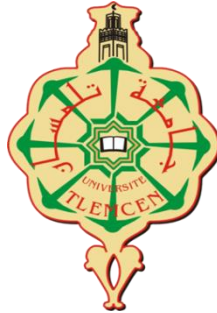


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Students' Test Anxiety in the Preparation of High-Stakes Examinations: Case of the Baccalaureate Exam

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Dedication

I dedicate my work to the apple of my eye

My son, Adam

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Abstract

The purpose of this study is to, first, highlight and procure a deep understanding about students' fear and uneasiness of sitting for the Baccalaureate. Then, it tries to suggest solutions and remediation to this unwanted and uncomfortable state (test anxiety). The investigation took the form of an exploratory case study of third AS students in addition to their teachers and parents. Different research instruments were used in order to gather the necessary data. Those instruments included two questionnaires administered to 3rd year high school students and their EFL teachers. They were analyzed both quantitatively and qualitatively. Then, an additional research tool was used: an interview with parents of 3AS students to support the gathered data from the other instruments. The findings revealed that 3rd year secondary students suffered from test anxiety due to the high-stakes exam (i.e.; the Baccalaureate). On the other hand, teachers play a great role for overcoming BAC exam anxiety with technical strategies. The results lead to the idea that students suffer from major problems such as the long programme to cover, time management and mental and physical fatigue due to the attendance of both school and coaching courses, which are source of their anxiety. Finally, some suggestion and recommendation were put forward in accordance to the leading investigation for resolving BAC exam anxiety problems and the three stakeholders (students, teachers and parents) contribute largely in this section.

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Table of Abbreviations and Acronyms

AS: Année Secondaire

BAC: Baccalaureate

BAT: Behaviour Alteration Techniques

BAM: Behaviour Alteration Messages

B.E.A: BAC Exam Anxiety

C.T.A: Class Test Anxiety

ELT: English Language Teaching

H.S.E: High-Stakes Exam

T.A: Test Anxious

General Introduction

To assure reliable and valid evaluation of students' achievement, policy makers have made an appeal to standardized testing. However, these exams represent potential risks and the Baccalaureate is a typical case.

The Baccalaureate tends to have key role in one's life at the social, educational, and vocational level. Stakeholders (students, parents, and teachers) are ready to do whatever possible to make it successful.

Every year, students who are about to sit for the Baccalaureate are deeply affected by the pressure and panic that such an exam engenders; henceforth, their test performances are negatively affected. Due to many problems, students are unable to manage their BAC anxiety and feel in the trap of failure.

The issue has been of great interest to the researcher whose main aim was to put a scrutiny on students' test anxiety during the preparatory year for the Baccalaureate exam and provide solutions as a remediation. Teachers, in this respect, are expected to help their students manage their students' fear as they share an intimate goal. Thus, two research questions can be formulated.

- 1- What is the source of students' concerns and worries while preparing the Baccalaureate exam?
- 2- What is the role of teachers to help students overcome the concerns and worries?

The research questions are put forward into the following hypotheses:

- 1- Students face a state of anxiety while preparing H.S.E.
- 2- The teacher, as a counsellor, can help their students better run this critical pre-exam period.

To examine whether these hypotheses are valid or not, the research paper is divided into three chapters. The first one deals with the literature review of the testing framework. It enlightens the major concepts used in the subsequent chapter in relation to testing and test anxiety.

In the second chapter, the researcher planned an investigation where data were analysed both quantitatively and qualitatively. Two types of research instruments were utilized (questionnaire and interview). Concerning the sample population, it is composed of twenty-two third AS students, eight teachers and three female parents. Teachers as well as students were given questionnaires whereas parents had an interview. Results of the research are briefly discussed in order to confirm or reject the hypotheses.

The third chapter sheds light on the suggestions and solutions that draw on the obtained results from the previous chapter. It tries to point up the role of every respondents for vanquishing the test anxiety.

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Chapter One: Literature Review

1.1. Introduction

The main concern of this chapter is to shed light on the key elements of the testing framework relevant to the present study. It, first, points up testing and its types that are pertinent and applicable to the research. Then, the present EFL situation in Algeria is mentioned to pave the way to the present status of its Baccalaureate. The next section highlights the effect of BAC exam as a high-stakes exam putting a scrutiny on the notion of washback and its dynamics from the precedent literature. Specifying the interest of the research, test anxiety is approached visa-a-vis high-stakes exams, then defined and divided into its components. The final part presents the already suggested remediation of such problematic that is needed for the transition to the second chapter.

1.2. Testing Defined

Any method that acts as a means of measuring what someone has learnt is considered as a test. Similarly, Brown states that a test is “a method of measuring a person's ability, knowledge, or performance in a given domain” In education, testing is the central agent of union between teaching and learning. Testing could be seen from two sides: one that has a macro aim and the other a micro one. In contemporary society, testing has the purpose to regulate the educational system in a scientific and objective way (Kirkpatrick & Zang: 2011). Testing exists to “**select and allocate individuals to roles or tasks that benefit the collective**” (Fulcher, 2009). In very specific context, the testees are objectively evaluated and judged on what they have learnt, what they did not grasp in order to look for remediation. What is more, a test differs from one another according to its function as well as to its objectives. Thus, different shapes and forms of tests can be devised. However, the primary concern of this study raises the emphasis on high-stakes and low-stakes types. They are two types of the same category providing attention to the degree of the impact that such test may engender. In order to understand more about one's concern, it is of vital importance to set a clear-cut distinction between high-stakes and low-stakes concepts.

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1.2.1. High-Stakes Testing

High-stakes exam engenders high risks taking. Almost all high-stakes types of exams lead to make important life decisions. It is standardized for the reason that it encompasses colossal number of testees for the sake of validity. As a matter of fact, Brown mentions that: **"Every educated person has at some point been touched-if not deeply affected by a standardized test"** (2003:66). Therefore, in this context, high-stakes and standardized testing are used interchangeably. What is more, this type of testing tends to have political dimensions. In fact, Pan (1985) confirms that decision makers use the authority strength of high-stakes testing for the implementation of new textbooks and new curricula.

1.2.2. Low-stakes Testing

Low-stakes exam is a plain testing of a routine teaching/learning process. Little attention is attributed to this kind of testing. However, it has vital functions for the progress of a successful teaching/learning process. In this respect, Freeman (2015) states prominent benefits of low-stakes assessment. He argues that students become more aware of their learning process and active learners in a way that they **"ask good questions, can practice solving more challenging problems in the classroom, exposes [sic] misconceptions in real time, allows [sic] me [the teacher] to adjust course quickly"** (Freeman, 2015: para.4).

From the afore-mentioned points, the differences between these two exams are major. First, one cannot deny the great impact that a high-stakes exam may engender. Low-stakes tests have little influence on testees' psychology as well as on their educational and occupational future. In this regard, a research has proven that consequences of a given test matters, i.e. intentions and testees performances vary in terms of test motives (Cole & Osterlind, 1948).

1.2. High-Stakes Examinations in Algeria

School leaving examinations are typical high-stakes tests. In Algeria, there are three school leaving examinations (elementary, middle and secondary leaving exams). The

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elementary leaving exam is established after 5 years of study. Pupils who are about to sit for this exam are 10/11 year old. Then, after four year of middle studies pupils who are in the age of 14/15 should pass the middle leaving examination in order to pursue their secondary studies. Finally, the most arduous high-stakes exam is organized after three years of study and students are 17/18 year old.

1.4. The Baccalaureate Exam in Algeria

The Baccalaureate is colloquially known as a Latin origin “le Baccalauréat”. Also named as the ‘French Baccalaureate’ to the western countries, the BAC exam is a high-stakes, norm-referenced, achievement, and standardized test. In Algeria, it is considered as a “**roadblock to mediocrity**” and at the same times an “**entrance-like visa to university**” (Benmoussat & Benmoussat, 2016:2). The stakeholders, in general, and students, in particular, show a great interest during the last year of high school towards the BAC examination; hence, the others do not miss the opportunity to make benefit from it. While the state finds it as a way to implement new educational reforms, private institutions as well as public schools make profit of it. Many private language schools cropped up to provide extensive courses devoted to prepare for the English Baccalaureate exam (See 1.5.2.1). Similar to Algeria, India has an important secondary leaving examination, which share the same issues. In this respect, school authorities are ready for anything in order to get higher scores so to attract new students at the time of admission (Joy, 2013).

1.5. Tests as Levers for Change

Tests can play key roles in increasing the teaching/learning outcomes, especially high-stakes tests. Indeed, the Baccalaureate exam is a high-stakes test par excellence, which demonstrates that its public reporting has an implicit impact on students’ learning and teachers’ practices. In this sense, teachers as well as students rise in them motivation with the intention of doing better. Most importantly, teachers would know the particular individuals lack and work on subsequent remediation.

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On the other hand, accountability¹ shows truthful information about the success or failure of pedagogical implementations and the initiated programmes which permit to take important decisions from the part of the educational officials with the intention of betterment. Finally, with the event of ranking schools after deliberating nationally the BAC exam, the latter institutions find themselves in a competition, which is of uttermost interest. To sum up, test can act as levers of change at three levels but in no way it changes the students' performance as stated in the Consensus Study Report **“Tests do not improve student achievement. They provide useful information that, together with information from other sources, can be used to improve the curriculum, teaching, and learning”** (2001:38).

1.6. Washback Effect

Much has been written on this trendy term. According to the interview made with Alderson, the first that has got much interest and carried an empirical investigation on it is the latter when he was about to help Sri Lankan teacher-trainers and educators to create a new school-leaving exam (Vongpumivitch & Carr, 1989). Henceforth, they worked on providing an ELT textbook hand in hand with specific test reforms in a way that create the intended impact. However, Latham (1877) argued that this phenomenon existed before assigning its attribute, and emerged just after the establishment of modern testing (cited in Cheng et al. 1968).

Washback effect is a convoluted process. It occurs when an important exam is carried out and engenders a reaction from the part of stakeholders and the overall educational system. In this sense, it is defined as “the way a test affects teaching materials and classroom management” (Hughes, 1989 cited in Taylor, 1988). However, washback

¹ Accountability, in the educational domain, is to use the collected data of high-stakes/ standardized testing as evidence of the efficiency or failure of a programme, teaching methodology, teachers' work and students' learning. “Accountability includes the documentation and reporting of procedures used to develop curriculum and courses and of practices used in the hiring of teachers, selection of materials, evaluation of teachers and courses and the assessment of learners and learning outcomes” (Richards & Schmit, 2010: 5).

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effect can go beyond the educational framework as it refers to ‘test impact’, which encompasses a holistic process; i.e. in addition to its effect on the educational system, washback effect covers also the societal level. Pan (1985), in this respect, differentiates two levels of impact. He referred to the holistic effect of a test as ‘macro’ washback effect and the effect that touches only teaching and learning as the ‘micro’ washback effect. Though washback may be considered by many as negative, it is important to highlight the existence of both positive and negative sides.

