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Department of English**

**Student's Attitude Towards Testing Process &
CL Testing : a Case Study at EFL Students
Master Level University of Oran Algeria**

*Dissertation submitted to the Department of English as
a partial fulfilment of the requirements for Master's
Degree in Didactics of Foreign Languages*

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LIST OF ACRONYMS :

M1 :	Master One
M2 :	Master Two
EFL :	English As Foreign Language
CLT :	Communicative Language Testing
IELTS :	International English Language Testing System.
TOEFL:	Test of English as a Foreign Language.
TESOL :	Teaching English to Speakers of Other Languages.
TEFL :	Teaching English as a Foreign Language.
TESL:	Teaching English as a Second Language.

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ABSTRACT

It is commonly known that test designers have historically relied on students' replies, feedback, and perceptions to improve the testing process. The study's goal is to learn more about how EFL students behave and react towards CLT also the testing process in general. Both instruments were containing the same questions depending on close-ended questions and the data were quantitatively analyzed . An online questionnaire was published on the university students' site and on messenger groups. Interviews of eight LMD students from M1 and M2 of English Department, University of Oran, Algeria participated. However, after finishing interviews , we gave participants the chance to react honestly while keeping the questions' topics in mind. Most of the participants answered positively about " the impact of the test " and they were also " satisfied " about it . Interestingly the happier students were, the more motivated they were to learn. However students also felt " pressure " nervous when taking tests. The study has shown that participants felt confident about speaking & reading tests, More important students still preferred traditional testing methods, such as multiple-choice tests as they found them easier. The Interviews also gave some extra information all students agreed that CLT was an effective way of assessing their language proficiency and they believed that such tests provide a realistic picture of their language ability. This study aims to explore the importance to EFL student's behavior towards CL Testing in particular and toward testing process in general. Understanding student's reaction towrd tests will help test designers to improve , develop and enhance the testing process and this will definitely take and rise the testing field into the next level.

GENERAL INTRODUCTION

GENERAL INTRODUCTION :

As the world becomes more interconnected, the need for effective communication across cultures becomes increasingly important. This is especially true in the field of English as a Foreign Language (EFL) where students need to be able to communicate effectively in order to succeed in a globalized world. Communicative Language Testing (CLT) is an approach that focuses on testing students' ability to communicate effectively in real-world situations. While this approach has gained popularity in recent years, there is still little research exploring EFL students' attitudes towards CLT. In this blog post, we will explore a recent study that investigates EFL students' attitudes towards CLT and what implications this might have for language testing and teaching in the future. It is widely recognized that test designers have always depended on students' reactions, feedback and behaviors in order to improve the testing process . Those factors represented the cornerstone in the development of testing fields among schools and in different domains around the world. This reason has motivated researchers and scholars to investigate and study in order to give a clear understanding about the factors that attitude and create those produced behaviors that come from not only EFL learners towards language testing but students' behavior toward testing in general. Tests are created on the basis of the four language skills of listening, speaking, reading, and writing. Language tests are used for many purposes in many contexts and imposed as one of the important aspects of professional life, such as: job recruitment, teaching and learning packages, university admission and many fields. In the classroom, language tests are used to evaluate the students' development after a set amount of instruction and learning. Those tests may influence students' motivation to study the target language in a positive or negative way. McNamara, 2001, Hughes, 2003 adds that students may react differently to how assessments affect their desire to study new materials. The outcomes of testing and assessment are used not only to the language program in order to improve or expand the language curriculum, but also to classify language learners as successful or unsuccessful language learners and to determine whether or not a language program requires improvement.

Communicative language testing is an essential part of EFL education. It provides a more accurate reflection of a student's language abilities and encourages the development of practical language skills. By focusing on real-life scenarios, communicative language testing helps to prepare students for the challenges they may face when using English in the real world. It is totally agreed that the implementation of a one-world educational system that was one of the direct results of globalization, has already achieved its goals. This could be a blessing to test designers around the world who need to examine EFL students to improve the testing process. It is commonly known that language tests have been put into place to assess language proficiency and enhance the teaching and learning of the four language skills and one of the key tools for determining whether a student is successful or unsuccessful in language teaching and learning is language testing. However, testing may have an impact on students' attitudes toward testing, learning motivation, and emotional response to testing. Due to their anxiety over performing poorly on the examinations, students believe that taking them will jeopardize their language ability. Cohen (2001) adds that teachers and students may feel uncomfortable when they hear the word 'testing'. When it comes to EFL, students across the world their perceptions, feelings, behaviors and feedback are fundamental to the designers of tests in general and this is the reason why many researchers have attempted to give an understanding of students' behavior towards language testing. This research tries to put the light on EFL students' behavior towards the CL Testing in general in real situations. In addition to solving, identifying and overcoming problems relating to EFL students and the testing process. The regular evaluation and development of teaching materials was another factor in choosing the research setting. Actually, the academic motivation behind this work is to know students' interaction when they go through tests in general and has two purposes. This research tries to find out the reaction of students in doing the tests. Secondly, this work attempts to go deeper in this case and tries to seek student's assurance or their confidence when taking tests about the four skills of languages. This article could bring a respectable benefit to the field of testing EFL Students in general and that definitely helps tests designers to improve their examination process. The use of communicative language testing (CLT) has become increasingly important in language learning and assessment. CLT

focuses on assessing a student's ability to communicate effectively in real-life situations, rather than just their knowledge of grammar and vocabulary. However, there is a lack of research on EFL (English as a foreign language) students' attitudes towards CLT. This study aims to fill this gap by investigating EFL students' attitudes towards CLT. Specifically, the study seeks to answer the following research questions:

- 1) Do students believe that test encourage them to learn the target language although tests make students anxious and stressed?
- 2) are student's satisfaction and happiness related to their motivation and encouragement to do tests ?
- 3) what is students' favorite testing method?

