam.	...
3.2. While taking a test/exam, I am thinking that other students are better than I am.	...
3.3. When I know that I will take a test/exam, I do not feel confident and relaxed.	...
3.4. During the test/exam, I am thinking unrelated things about it.	...
3.5. I feel worried when I learn that I would take a test/exam.	...
3.6. During the test/exam, I think I will fail.	...
3.7. After the test/exam, I feel worried about my performance.	...
3.8. I cannot feel confident even if I have good grades.	...
3.9. After the test/exam, I feel I would do better.	...
3.10. During the test/exam, my emotions affect my performance negatively.	...
3.11. During the test/exam, I forget what I know.	...
3.12. I feel worried when I study for a test/exam.	...
3.13. The more I work to prepare for the test/exam, the more confused I get.	...
3.14. During the test/exam, I cannot be sure if I will succeed.	...
3.15. Tests/exams bother me much.	...
3.16. I feel pressured by time limits during the test/exam.	...
3.17. When I have bad grades, I study less.	...
3.18. I would learn more if I should not have tests/exams.	...
3.19. Tests affect my performance negatively.	...
3.20. I worry about the test/exam even when I am prepared well.	...
3.21. I worry about the test/exam when I am not prepared well.	...

### Section Four

3.1. I feel less anxious when I prepare for the test/ exam in a group.	...
3.2. I feel less anxious if I prepare for a test/exam with more able students.	...
3.3. I feel less worried if the teacher supplies a revision before the test/ exam.	...
3.4. I feel confident and relaxed when the teacher shows me which particular items are to be included in the test/ exam.	...
3.5. I feel more at ease when the teacher supplies examples of how the test/ exam will be.	...
3.6. I feel less worried when the teacher shows me beforehand techniques of how to answer a test/exam.	...

## SCAFFOLDING STRATEGIES AND TEST ANXIETY

3.7. I feel I can perform satisfactorily when the teacher specifies beforehand the required criteria and aspects in tests/exams.	...
3.8. I feel more confident when I rehearse on mock tests before official ones	...
3.9.I feel less anxious when the teacher helps me to improve upon the areas which are needed to perform well on tests/ exams.	....
3.10.I feel more confident when the teacher shows me how to manage the exam time.	..
3.11. I feel more comfortable when the teacher helps me to develop good study habits for the test/exam.	....

**THANK YOU FOR YOUR COOPERATION**

## SCAFFOLDING STRATEGIES AND TEST ANXIETY

### Résumé

L'anxiété, qui peut avoir un effet débilant sur la performance des élèves, est l'un des sentiments les plus courants associés aux examens. La présente étude tente d'étudier les niveaux d'anxiété de test, les facteurs les plus anxiogènes, ainsi que les relations entre l'anxiété de test et l'anxiété des langues étrangères, l'anxiété langagière étrangère, le sexe, l'âge et la maîtrise générale. Les opinions des étudiants de deuxième année sur l'efficacité de certaines stratégies d'échafaudage suggérées pour réduire leur anxiété de test sont également examinées. Un test composé de 49 questions a été adapté à 89 étudiants de deuxième année, au département d'anglais de l'Université de Mohammed Seddik Ben Yahia, Jijel. Les résultats indiquent que les étudiants de deuxième année éprouvent un niveau d'anxiété de test élevé, principalement en raison des délais d'examen. En ce qui concerne les caractéristiques de la personnalité et de la compétence, on constate que les élèves éprouvent une anxiété modérément plus élevée que les garçons qui s'identifient à l'anxiété normale élevée, alors que l'âge et la compétence sont plutôt liés à l'anxiété, les élèves plus âgés étant moins anxieux. En outre, il a été établi que les étudiants ont signalé un peu plus d'anxiété lors des examens que dans les salles de classe de langue étrangère, ce qui, à son tour, est plus élevé que celui de l'anxiété liée à la langue étrangère. Lorsque l'anxiété de test est supposée échafaudée, il en résulte un niveau d'anxiété normal ou très bas, surtout si les enseignants montrent à l'élève quels éléments particuliers doivent être inclus dans les tests. Ces résultats, qui soulignent les niveaux assez élevés d'anxiété de test et le rôle positif de l'échafaudage dans le soulagement, peuvent être d'une grande aide et doivent être appliqués sur le terrain pour mesurer leur efficacité afin de rassurer les étudiants.

Mots-clés: Anxiété de test, nxiété de langue étrangère, Anxiété de langue étrangère, Anxiété

Ade test d'échafau

## SCAFFOLDING STRATEGIES AND TEST ANXIETY