1.6.1. Positive Washback Effect

A good test engenders beneficial effects. In this way, positive washback ought to be highlighted in different settings. First, at the level of classroom, an advantageous test creates motivation in teachers as well as learners (Anderson & Wall, 1993). Additionally, this same test maybe used as a tool for introducing exercises that maintain the teaching/learning process as well as the objectives of the programme (Pearson, 1988 cited in Pan 1985). This is the best way to get the learners involved with their learning process and allow them to self-evaluate if the objectives have been reached. It can even be used for the implementation of innovative curricula (Davis, 1985 cited in Pan, 1985).

Beyond the classroom setting, decision makers make use of tests to implement new things that are subject to betterment for the teaching/learning and the educational system as a whole (Anderson & Wall, 1993). All in all, a test procures benefit vis-à-vis the teachers, the learners, and the educational and societal system as a whole only if it is successfully manipulated otherwise it could engender harmful results.

1.6.2. Negative Washback Effect

Often when washback validity is not attained negative washback takes place. Put differently, when a test functions to the detriment of the teaching and consequently to the learning needs, it is said to be invalid and therefore is unfavourable. Taylor (1988) simply explains that negative washback effect happens when the test format or content is formed on a limited definition of language abilities, and thus disallows the teaching/learning process to function properly. In this regard, teachers find themselves

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‘narrowing the curriculum’ according to test content. Shohamy (1992) concludes that teachers teach test language. Exposed to lectures as exam items, learners find themselves deprived of important learning phases that play great role for developing lifelong learning. Additionally, test tends to negatively affect teachers as well as learners’ performance. Being face to such decisive exams, teachers and students witness high level of anxiety. On top of everything else, paid coaching classes cropped up to prepare students for exams; they accordingly acquire test-taking skills (Wiseman, 1961). In this vein, another negative ‘sub-washback phenomenon’ finds its attribute.

1.6.2.1. Teach-to-the-test Approach

It also refers to measurement-driven instruction; teach-to-the-test approach is a test-oriented teaching. The fact of teaching students how to answer preconceived exam items is harmful on different grounds. First, teachers engaging in such involvement waste valuable time that is primarily meant for the learners to assimilate important skills and knowledge. Instead, students practice ‘drill and kill’ technique for the sole purpose of scoring high without their interest on the subject matter. Regretfully, when these same students are asked to use their knowledge about that language in real life situation they completely fail.

In the context of language teaching, it is even worse. Benmoussat & Benmoussat (2016:3) clearly state that teach-to-the-test approach has a negative impact on language education in a way that it sabotages the quality education principles. Broadly speaking, an overly feared exam ought to be handled differently. Teach-to-the-test approach is not the suitable solution and is far to be a long-term one. One may suggest that washback effect gains more interest on these important exams (standardized and high-stakes tests) that have key effects on one’s life. It may facilitate and boost learners’ success (positive washback) as it may hinder it or result into failure. The following two tables holistically state the positive and negative, respectively.

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Positive Washback	
Classroom setting	<ol style="list-style-type: none"> 1. Tests induce teachers to cover their subjects more thoroughly, making them complete their syllabi within the prescribed time limits. 2. Tests motivate students to work harder, to have a sense of accomplishment, and thus enhance learning. 3. Good tests can be utilized and designed as beneficial teaching-learning activities so as to encourage positive teaching-learning processes
Educational/societal system	Decision makers use the authority power of high-stakes testing to achieve the goals of teaching and learning, such as the introduction of new textbooks and new curricula.

Table1. 1 Summary of Positive Washback (Pan, 1985: 261)

Negative Washback	
Classroom setting	<ol style="list-style-type: none"> 1. Test encourage teachers to narrow the curriculum and lose instructional time, leading to

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	<p>“teaching to the test”.</p> <ol style="list-style-type: none">2. Tests bring anxiety both to teachers and students and distort their performance.3. Students may not be able to learn real-life knowledge, but instead learn discrete points of knowledge that are tested.4. Cramming will lead students to have a negative impressions towards test and accordingly alter their learning motivation.
Educational/societal system	Decision makers overwhelmingly use tests to promote their political agendas, seize influence and control the educational systems.

1.7. Test Anxiety

Also referred as test anxiousness, test anxiety is a form of stress that a person has when he/she is about to sit for a test. Cassady (2010) used the term ‘assault’ in order to show, in some cases, how tense it badly affects the testees’ performance. It is prevalent to know that such a state is concerned only with specific exams.

1.7.1. Test Anxiety and High-Stakes Exams

Anxiety recently has become a trendy term in connection with high-stakes tests and has spread all over professional journals. Hundreds of articles have been written on this anomaly of this century. In order to highlight one’s concern, it is essential to set a

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clear-cut line between “state anxiety” and “trait anxiety” (Spielberger, 1972). While the former is a temporary feeling of panic and distress, the latter is part of one’s personal trait. It is worth noting that anxiety within the testing framework is one type of state anxiety (Lufi et al. 2004). Almost if not everyone, in the course of life, have witnessed a state of stress when they are about to be tested on their abilities. By way of illustration, the first thing that comes to student’s mind when pronouncing high-stakes term is the tension, threat related to the performance of an important test. Within the philosophy of “threat of sanctions” and due to the imposed accountability policy of high stakes exams, teachers and students are expected to sacrifice blood, sweat, and tears (Nichols, Glass, & Berliner, 2005). Put differently, within the meritocracy policy in addition to the public reporting of the test results, the standardized tests are supposed to boost and increase the academic achievement and learning outcome.

Thus, in this context, many educators argue that test anxiety has an intimate relationship with motivation as Joy (2013:3) evidences this rapport: “**Sometimes it functions as a base to better learning conditions because anxiety at a reasonable level can be facilitative**”. However, test anxiety, in its extreme sense, harms the testees’ performance (Ibid, 2013). Another research on Turkish EFL learners proved that test anxiety is related to the age and educational background. (Burgucu et al. 2011) Indeed, the more one gets experienced and acquainted with important exams (high-stakes exams) in one’s life and had enough knowledge the more test anxiety rate decreases. Yet, within the context of high-stakes exams which are addressed to the young generation and are expected to be able to build their future, they are not mature enough to manage their tensions and stress. For a thorough understanding of such phenomenon, many specialists provided its components so to more understand its effect on testing outcomes.

1.7.2. Test Anxiety Components

Test anxiety is a hybrid term as it covers two important elements, which are ‘emotionality’ and ‘worry’ (Liebert & Morris, 1967). Sarason referred to them earlier as “**heightened physiological activity**” and “**self-deprecating ruminations**”, respectively (1961:201-201 cited in Cassady & Johnson, 2002: 271). The former

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portraits the emotional side through the physiological changes with the following different symptoms: “**(a) increased galvanic skin response and heart rate, (b) dizziness, (c) nausea, or (d) feelings of panic**” (Deffenbacher, 1980; Hembree, 1988; Morris, Davis, & Hutchings, 1981 cited in Cassady & Johnson, 2002: 271).

These physiological reactions are unconsciously generated by the autonomic nervous system. Worry the remaining component of test anxiety which characterizes its cognitive property, is manifested through these following inner testee’s thoughts: “**(a) comparing self-performance to peers, (b) considering the consequences of failure, (c) low levels of selfconfidence in performance, (d) excessive worry over evaluation, (e) causing sorrow for their parents, (f) feeling unprepared for tests, and (g) loss of self-worth**”(Deffenbacher, 1980; Depreuw, 1984; Hembree, 1988; Morris et al., 1981 cited in Cassady & Johnson, 2002:272).

Cognitive test anxiety has more dedicated works than the other one. Researche has shown that worry has more impact and hence is worth investigating then emotionality as it has an intimate relationship with testing performance (Hembri,1988; Zeidner & Matthews, 2005 cited in Cassady, 2010).

It is assumed that worry has a direct brunt on the testees’ performance in comparison with emotionality which ,in second degree, occurs when the testee witnesses a high level of cognitive test anxiety. In this sense, emotionality which is generated by worry does nothing but decreases more and more the testee’s performance and this proves the strong association of the cognitive and emotional levels of test anxiety (Morris et al., 1981; Schwarzer, 1984 cited in Cassady & Johnson, 2002). As a matter of illustration, a testee who thinks obstinately about his failure on the given exam can cause him high heart rate or other physiological issues that consequently results into a weak test performance. On the other hand, Benmostefa’s table on examples of anxiety symptoms reveals that the above mentioned components of test anxiety go hand in hand with the below-mentioned concrete examples of test anxiety separated into three categories: cognitive, emotional, and physiological.

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Physiological	Cognitive	Emotional
<ul style="list-style-type: none"> • My stomach feels like it has knots. • My hands perspire and shake. • I feel breathless. • My heart pounds and races. • I feel like throwing up. • My mouth feels dry. • I feel too cold and too hot. • My muscles feel tense. • I have headache. • I feel like I am going to faint. 	<ul style="list-style-type: none"> • I cannot concentrate or focus. • My mind sometimes “goes blank”. • I cannot remember things I know. • I feel confused. • I forget what I am supposed to do. • I cannot remember key words. • My mind drifts to other thoughts. • I remember the words or answers after the test is over. 	<ul style="list-style-type: none"> • I feel that every-one else is fine, except me. • I feel frustrated easily. • I think I am going to fail the test. • I feel helpless. • I feel disappointed in myself. • I feel angry. • I feel depressed. • I feel “I can’t do this”. • I feel overwhelmed. • I feel like crying.

Table1. 3 Symptoms of Test Anxiety (Benmostefa, 2016:145)

1.7.3. Remediation for Test Anxiety

The state of anxiety at a given time of exam is naturally human. However neglecting it could lead to unwanted results and gets accentuated. On the counterpart, there are students that are permanently stressed and get easily panicked when it is about their studies. Both of the two categories need to be acquainted with simple tips provided by Benmostefa (2016). She divided them into three strategies that are mental, physical, and emotional. It is essential to know that they work together for breaking down the anxiety.

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Mental Strategies	Physical Strategies	Emotional Strategies
<p>Start preparing in advance, so you will have plenty of time to make progress.</p> <p>Set up a study plan based on the time you have available.</p> <p>Study in a clean, well-organized environment. The word clean is to be considered in its inclusive sense.</p> <p>Keep your study material in the same place so you can find them easily.</p> <p>Form study group and meet on a regular basis, say twice a week, to keep motivation high.</p> <p>Read, listen, speak and write as much English as possible.</p>	<p>Maintain a healthy lifestyle.</p> <p>Sleep adequately. Being exhausted will not help you in any way.</p> <p>Take short, frequent breaks while studying.</p> <p>Exercise regularly to keep you body fit</p>	<p>Be strong, positive and calm.</p> <p>Don't think of all or nothing; remember "grasp all lose all".</p> <p>Plan time for relaxation.</p> <p>Expect some anxiety. It's normal.</p>

Table1. 4 Test Anxiety Strategies (Benmostefa, 2016: 150)

Students, as stakes-holders, are not the only ones that are concerned with surmounting anxiety. Teachers in this sense can as counsellors help students decrease the pressure during the year of preparation. In this context, teacher-student interaction is key element for approaching anxiety. Kearney et al. introduced Behaviour Alteration

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Technique (BATs) to refer to specific language that a teacher must use to get the expected behaviour (Kearnet et al.,1985 cited in Draughn 2015). This language may be either positive or negative can evoke whether fear and/or self-efficacy.

1.7.4. Fear and Efficacy Appeals on Test Anxiety

Used in different domains, fear appeals are those statements that are pointing up the unwanted consequences for creating a threat in the mind of the hearers or readers in order to avoid them. In the context of classroom, teachers send messages frequently and forcefully to students about the bad consequences of failing the examinations (Putwain & Robert, 1981). Illustratively, a teacher may highlight the importance of high-stakes exam and make the learners be aware of the less opportunities if they fail (efficacy appeals). The purpose of putting an alarm into the ears of the students is to motivate and engage them into preparing for the exam. Yet, research has shown that an increasing use of fear appeals result into lower motivation ((Deci et al. 1999; Sprinkle et al., 2006 cited in Draughn, 2015), higher test anxiety (Putwain, 2008 cited in Draughn, 2015), and lower academic achievement (Putwain & Best, 2011 cited in Draughn, 2015).

For a good understanding and use of fear appeal process, it is better to highlight the three ingredients of these messages. They are composed of **“fear, perceived threat, and perceived efficacy”** (Witte & Allen, 1957: 591). Each variable has significant impact on the students. Although the threat is cognitive and the fear is emotional, they both are mutually interrelated (Witte & Allen, 1957). If, for example, the fear rate of failure is present in student’s perception of the appeal about the Baccalaureate, automatically high rate of threat is perceived. On the other hand, efficacy is undeniably the most important variable. The term efficacy in the context of teacher-learner interaction is to strengthen students’ self-esteem and convince them that they are able to pass the exam and engage them into the intended tasks. Worth noting here, is that the big interest of perceived efficacy can never give pretext for the negligence of the remaining variables. Without creating a threat and fear on students’ minds, efficacy would have no impact. More than that **“[...] strong fear appeals and high-efficacy messages produce the greatest behaviour change, whereas strong fear**

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appeals with low-efficacy messages produce the greatest levels of defensive responses” (Witte & Allen, 1957: I). Therefore, teachers should provide extreme care to how to use fear appeals and try and to strike the balance between how to smoothly create a threat about the examination all in raising their self-esteem in a way to create rich performance rather than rejection or avoidance.

1.8. Conclusion

The review of testing has revealed how much high-stakes exams represent robust issues from washback effects to test anxiety. Being a high-stakes exam, the Baccalaureate in Algeria has been shown to be the most challenging exam. Coping between coaching and school classes, students find themselves in a hurry and panic. In this sense, much interest is put on test anxiety in relation to high-stakes, putting a scrutiny on two important variables, which are teachers and students for the sake of finding solutions to this dilemma. Then, remediation is suggested both from the side of student and teacher only to involve them in investigation for the subsequent chapter.

Chapter Two: Data Collection and Analysis

Chapter Two: Data Collection and Analysis

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- 2.2. Research Methodology**
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Chapter Two: Data Collection and Analysis

2.1. Introduction

One of the basic blueprints to research is to create a concrete investigation for the sake of providing likely answers to the research questions and thus confirming or rejecting the hypotheses. This chapter sketches out the methodology framework of this study. Then, the second part is devoted to the analysis and interpretation of the findings thus the discussion of the leading results.

2.2. Research Methodology

When conducting a research, following a certain methodology is a *sine qua non* condition. The latter sharpens and organizes the work of the researcher in a recognized framework. This research is a kind of investigation. The latter allows mutual relationship between the analyses, using triangulation between research instruments (Kothari, 2004).

2.3. Aim of the Study

This study draws on two main research questions. The first one is set out to measure Students' test anxiety and collect further information about anxiety remediation using a questionnaire for 3AS students and an interview with parents. The second question attempts to scrutinize teachers' strategies that are likely to reduce students' test anxiety.

2.4. Sample Population

The sample population is logically taken from the target population. The former is considered as pioneering for one's research. It permits to the researcher a strong foundation made out of data that are necessary to achieve the research goal. One's sample population consists of students, high-school teachers and parents with a total of 33 informants.

Chapter Two: Data Collection and Analysis

2.4.1. Students' Profile

The sample population consisted of 22 students who are about to sit for the Baccalaureate exam during the academic year “2018-2019”. Their average age was eighteen; the oldest student was 20 and the youngest was 16. There were 15 female students whereas the number of males was seven. The majority of them belong to scientific streams and only four students are in literary streams. The participants, in this work, were chosen randomly.

2.4.2. Teachers' Profile

Eight teachers that are teaching third year students were part of the data-gathering process. Their average age is 34 and most of them are females with only 2 males. Their teaching experience varies from 3 to 21 years and they all get acquainted with scientific and literary classes.

2.4.3. Parents' Profile

Parents represent an indispensable ingredient for this research. Henceforth, three parents of 3AS students took part of the investigation. Their age is 40 to 51 and the three of them are females.

2.5. Data Collection

After defining the research problem and planning for a research design, primary data can be collected which is the essence of carrying a research. In this vein, Kothari defines the primary data as **“those, which are collected afresh and for the first time, and thus happen to be original in character”** (2004: 95). In other words, the data that is concerned, in this stage, must be raw in itself and the researcher is the one who gathers it at first hand. On the other hand, the researcher must be endowed with the required abilities to handle the different data collection instruments. There are different tools to enable a researcher to collect data such as observation, interview, and focus group and so on and so forth. In this respect, two categories of data must be collected in order to insure comprehensible and fruitful results which are quantitative

Chapter Two: Data Collection and Analysis

and qualitative data. While quantitative data is numerical and can be converted into statistical results, the qualitative data is descriptive and therefore concerns behavioural matters.

In for the work *proper*, the researcher has opted for the integration of both of qualitative and quantitative data. Two types of research tools were used: two questionnaires and an interview. The questionnaire in the context of this research can be viewed as part of a survey operation; a research tool that Kothari lists it as the “**popular, particularly in case of big enquiries**” (2004:100). The two questionnaires examine the same variables but with two categories of informants. They both make a scrutiny on students’ test anxiety and teachers’ contribution in surmounting this fear in the Baccalaureate. However one questionnaire is meant for the students and the other for teachers. On the other hand, to assure valid results using triangulation a third category of informants has been added. Parents of 3AS students were given interviews.

2.5.1. Questionnaire to Students

The questionnaire is one of the practical data-gathering tools for a scholarly research. Kothari, in this respect, posits: “**A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms**” (2004:100). Being in a written form the researcher can distribute it for a large sample which allows generalization. In this sense the researcher gains more time and efforts. What is more, it is free from biased questions as in orally distributed questions.

The questionnaire was addressed to twenty-two students who were chosen randomly from different Tlemcen secondary schools. This structured questionnaire contains different types of questions which are close-ended multiple choice and open-ended questions. It comprises four rubrics with a total of ten questions. Each rubric had its objectives.

Chapter Two: Data Collection and Analysis

2.5.1.1. Design of the Questionnaire

The questionnaire was rightly constructed and piloted to gather data at three levels in accordance to the covered rubrics.

Rubric One: General Information

As in any other questionnaire, the first section tackles general information and henceforth superficially data which are prominent for the succession of the inquiry. Background information such as age, gender and stream are needed for the research. Additionally, other preliminary questions are added about learners' characteristics in terms of test anxiety.

Rubric Two: The Westside Test Anxiety Scale

For going deeper in the inquiry, the questionnaire incorporated another tool which is called the Westside Test Anxiety Scale. The latter was developed by Driscoll (2007) to measure students' test anxiety. He posits, "The Westside Test Anxiety Scale is a brief, ten item instrument designed to identify students with anxiety impairments who could benefit from an anxiety-reduction intervention" (Driscoll, 2007:1). With taking into consideration, the two fragments of test anxiety (see 1.7.2). Driscoll's model is made out of six items measuring "anxiety impairment" and four items underlining worry. This scale is appropriate for the research in order to measure exactly student's test anxiety with nominating each a test anxiety rate. The model functionality is demonstrated as follows:

Rate how true each of the following is of you, from extremely or always true, to not at all or never true. Use the following five-point scale.

5	4	3	2	1
Always true	Usually true	Sometimes true	Seldom true	Never true

___ 1) The closer I am to the BAC exam, the harder it is for me to concentrate on the material.

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- ___ 2) When I study, I worry that I will not remember the material on the BAC.
- ___ 3) During H.S.E, I think that I am doing awful or that I may fail.
- ___ 4) I lose focus on H.S.E, and I cannot remember material that I knew before the exam.
- ___ 5) I finally remember the answer to exam questions after the exam is already over.
- ___ 6) I worry so much before H.S.E that I am too worn out to do my best on the exam.
- ___ 7) I feel out of sorts or not really myself when I take H.S.E.
- ___ 8) I find that my mind sometimes wanders when I am taking H.S.E.
- ___ 9) After an exam, I worry about whether I did well enough.
- ___ 10) I struggle with writing assignments, or avoid them as long as I can. I feel that whatever I do will not be good enough.

_____ Sum of the 10 questions

_____ Divide the sum by 10. This is your Test Anxiety score.

What does the test anxiety score mean?

1.0—1.9 Low test anxiety

2.0—2.4 Average test anxiety

2.5—2.9 Normal test anxiety

3.0—3.4 Moderately high

3.5—3.9 High test anxiety

4.0—5.0 Extremely high anxiety

(Adapted from Driscoll, 2007: 5)

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In the second part of Driscoll's scale, there is an explanation of how to measure students' test anxiety rate. The researcher must first sum the 10 items in accordance to the five-point scales that the respondents must choose for every item and then divide the sum by ten. In this sense, the researcher can quantify anxiety's respondents.

Rubric Three: Origins of BAC Anxiety

This part investigates the origin of worry that students encounter during all the year of preparation. One multiple and two open-ended questions were put forward.

Rubric Four: Remediation for BAC Anxiety

This part is concerned with teachers' intervention and students' techniques in the subject matter. Students were asked if their teachers are actors of remediation for test anxiety and finally requested to provide their personal strategies

2.5.1.2. Results of the Questionnaire

This passage reports the results gathered from the learners' responses in accordance to the four rubrics.

Rubric One: General Information

First, this section was meant to provide background information on third AS students. The results reveal that they are 68% females and 32% males. Their medium age is 18.

Second, two questions were delivered for getting data about students' impressions on two types of tests.

➤ Q1: Class Test Anxiety

3AS students were asked, in the first place, if they fear sitting for a formative test by answering a yes/no question. The results showed that 86% does not fear for sitting a class test with a minority who affirmed the opposite (14%).

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➤ Q2: Bacculaureate Anxiety

On the other hand, the majority (68%) of the respondents feel themselves test anxious about the Bacculaureate and the remaining (32%) did not have this problem.

To provide a clear illustration of the results of both questions, a bar graph was used for data exposition of both responses.

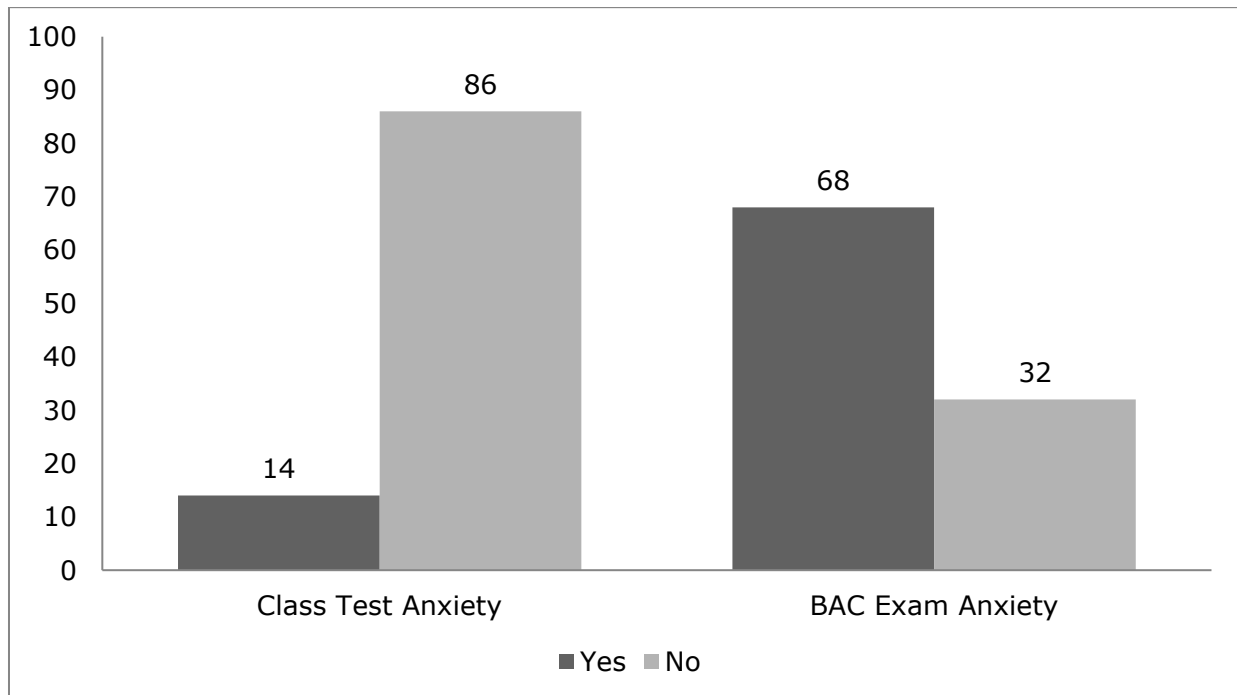


Figure 2. 1 Students' Anxiety of the Class Test and the BAC Exam

The Bar graph supports the fact that almost all the students do not fear sitting for a class test however when it comes for sitting for a typical high-stakes exam (BAC) the situation is not the same.

Rubric Two: Westside Test Anxiety Scale

To know to what extent students are fearful about the BAC, a scale was used for measuring students' test anxiety rate. The informants responded to ten items in accordance to five-point scales. The scorings are under five and the results are labelled in accordance to six levels of test anxiousness.

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	Number of Students	
	Absolute Frequency	Relative Frequency
Low Test Anxiety 1 to <2	3	13.64%
Average Test Anxiety 2 to <2.5	4	18,18%
Normal Test Anxiety 2.5 to <3	9	40.90%
Moderately High Test Anxiety 3to <3.5	6	27.27%
High Test Anxiety 3.5 to <4	-	-
Extreme High Anxiety 4 to 5	-	-

Table 2. 1 Students' BAC Anxiety Rate

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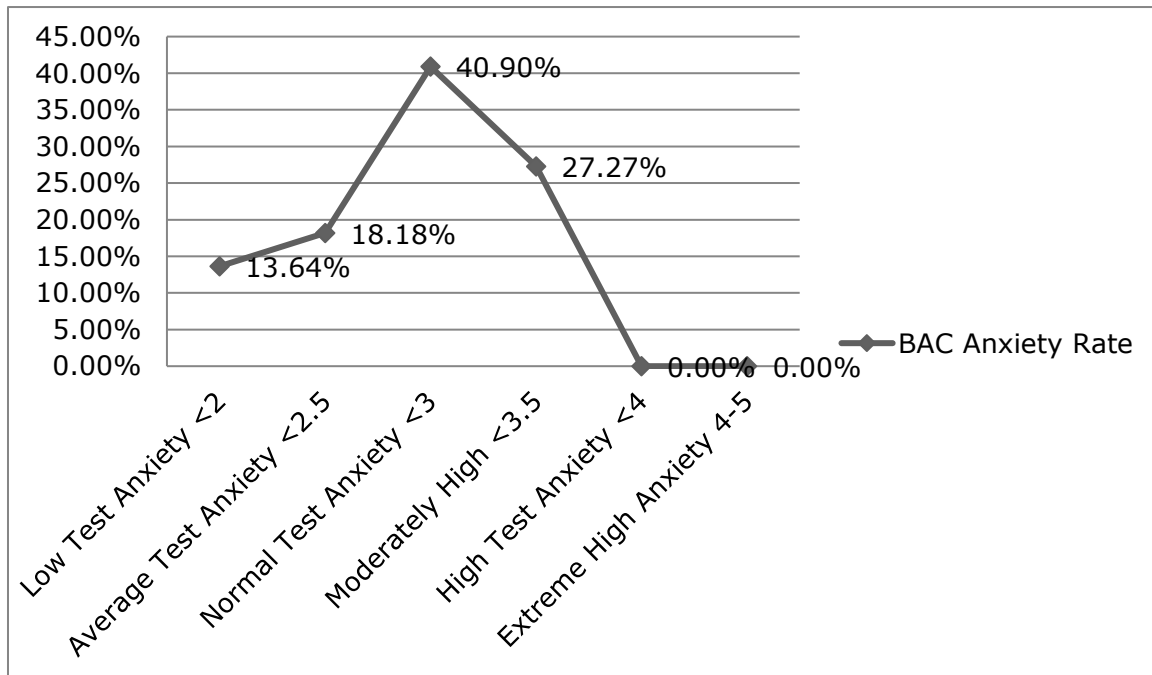


Figure 2. 2 BAC Anxiety Graph

Both tables show that the largest number of students (40.90%) have normal BAC anxiety rate, while 27.27% witness moderately high anxiety. On the other hand, a small group of 13.64% of students' sample are little influenced by the apprehension that encounters the BAC preparation with the lowest anxiety rate. Finally, 18.18% has shown to have an averagely test anxiousness rate about the BAC.

Rubric Three: Origin of BAC Anxiety

➤ Q3: Reasons behind B.A

The students' answers about the reasons why they feel stressed when it is about the BAC are reported in the following table:

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Reasons Behind Exam Nervousness	Total frequency	
	Absolute Frequency	Relative Frequency
Lack of Organization	13	20.63%
Lack of Self-Confidence	4	6.34%
Fear of Failure	13	20.63%
The Long Programme to Cover	16	25.39%
Pressure on the Part of Parents and Teachers	8	12.69%
Exhaust Between Attending School and Coaching Classes	9	14.28%

Table 2. 2 BAC Anxiety Factors

Despite the fact that little students (6.34%) assert to be nervous to sit for the exam because of the lack of self-confidence, most of the students (25.39%) suffer from BAC anxiety due to the long programme to cover. On the other side, the two high factors that are the lack of organization and the fear of failure that haunts students' mind are equally pointed up (20.63%). Teachers and parents, too contribute to students' pressure with 12.69%. Finally, 14.28% of the informants admit that the exhaust between attending school and coaching classes is one of the causes of their BAC anxiety.

➤ Q4: Problems Faced by 3AS Students

This question is an open-ended question that supports the precedent one. Students, in, this vein are asked to share their problems concerning the preparation of the exam. This question is meant to provide a deep understanding of what is going on the students' minds and searching for the origin of their anxiety in order to be able to give solutions, later on.

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Almost all the respondents face time management problems. They admit that countless number of lessons must be studied not to mention the coaching lessons. Henceforth, students find themselves cut in the trap of studying outside and do not find time to prepare at home. On top of that, they assert to have troubles of memory although they attend lessons both on school and coaching classes which generates in them health problems, but most importantly it causes them stress. The latter is the second frequently mentioned word by the respondents.

➤ Q5: Students' Impressions on Sitting for the BAC

To get into the core of the anxiety issue, students were asked to share their emotions about sitting for the Baccalaureate. Students' responses are ranked into three categories. Responses such as "happy to sit for it", "I will do well in the BAC", or "I have good feelings to pass it" are under the category of positive feelings. On the other hand, answers that contain "stressed, pressure, worried, uneasiness, struggles" are under the negative feeling category. Other responses were put on the third rank which consists of mixed feelings.

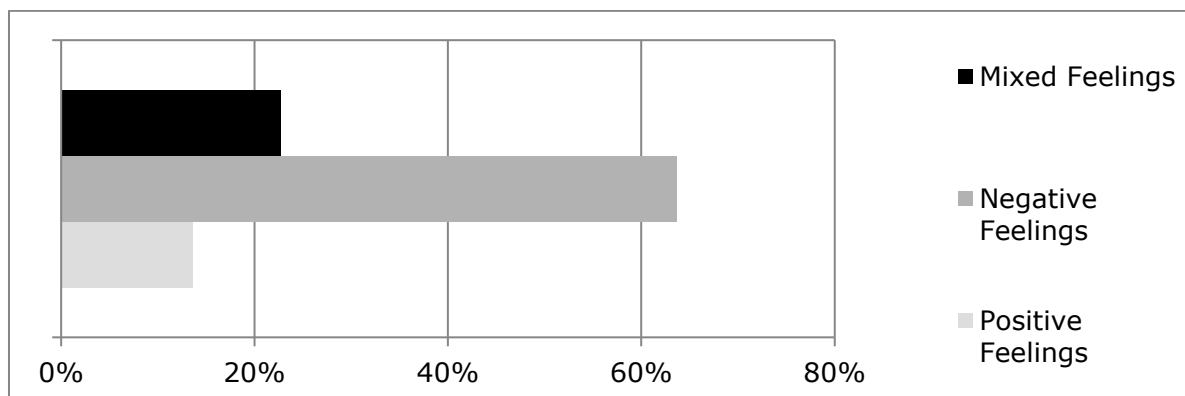


Figure 2. 3 Students' Impression on the BAC Exam

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This table demonstrates how tense students' emotionality (see 1.7.2) is (63.65%). Only 13.63% students share their positive impressions, whereas 22.73% show to have mixed feelings.

Rubric Four: Remediation for Test Anxiety

➤ Q6: Teachers' Actions towards Students' BAC Anxiety

This question highlights teachers' role. In this vein, students were asked to mention whether their teachers help them overcome their anxiety or raise their anxiety rate.

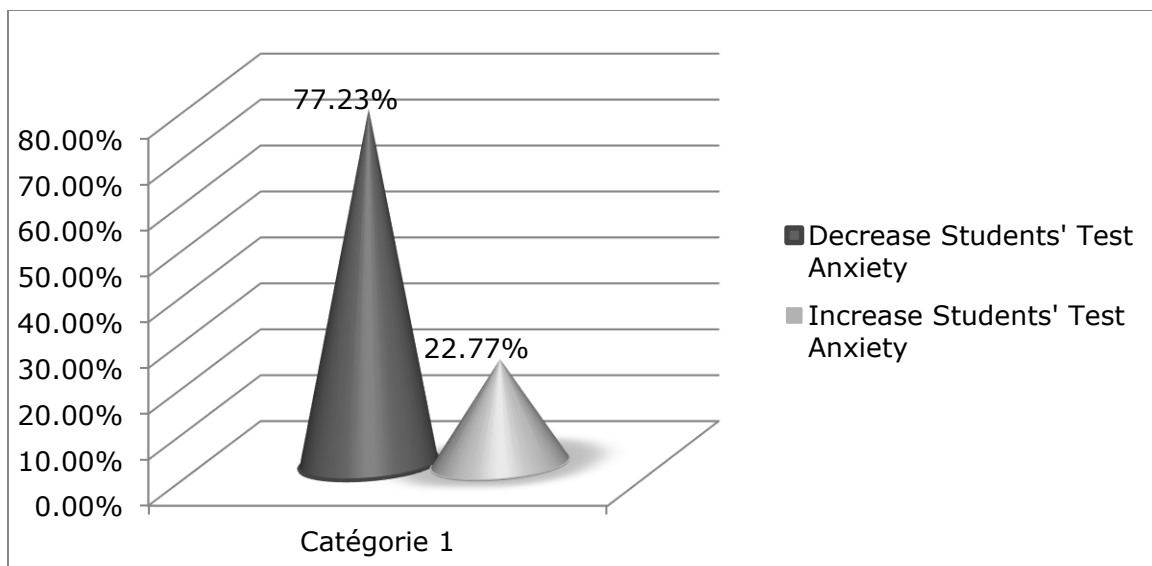


Figure2. 4 Teachers' Role Vis-à-vis Students' Test Anxiety

According to the obtained results, teachers help students deal better their anxiety as 77.23% of the informants have confirmed. On the other hand, the remaining students (22.23%) have claimed that teachers 'add more fuel to fire' to their anxiety.

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➤ Q7: Teachers' Strategies and Techniques in B.A Reduction

To support their claim, students were asked to state how do their teachers increase or decrease their test anxiety.

Teachers use effective techniques as stated by students who view that their teachers help them surmount their anxiety. Teachers try to 'trivialize' the BAC exam. In other words, they try to change students' impressions on the BAC as to be a commonplace test. On the other hand, they reassure their students that the exam would be easy if they prepare well which pushes them to study hard with the right psychological conditions.

However, according to the respondents who view their teachers increase their BAC pressure; teachers influence them in a negative way. Speaking of former students who failed to students who are about to sit for the BAC is not the good way to help them, according to the respondents. Additionally, students feel the pressure when teachers speak about the Baccalaureate as burdensome ordeal. Most importantly, they are under pressure when their teachers are always in hurry in order to cover the program.

➤ Q8: Teachers' Statements about BAC Examinations

Students were asked about how their teachers speak about the BAC exam. Two suggestions were put forward: whether their teachers speak about it as an important exam and failing it would have negative effects on their future career or as important exam but they have the required ability to pass it. Additionally, the respondents are expected to support their responses with the statements that are overstated by their teachers.

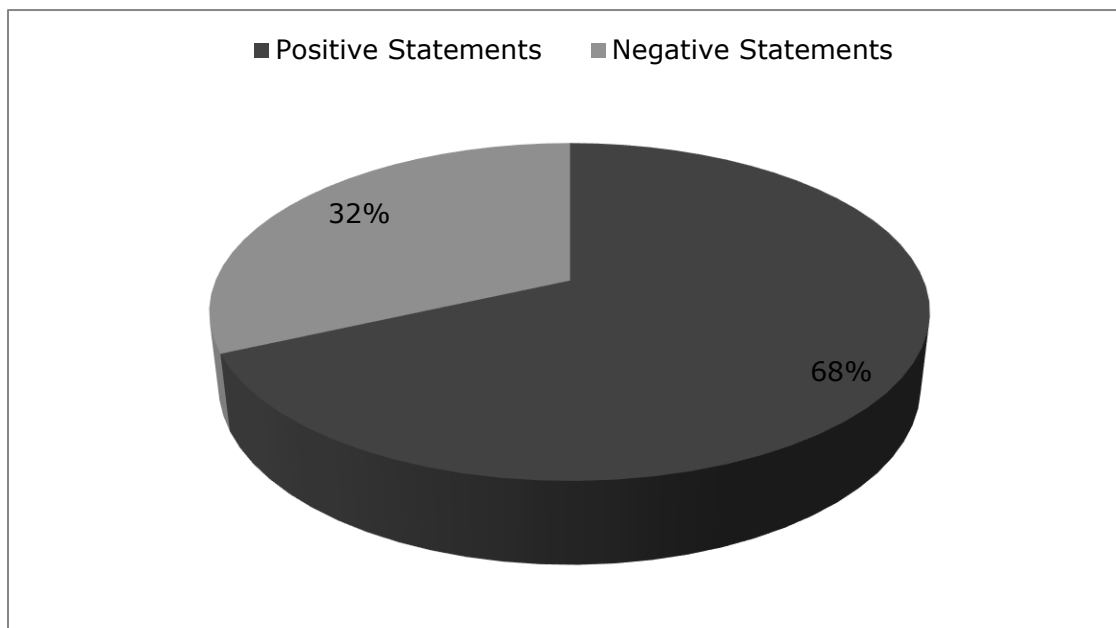


Figure2. 5 Teachers' Statements on the BAC Exam

This pie chart demonstrates that most teachers provide students with positive statements about the Baccalaureate (68%). However, 32 % of students claim that their teachers talk about the failure of the BAC and its negative impact.

In the second part of the question, students gave vivid illustrations about typical statements of teachers who are dealing with the BAC preparation with their students. For some they use negative statements to highlight the threat of failing this exam. Negative statements are the ones that highlight students' laziness, unpreparedness. On the other hand, teachers use positive statements in order to raise students' self-esteem. These statements are all in one basket of the adage "no pain, no gain".

➤ Q9: Students' Reactions Vis-à-vis Teachers' Statements on the BAC

This question shows how 3AS students react to teachers' practices and messages about the BAC. They were asked whether the precedents teachers' statements encourage them to work harder or make them fear and discourage them for preparation.

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	Absolute Frequency	Relative Frequency
Boost BAC Preparation	19	86.37%
Negative Effects	3	13.63%

Table2. 3 Effects of Teachers' Statements on 3AS Students

The table evidences the advantages of Teachers' fear and efficacy appeals (see 1.7.3.1) on 3AS students as 86.37% of students claim that it boosts them to work hard. On the other hand, 13.63% believe that this has negative effects.

➤ Q10: Students' Techniques and Strategies for B.A Reduction

Finally, students were invited to provide their techniques and strategies to overcome the BAC anxiety. Students shared different strategies and techniques, which can be put into three categories: cognitive, psychological, and physical.

First, students claimed that studying is undeniably a way of reducing the anxiety. Students feel themselves at ease when they know that they are up to date with the lessons. What is more, a time plan is another way of managing their anxiety. They admit that when they know what to do for the upcoming days they feel released.

Second, according to students' responses almost all of them practise positive self-talking. Another psychological strategy that was highlighted is watching motivational videos. For some it is about a successful story as a movie and for some are videos which are made up of motivational speeches. Listen to music is also another major tool for anxiety reduction, according to the informants. Third, students' responses have proved that faith also plays a great role as a natural anxiety medication.

On the other hand, physical intervention was also highlighted. Students practise sport, dance, and try to take naps for stress release. Students also try to eat healthy as some

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has suggested drinking smoothies which are, at the same time, healthy and energetic drink.

2.5.2. Questionnaire to Teachers

This part highlights the different questions that are included in teachers' questionnaire in order to pave the way to its results.

2.5.2.1. Design of the Questionnaire:

This questionnaire was distributed to teachers for gathering data about students' test anxiety and teachers' intervention in reducing students' BAC anxiety. It is constituted of three rubrics.

Rubric One: General Information

Just as in the former questionnaire, the first section tackles general information. Teachers were invited to provide information about their age, gender, streams of classes that are responsible of, and years of experience as a teacher.

Rubric Two: Students' Test Anxiety

This part involves three questions about 3AS students' test anxiety. The first question entails their anxiety of a class test and the second is about BAC anxiety. However, the third question points up the difference between the BAC and class test impact on test scores.

Rubric Three: BAC Anxiety Remediation

This rubric is composed of two questions. Teachers are asked to share their strategies and techniques in helping students with their BAC anxiety. Finally, the last question highlights the advice that teachers provide for students who are about to sit for the BAC examinations.

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2.5.2.2. Results of the Questionnaire

As mentioned previously, the teachers questionnaire is made up of three sections. Every one addresses a specific research hypothesis except the first one which gives information related to the teachers' background. However, this part exposes the results obtained from the answers proposed by the informants. The results are exhibited according to the aforementioned rubrics.

The medium age of the teachers that were part of the investigation is 38. However, the average number of years of experience as a teacher is seven. On the part of the streams of classes that teachers are responsible varies and covers scientific and literary streams.

Rubric Two: Students' Test anxiety

➤ Q1: Students' Class Test Anxiety

The first question is a yes/no question. It tries to disclose whether students fear sitting for a class test or not.

➤ Q2: Students' BAC Anxiety

This question, on the other hand, shows if students are afraid to sit for the Baccalaureate.

The results of both of the two questions are exposed simultaneously in order to have vivid and comparable results.

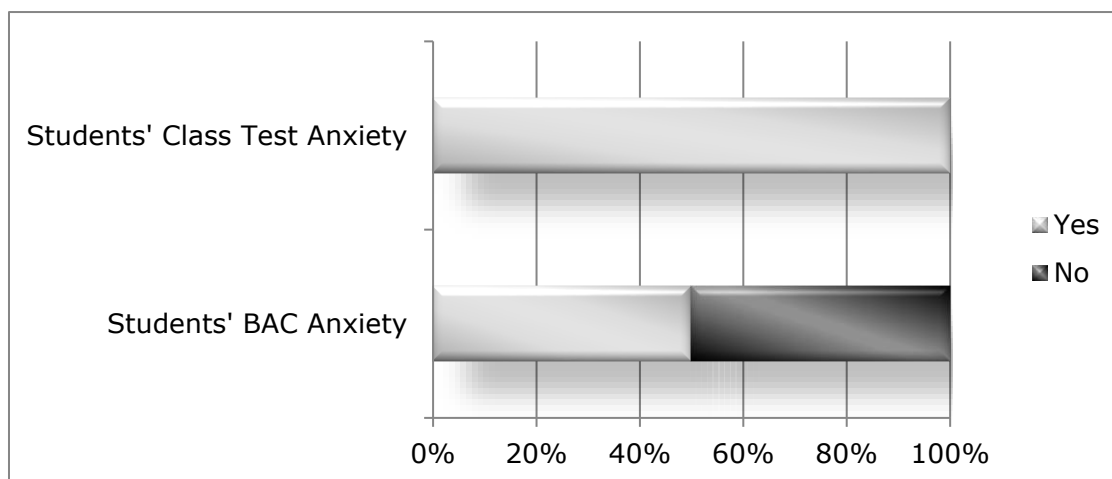


Figure2. 6 Students' Test Anxiety of Class and Baccalaureate Examinations

All teachers involved in the investigation claimed that students are test anxious when it is about the BAC (100%). However, half of them admit that their students do not fear sitting for a class test and the remaining find that their students do (50%).

Additionally, teachers were asked to provide the signs that evidence students' BAC anxiety. Some teachers have noticed that students show their anxiousness when they constantly ask questions on how the baccalaureate examination event unfolds. Teachers also observe constants complaints from the part of students as a form of stress and worry. Besides, they have problem of concentration. Teachers argue that they fail in questions that have already been done in class due to stress. In addition to cognitive discomfort, teachers claim that they exhibit physical signs just as shaking, vomiting, unable to express themselves in a comprehensible manner sometimes some faints due to the pressure and fatigue.

➤ Q3: Impact of BAC Anxiety on Test Scores

Another question that supports the previous questions highlights the impact of test anxiety on test scores. Informants, in this respect, are asked if their students score in BAC examinations as they do in a class test. The results are exhibited in the following pie chart.

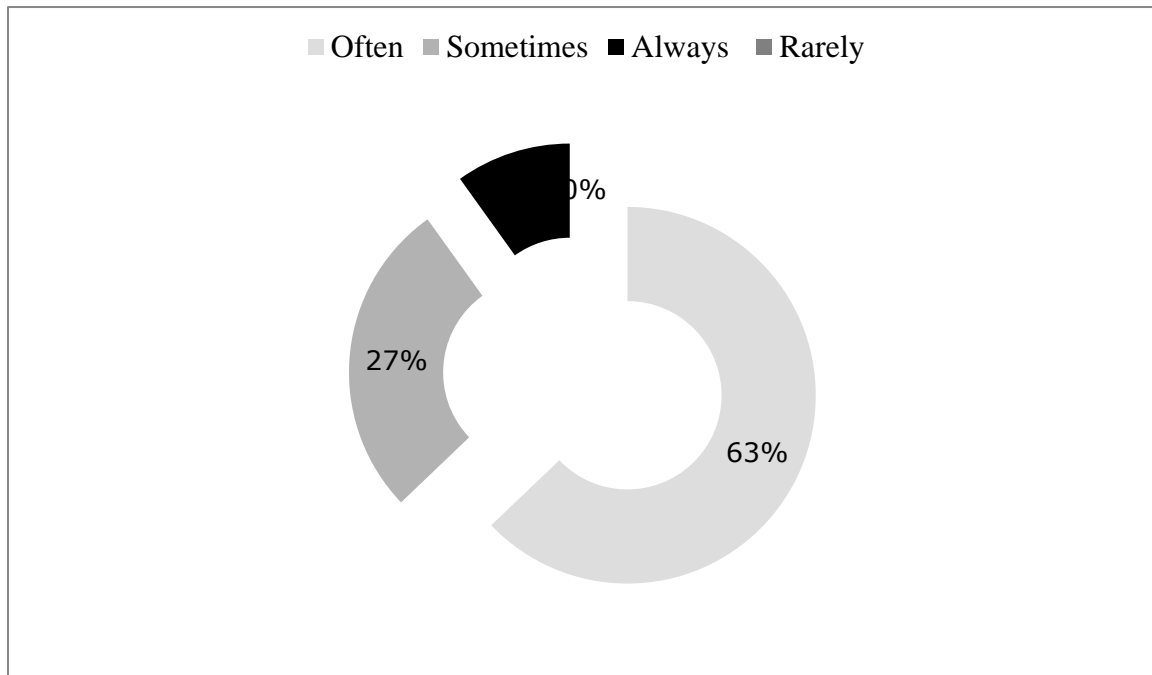


Figure2. 7 Divergence in Students Scores of Class Test and BAC Examination

The majority of teachers' responses reveal that students, often, do not score in the BAC as they do in low-stakes exams 63%. In contrast, 27% of teachers find that sometimes there is a difference between students' scores in class and Baccalaureate examination. Additionally, only 10% of the informants approve that students always score differently in the BAC.

Rubric Three: Remediation for Test Anxiety

➤ Q4: Teachers' Intervention in Reducing B.E.A

Teachers, in this item, are asked to share their teaching practices for helping students to manage their BAC anxiety. They are expected to respond in an open ended manner.

In most of the responses, teachers provide their students with helpful tips and techniques. One of the most frequent techniques is to use an appropriate language for raising their self-esteem. The second important point that the respondents insist on is to make sure that their students are well prepared for sitting for the Baccalaureate because when they are equipped with the required knowledge and skills they are

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psychologically prepared. Banishing the negative thought is another teachers' strategy. What is more, teachers advise their students to do on what they could better than doing everything wrongly; to use the respondent' words: "avoid the perfectionist trap".

➤ Q5: Teachers Advice to Students Facing Anxiety in the day of the BAC Exam

Additionally, another question tackles the advice that teachers offer to their students in accordance to their apprehension in sitting for the BAC. They are under three categories: cognitive, psychological, and physical advice.

Cognitive advice	Psychological advice	Physical advice
Work regularly. Practice on previous BAC subjects. Read the BAC questions carefully. Start with the easiest activities on the BAC exam.	Be positive. Be self-confident. Trust the accomplished work.	Eat healthy. Sleep enough.

Table2.4 Teachers' Advice to Students Facing B.E.A

2.5.3. Interview to Parents

The aim of this interview is to provide a complete scrutiny on students' fears during the preparation of the Baccalaureate and get parents' opinion on how to dispel their children's pressure. Parents were administered a structured interview. The latter type of interview has an already organized plan. The informants are expected to respond only to the following questions:

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2.5.3.1. The Interview

This interview consists of six questions. The two first questions are close ended. On the other hand, the remaining items are open-ended questions.

The two first questions, on the first place try to support the previous ones highlighted in the precedent instruments. Therefore, the first and second questions are an attempts to provide information about students' test anxiety in the class and BAC exams.

Diversely, the next question aims at identifying the reasons behind their anxiety. Then, parents are asked whether they transmit their worries to their children or not. They are also asked if teachers help their offspring to overcome test anxiety. Finally, they are expected to provide their children's strategies to defeat their fear of the Bacculaureate.

2.5.3.2. Results of the Interview

➤ Q1: Students' Class Test Anxiety

2/3 of parents argue that their children are not worried to sit for a class test.

➤ Q2: Students' BAC Exam Anxiety

When it comes to sit for the Bacculaureate, all the parents claim that their children are anxious.

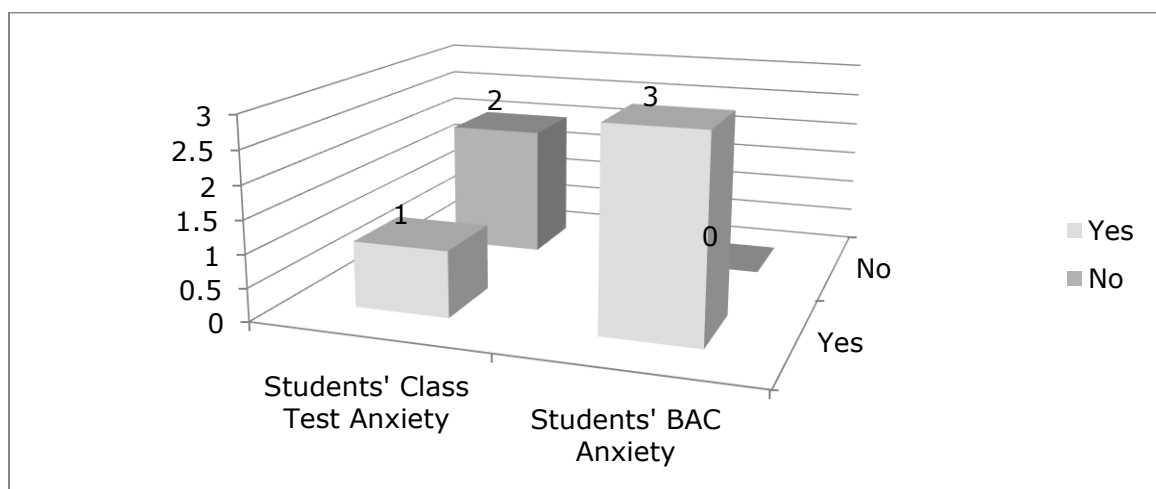


Figure2. 8 Students' Anxiety in Class and BAC Exam

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This figure clearly states that the anxiety in the anxiety in the Baccalaureate is much more noticeable as all the parents assert it.

➤ Q3: Reasons Behind Students' B.E.A

One of the most frequent responses is the long programme to cover. Parents, in this respect, complaint that their children are always in a hurry and tired due to the unlimited hours those students attend. Besides, they argue that they do not have time to take some rest. Even in holidays they attend coaching courses which is supposed to make them ready for the day of the Baccalaureate.

➤ Q4: Parents' Impact on Students B.E.A

Almost all the respondents admit to transmit their worries to their children. Being a high-stakes exam, parents are also anxious about their children's futures and this automatically impacts students.

➤ Q5: Teachers' Role

Parents view teachers as indispensable individuals that draw whether the success or failure of their offspring. Therefore, they all agree that teachers help decrease B.E.A.

➤ Q6: Students' Strategies in Overcoming B.E.A

Parents know their children better than anyone. It is for this reason that they were asked to share their children's strategies of anxiety reduction.

They have responded in diverse ways. Some state that they listen to music. Others claim to practise sport or chill out with friends.

2.6. Discussion of the Main Results

The study was conducted to set out an overall understanding of the concept of the BAC anxiety in 3AS students. It also tries to highlight teachers' intervention in helping them to manage their fears during the last year of high school.

Chapter Two: Data Collection and Analysis

To test the validity of the hypotheses, two distinct research instruments were used; a questionnaire was employed twice as it was administered to two different sample populations so as to gather data as evidence that prove or disapprove the hypotheses, whereas the second instrument (interview) investigated the sample population (parents) in order to confirm the results obtained from the precedent research instrument.

Concerning the first research question, the researcher considers that students who are preparing for the BAC face a critical state of anxiety vis-à-vis this high-stakes exam. As a matter of evidence, students were diagnosed with test anxiousness during the year of preparation (see Students questionnaire, Westside Test Anxiety Scale). However, the Westside Test Anxiety scale reveals that their anxiety rate attains a normal level in the majority of the candidates. Nevertheless, in teachers questionnaire, question 2, all teachers who took part of the investigation agreed that their students are T.A not to mention students' agreement on that point (see Students questionnaire, question 2). On the other side, teachers provided some signs that prove that their students are worried about sitting for the BAC (see Teachers questionnaire, question 2). Additionally, parents also observed that their children are psychologically tired and unable to manage their fears. As a matter of evidence, all students face divers problems during the year of preparation. These problems are cognitive, psychological, and physical which generate in them fear of sitting for the Baccalaureate. Henceforth, the first hypothesis is wholly confirmed.

Stepping back to consider the second research question which highlights how the problem of 3As students can be resolved. The researcher suggested that teachers could act as key factor in reducing students' anxiety. When it comes to help students in learning, the teacher is always at the forefront of the list. Therefore, it is no surprise that this individual plays a major role in helping students to manage their test anxiety. Although few students claimed that their teachers increase their B.E.A, most of the students themselves agreed that their teachers contribute in their B.E.A reduction rather than worsen their case (see Students questionnaire, question 6). What is more, teachers use positive statements all in stating the importance of the Baccalaureate and

Chapter Two: Data Collection and Analysis

generate in them self- efficacy so to boost their productivity (see Students questionnaire, question 8). Teachers also have evidenced that they do help students in raising their self-esteem. When teachers talk about the BAC as any other exam and get them prepared educationally, it procures in students a moral release (see Students questionnaire, questions 7). Teachers also provide helpful advice as they are acquainted with the Baccalaureate examination of the previous years (see Teachers questionnaire, question 5). All in all, the findings do confirm the researcher's hypothesis.

2.7. Conclusion

To sum up, the researcher has shed light on the followed methodology of gathering data. Then the results were exhibited in order to approve or nullify the two hypotheses. In accordance to the investigation, the researcher has concluded that test anxiety go hand in hand with high-stakes exam. The Baccalaureate is a typical example which creates a noticeable high rate of anxiety to students, and this piece of empirical work is an evidence of it. What is more, the researcher has sought for a remediation. For this reason; students, teachers, as well as parents were part of the inquiry. The findings evidence teachers' great role as counsellors for reducing their students' test anxiety.

Chapter Three: Overcoming Test Anxiety

Chapter Three: Overcoming Test Anxiety

3.1. Introduction

3.2. Suggestions and Recommendation

3.2.1. Role of Teachers

3.2.1.1. Classroom Management

3.2.1.2. Teacher Communication Techniques and Messages

3.2.1.3. Coaching Courses

3.2.2. Role of Students

3.2.3. Role of Parents

3.3. Pedagogical Implications

3.3. Conclusion

Chapter Three: Overcoming Test Anxiety

3.1. Introduction

This chapter represents the remaining part of the previous chapter. According to the previous collected data and information gathered from the reviewed literature, the researcher will synthesize the role of every informant that was part of the investigation. These individuals are considered to have key roles for resolving the test anxiety problem.

3.2. Suggestions and Recommendations

As already stated, the purpose of the present study is to provide solutions to the psychological problem that 3AS students encounter. To be able to do that, the researcher has tried to search for the origin of BAC anxiety, and then try to suggest remediation and solutions. In this way, the findings as well as the previous literature review are considered to be sources of this problem solving.

First, the researcher will deal with teachers' role in which some pedagogical areas are explored in the context of surmounting BAC anxiety. Then, students as well as parents are also considered to have indispensable hints in this context.

3.2.1. Role of Teachers

The findings show that there is a close relationship between the gathered literature and what is happening in the real situation. Teachers use efficacy and fear appeals when it comes to boost students' performance and decrease their anxiety (see 1.7.4 and 2.5.1.2, questions 7, 8 and 9). However, such intervention may be spontaneous and unplanned. Henceforth, this must have another perspective in relation to classroom management.

3.2.1.1. Classroom Management

A controlled classroom environment is important to establish a strong teacher-learner relationship and provide high level of students' performance. In classroom, it is the teacher's behaviours that matter since they **“produce high levels of student involvement in classroom activities, minimal amounts of student behaviours that interfere with the teacher's or students' work, and efficient use of instructional**

Chapter Three: Overcoming Test Anxiety

time” (Emmer & Evenson, 1981: 342). In this vein, 3AS students need teachers that manage appropriately the classroom for the sake of motivating them, expanding the learning tasks, and gaining time as 3AS students face great problems such as ‘the long programme to cover and time management’ (see 2.5.1.2, question 3), not to mention some students’ complaint about teachers’ issue in managing the class (see 2.5.1.2, question 7: students who view that their teachers increase their B.E.A). What are of paramount importance in classroom management strategies is the Behaviour Alteration Techniques that ought to be used by teachers who are responsible of 3AS students.

3.2.1.2. Teacher Communication Techniques and Messages

Teacher communication techniques and messages are just another way to refer to Behaviour Alteration Techniques. They are used by teachers in order to engage students doing the required tasks for their own good. Kearney et al. relate BAT to **“what messages do teachers use to encourage students to comply with their demands”** (1985: 20). These techniques are originated from operant conditioning towards learning. Indeed, these strategies are based on reinforcement. The goals of behaviour alteration techniques are: **“promoting positive classroom behaviours and increasing student motivation”** (Draughn, 2015: 5). In relation to high-stakes exams in general and the Baccalaureate in particular, BATs refer to fear and efficacy appeals. When teachers use negative language this signifies that fear appeals are employed. However, when positive messages are used about, for instance, the Baccalaureate; this consists of efficacy appeals. In this context, the findings reveal that teachers responsible of 3AS students actually employ these strategies. What is noticeable is that teachers use more efficacy appeals than fear appeals as students claim that teachers who increase their anxiety are the ones who speak constantly about the negative consequences (see 2.5.1.2, questions 8 and 9). Therefore, the suitable manner to deal with B.E.A is efficacy appeals.

3.2.1.3. Coaching Courses

Passing the Baccalaureate is no more the unique goal for many 3AS students. Students as well as teachers are obsessed with scoring well in the Baccalaureate which lead

Chapter Three: Overcoming Test Anxiety

them to lean on teach-to-the-test approach. What is more, they are no more satisfied with school courses. They have turned their back on their school teachers and moved to “[...] **extra remedial lessons oriented chiefly towards practicing exam techniques**” claimed Benmoussat & Benmoussat (2016: 2). This phenomenon has not stopped to expand all over the Algerian territory to the extent that teachers are viewed as businessmen in the field as the coaching expenses equal 30% of the national education budget (Algerie Focus, July 2015). The online newspaper, Algerie Focus revealed that 51.2% of 3AS students attend coaching courses and it claimed that it is not the right solution. Results from the previous chapter also showed that one of the major problems that raise 3AS students’ anxiety is due to the exhaust between attending school and coaching classes (see 2.5.1.2, question 3). In this vein, the appropriate way to prepare for the BAC is to eliminate one category of courses and the coaching ones are the target of the national education. Yet, parents are the ones who must engage themselves to cause change asserted this online newspaper (Ibid: para6). Teachers, on the other hand, must do their part in school classes and convince their students on the effort they do (see 3.2.1.1.) to avoid coaching classes.

Most importantly, there must be a jurisdiction who controls teachers who provide extra classes. Accountability policy must be applied in the Algerian educational system because in this way it will reinforce an efficient teaching and learning process. In this sense, students will not feel in need of extra courses as their school teachers will do their best for their success not only in the Baccalaureate but in their entire future educational path.

3.2.2. Role of Students

First, third AS students have a great issue in managing their time. On one hand, they have a long programme to cover and on the other, they have to attend coaching courses in addition to school lectures. Therefore, they find themselves in a hurry. This causes them extreme fatigue and mental inconvenience. Also, the status of the Baccalaureate in Algeria makes students think about its failure. In this way, its nomination of being

Chapter Three: Overcoming Test Anxiety

the scale of one's worth as stated by Benmoussat (2016:2) as "the roadblock to mediocrity" develops in students a fear related to its failure

Fortunately, students shared helpful techniques and strategies in addition to teachers' advice regarding their anxiety problems. They are under three categories: cognitive, psychological, and physical.

Chapter Three: Overcoming Test Anxiety

	Cognitive strategies	Psychological strategies	Physical strategies
Students' Strategies	<ul style="list-style-type: none"> -Revise the programme gradually and be up to date with lessons -Time planning -Work regularly. Practice on previous BAC subjects. Read the BAC questions carefully. Start with the easiest activities on the BAC exam. 	<ul style="list-style-type: none"> -Apply positive self-talking - Watching motivational videos or movies - Listen to the music - Having faith -Be self-confident. Trust the accomplished work. 	<ul style="list-style-type: none"> - Practise sport/dance - Take naps for time to time - Eat healthy (like smoothies)
Teachers' advice	<ul style="list-style-type: none"> Work regularly. Practice on previous BAC subjects. Read the BAC questions carefully. Start with the easiest activities on the BAC exam. 	<ul style="list-style-type: none"> Be positive. Be self-confident. Trust the accomplished work. 	<ul style="list-style-type: none"> Eat healthy. Sleep enough.

Table3. 1 Students' Strategies and Teachers' Advice (Questionnaire to Students,question 10 & Questionnaire to Teachers, question 5)

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3.2.3. Role of Parents:

Considered as important stakeholders, parents seem also to bear stress. Even more, Parents' worries influence their children (see 2.5.3.2, question 4). It is essential that parents, too employ some strategies to remediate this issue. A professor of education has suggested four strategies for parents in order to be able to help their children: “**offering positive messaging, keeping communication open, lowering the stakes, taking care of themselves**” (Volante, February 2019).

First, parents can, as teachers, use positive messaging which is another way to refer to efficacy appeals. Parent, in this way, must motivate their children to study and raise their self-esteem. A second important way is communication. To know everything about his child helps the parent to know how to intervene in order to decrease the stress and the pressure of the BAC exam. Also, making the child at safe and ease when it is about their future career is helpful for avoiding test anxiety. Volante called it as “lowering the stakes”. Most importantly, parents must take care of themselves as it directly impact their surrounding namely their children as the research evidenced this phenomenon (see 2.5.3.2., question 4). Volante, in this respect, posits “**Ironically, one key issue both parents and teachers need to consider when attempting to assist students with test anxiety is to first take care of themselves**” (February 2019, para.21). therefore, to avoid transmitting their own anxiety to their children, parents must take care of themselves .

3.3. Conclusion

This chapter attempts to procure reliable data that satisfy students' needs vis-à-vis the Baccalaureate anxiety. What is more, this research work has shown that the contribution of each stakeholder has an intimate touch on students' performance (teachers, students themselves, as well as parents). First, teachers as tutors and source of knowledge are expected to manage their classrooms which offer to students the necessary knowledge in a way to avoid the coaching courses that are an implicit BAC anxiety factor. BATs are also helpful in decreasing the pressure of the Baccalaureate, namely efficacy appeals. On the other hand, students who are primarily concerned are

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being provided with helpful strategies and advice. Finally, parents also can contribute for students 'anxiety reduction.

General Conclusion

Behind every test there is a motive. High-stakes test tends to measure students' worth and determine their future. In this vein, the BAC exam turned out to be a typical high-stakes exam in the Algerian context.

Every year, students' educational and career future is at stake. It goes without saying that this situation provokes mental as well as emotional uneasiness and apprehension. During the year of the BAC preparation, students face divers problems which worsen their state of anxiety.

Researchers agreed that whenever a standardized/ high-stakes test takes place, students exhibit a form of test anxiety. On the other hand, studies done in the EFL classroom setting highlight that teachers as managers of classroom can control their students behaviours using BATs which provide satisfactory results. Based on the first assumption, the researcher has scrutinized students' minds during the preparation of the Baccalaureate for the sake of identifying the uncovered issue of BAC anxiety and the reasons behind it. Then, the research attempted to explore how the teacher can intervene in accordance to the second assumption.

As for the organization of this work, the dissertation consists of three chapters. The introductory chapter lays down the key concepts and the related literature which are prominent for the study of the test anxiety issue. It attempts to throw light on the correlation between high-stakes exams and test anxiety. Then, the second chapter represents the empirical phase where a brief description of the research methodology is used. The profile of each respondent was elicited not to mention the design of each instrument. Additionally, results of the investigation are reported only to pave the way to the subsequent chapter which sums up the likely solution gathered from the informants' responses.

The research was led in light of two hypothetical answers that go in the same line of the aforementioned assumptions. 3AS Students were believed to suffer from a type of

anxiety and that their teachers could intervene in a positive way. To know if the researcher's hypotheses were truthful, two questionnaires interview were utilized. One questionnaire was addressed to students for the sake of identifying students' concern and dig for the origin of their anxiety and finally gather information about a remediation for this issue. Teachers also filled in a questionnaire in order to obtain answers about students' fears of sitting for the Baccalaureate and teachers' advice as well as strategies. Then, a supportive data collection instrument, the interview was done with parents to shape triangulation and assure reliable data.

The Results, in this sense, have evidenced that students do endure nervousness, stress and pressure vis-à-vie the BAC exam. However, it is crucial to mention that the measured anxiety rate is quite normal and is not critical as it is expected in any other high-stakes exam. Nevertheless, behind students' BAC anxiety many factors raise which aggravate students' pressure and the long programme to cover is the frequent overstated based on students' responses. On the other hand, it comes to light that teachers' intervention is primordial during the critical of exam preparation. Even more, they consciously or unconsciously use Behaviour Alteration Techniques. In more concrete terms teachers use fear and efficacy appeals and the latter technique has been shown to be the right option. All in all, the two hypotheses were confirmed.

At the end, the researcher has faced some limitations. As for the sample size, the researcher was not able to gather representative sample. Second, there was a lack of previous research studies in the Algerian context. Therefore, the reviewed literature may represent a mismatch to the empirical section. Finally, the studied issue entails diverse and abundant variables which may cause a misinterpretation of the obtained results.

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Appendices

Appendix A: Questionnaire to Students

Dear students

This questionnaire is designed for the purpose of research about students' test anxiety in the BAC exam. You are kindly called to answer the questions. Please note that your full response is needed.

Rubric One: General Information

Age:

Gender:

Stream:

Q1: Do you fear sitting for a class test?

Yes

No

Q2: Do you fear sitting for the BAC exam?

Yes

No

Rubric Two: Westside Test Anxiety Scale

Rate how true each of the following is of you, from extremely true, to not at all or never true. Use the following 5 point scale.

5

4

3

2

1

Always true

Usually true

Sometimes true

Seldom true

Never true

- ___ 1) The closer I am to the Baccalaureate exam, the harder it is for me to concentrate on the material.
- ___ 2) When I study, I worry that I will not remember the material on the exam.
- ___ 3) During important exams, I think that I am doing awful or that I may fail.
- ___ 4) I lose focus on important exams, and I cannot remember material that I knew before the exam.
- ___ 5) I finally remember the answer to exam questions after the exam is already over.
- ___ 6) I worry so much before a major exam that I am too worn out to do my best on the exam.
- ___ 7) I feel out of sorts or not really myself when I take important exams.
- ___ 8) I find that my mind sometimes wanders when I am taking important exams.
- ___ 9) After an exam, I worry about whether I did well enough.
- ___ 10) I struggle with writing assignments, or avoid them as long as I can. I feel that whatever I do will not be good enough.

Rubric Two: Origin of Exam Anxiety

Q3: Why do you feel anxious while preparing the Baccalaureate exam? Circle one or more than one answer

- A) Lack of organization and planning
- B) Lack of self confidence
- C) Fear of failure
- D) The long program to cover
- E) Oppressions on the part of parents and teachers
- F) Exhaust between attending course and coaching classes

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Q4: What are the difficulties that you encounter in preparing for the BAC?

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Q5: Describe your feelings about sitting for the Bac exam this year

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Rubric Three: Remediation for test anxiety

Q6: Do you think that your teachers

Help decrease your anxiety

Add fuel to fire

Q7: Please state how?

.....

.....

.....

.....

Q8: Did your teachers talk to you about the Bac exam as

a)An important exam and failing it is failing your life

b)An important exam and that you have the required ability to succeed it

Circle a) or b) and state if possible the statements that your teachers repeat it constantly

.....

.....

.....

.....

Q9: Do these statements:

a) Encourage you to work hard.

b) Make you fear and discourage you to sit for it.

Q10: What are your techniques in order to overcome your Baccalaureate anxiety?

.....

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.....

.....

أعزائي التلاميذ

تم تصميم هذا الاستبيان بغرض دراسة قلق التلاميذ في اختبار البكالوريا. يرجى ملاحظة أن هناك حاجة إلى ردكم الكامل.

عمر:

جنس:

شعبة:

س1: هل تخشى الجلوس لاختبار القسم؟

لا

نعم

س2: هل تخشى الجلوس لاختبار البكالوريا؟

لا

نعم

قيّم مدى صحة كل مما يلي، من الغالب أو الحقيقي دائمًا ، إلى غير صحيح على الإطلاق أو صحيحًا أبدًا. استخدم مقياس النقاط الخمس التالي.

3

4

5

صحيح في بعض الأحيان

صحيح عادة

من الغالب صحيح

1

2

غير صحيح

نادرا ما يكون صحيحا

- 1(__)كلما اقتربت من امتحان البكالوريا ، كان من الصعب علي التركيز على المادة.
- 2 __) عندما أدرس ، أخشى ألا أتذكر المواد الموجودة في الامتحان.
- 3 __) خلال الامتحانات المهمة ، أعتقد أنني أفعلها فطبيعة أو قد أفضل.
- 4 __) أفقد التركيز على الاختبارات المهمة ، ولا يمكنني تذكر المواد التي كنت أعرفها قبل الامتحان.
- 5 __) أخيراً أتذكر الإجابة عن أسئلة الاختبار بعد انتهاء الاختبار.
- 6 __) أشعر بالقلق الشديد قبل الامتحان الرئيسي لدرجة أنني متهاك للغاية لأبذل قصارى جهدي في الامتحان.
- 7 __) أشعر بنفسي أو لا أشعر بنفسي حقاً عندما أقوم بإجراء اختبارات مهمة.
- 8 __) أجد أن عقلي يتجول أحياناً عندما أقوم بإجراء اختبارات مهمة.
- 9 __) بعد الامتحان ، أشعر بالقلق بشأن ما إذا كنت قد قمت بعمل جيد بما يكفي
- 10 __) أواجه صعوبات في كتابة الواجبات أو أتجنبها لأطول فترة ممكنة. أشعر أن كل ما أقوم به لن يكون جيداً بما فيه الكفاية.

س3: لماذا تشعر بالقلق أثناء التحضير لامتحان البكالوريا؟ ضع دائرة حول واحد أو أكثر من إجابة واحدة

(أ) قلة التنظيم والتخطيط

(ب) عدم الثقة بالنفس

(ج) الخوف من الفشل

(د) البرنامج الطويل المراد إنهاءه

(هـ) الاضطهاد من جانب أولياء الأمور والمدرسين

(و) العادم بين حضور الدروس المدرسية والدروس الخصوصية

س4: ما هي الصعوبات التي تواجهها في التحضير لـ BAC؟

س5: صف مشاعرك حول الجلوس لامتحان البكالوريا هذا العام

س6: هل تعتقد أن أساتذتك

توليد المزيد من القلق

يساعدون في تقليل قلقك

س7: يرجى ذكر كيف؟

س 8: هل تحدث إليك مدرسك عن اختبار البكالوريا ك

أ) اختبار مهم وفشله يسبب عواقب سلبية

ب) اختبار مهم وأن لديك القدرة اللازمة لإنجابه

ضع دائرة حول أ) أو ب) واذكر العبارات التي يكررها المعلمون باستمرار إن أمكن

س 9: هل هذه العبارات:

أ) تشجعك على العمل الجاد.

ب) تجعلك تخاف ولا تشجعك على الجلوس لذلك.

س 10: ما هي التقنيات الخاصة بك من أجل التغلب على قلق البكالوريا؟

Appendix B: Questionnaire to Teachers

Dear Teacher

This questionnaire is designed for the purpose of research about students' test anxiety in the BAC exam. You are kindly called to answer the questions. Please note that your full response is needed and thank you for your cooperation.

Rubric one: General Information

Age:

Gender:

Streams of classes that you teach:

Years of experience being a teacher:

Rubric Two: Students' Test Anxiety

1. Do you feel that your 3AS students are test anxious when they sit for your test?

Yes No

2. Do you feel that they are test anxious when it is about the Bacallaureate exam?

Yes No

If yes, then what are the signs?

.....
.....

3. Do Students score in BAC as they do in plain tests, during the year?

Yes No

Rubric Three: BAC Anxiety Remediation

4. What do you do to help them overcome their fears concerning sitting for the BAC exam?

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5. What Advice do you provide to your students when they are about to sit for the BAC exam?

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.....

Appendix C: Interview to Parents

1. Does your child fear sitting for a class test?
2. Do you feel that your child is anxious about sitting for the BAC exam?
3. What are the reasons behind the anxiety of your child in the preparation of the Baccalaureate?
4. Do you think that you transmit your worries to your child?
5. Do you think that his/her teachers help them decrease their B.A?
6. What did he/she do to overcome B.A?

1. Votre enfant a-t-il peur de passer un examen de classe ?
2. Pensez-vous que votre enfant est inquiet à l'idée de passer l'examen du Baccalauréat ?
3. Quelles sont les raisons de l'inquiétude de votre enfant lors de la préparation du Baccalauréat ?
4. Pensez-vous que vous transmettez vos inquiétudes à votre enfant ?
5. Pensez-vous que ses enseignants les aident à diminuer leur anxiété du BAC ?
6. Qu'a-t-il / elle fait pour vaincre l'anxiété du BAC ?