The above mentioned questions led to formulate three hypotheses :

- 1) Although tests make students anxious and stressed, they believe that test encourage them to learn the target language.
- 2) there is a strong relationship between student satisfaction and their motivation about testing process.
- 3) among many testing methods that are existing of language testing, students prefer the multiple Choice tests.

This study aims to explore the attitudes of EFL (English as a Foreign Language) students towards communicative language testing. Also this work is to explore the students' emotional responses, test-taking self-confidence, and consequences for EFL learning. The research is at English Teaching Department at the University of Oran. The research design employed an online questionnaire with 30 students who participated and an interview with 8 students as the main data collection tools. Totally, the two instruments included 38 students , which aimed to provide a deeper understanding of the students' attitudes towards communicative language testing. The data collected from the survey and interviews were analyzed using quantitative and qualitative methods. The data obtained from the questionnaire and interviews were analyzed using descriptive statistics, Overall, this approach allowed for a comprehensive exploration of the attitudes of EFL students towards

communicative language testing, providing a rich and nuanced understanding of their perceptions and experiences. For this case study, the current work is intentionally divided into two interconnected chapters. The first main chapter is the Literature Review which contains three parts the initial one begins with identifying the elements of the topic like: a brief history of CL Testing, and definitions of both of EFL and Attitude with the purpose of literature review , The articles that talks about Student's attitude toward communicative testing and the criteria I use in comparing and analyzing articles. The second part (the body of the review) , grouping articles methodologically in a logical order with emphasizing the main arguments and findings of the articles in the writer's own words. The last part (conclusion of the review) it's about Summarizing the main themes that emerge in the review and identifying areas of controversy with pointing out weaknesses and strengths among the articles Also with formulating questions that need more research of study. The second chapter discusses the research strategy and Methods in detail, including the data collection tools and research design. These tools have been utilized to collect, analyze, and measure data pertaining to the interests of this study. These instruments are most widely used in the social sciences and education to evaluate patients, health sciences, clients, teachers, students and so on. Also the chapter includes data Findings and discussion analysis and interpretation. Additionally, the chapter attempts to answer the research questions by verifying or disconfirming the research hypotheses before concluding with the study findings.

CHAPTER ONE
LITERATURE REVIEW

Chapter One :

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1.2. What Is Communicative Language Testing ?

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LITERATURE REVIEW

1.1. Introduction:

The literature review conducted for this study includes an analysis of previous research on the attitude of EFL students towards communicative language testing. Several studies have examined this topic, highlighting the importance of understanding students' perceptions of the communicative language testing. This chapter aims to cover compare and explain the results of previous researchers' topics that are related to the current investigation, give the reason for the literature review and the general trends and the changes that happened in the past . This chapter attempts to explain the criteria that I've used to analysis and to compare between the previous articles done by other researchers. The chapter aims to put groups of articles into thematic clusters in a logical order and emphasizes the main findings or arguments of the articles in my own words and as a conclusion, I try to identify areas of disagreement in the literature and to summarize the key topics that arose from the review by identifying the articles' new approaches, gaps in the literature, issues with theoretical frameworks, and other strengths and drawbacks. Also, I will wrap up by putting out some questions that need to be investigated further inside the subject and that shed some light on how the subject relates to the larger discipline or field of study.

1.2. What Is Communicative Language Testing ?

Communicative Language Testing (CLT) is a language assessment approach that focuses on examining how well a student is able to use language in real-life situations. It is a departure from traditional language tests that assess only grammar, vocabulary, and pronunciation. The CLT approach emphasizes the importance of communication and measures a student's ability to use language in a way that is practical and appropriate for the given context. This approach has become increasingly popular in recent years, particularly in the field of English as a Foreign Language (EFL) teaching and testing. The goal of CLT is to assess the student's ability to communicate effectively in both spoken and written forms, with an emphasis on fluency, accuracy, and

appropriateness. According to Spolsky (1976), there have been three main stages in language testing history: the pre-scientific era, the psychometric-structuralist period, and the integrative-sociolinguistic period. These times were renamed the Garden of Eden, the Vale of Tears, and the Promised Land by Morrow (1979, p. 144). The introduction of “communicative” language testing, as Morrow called it, at the late of the 70s and the beginning of the 1980s was the Promised Land. The methodology was mainly an opposition to the significance validity and reliability had acquired in language testing, especially in the United States in the 1960s. The multiple-choice item found in EFL tests (Spolsky, 1995) and Lado’s work were the main targets to attack for the new “communicative” language testers (1961). Additionally Brown (2005) outlined five criteria for any communicative test design, which are: Authentic situations, meaningful communication, creative language output, unpredictable language input, and integrated language skills.

1.3. Attitudes

Since attitudes are a complex idea, they are frequently defined and assessed in a variety of ways across disciplines. There doesn’t seem to be a comprehensive definition that is universally accepted for the notion, and its application in everyday English is confusing. Allport (1954) claimed that attitudes refer to taught propensities to act in particular ways when confronted with certain individuals or objects. This definition contained the notion that attitudes affect a person’s feelings, beliefs, and behaviors in addition to how they make them feel. Furthermore, Allport’s definition was important since it implied that attitudes can be learnt, in contrast to Thurstone’s definition, which said nothing about how attitudes can be developed. This term emphasizes the role of upbringing in a person’s attitude development. According to earlier definitions, attitudes can range on a continuum between two extremes and be either positive or negative. Also, it placed more emphasis on attitudes toward entire categories than just particular people. A more contemporary definition of attitudes is provided by Ester, Mohler, and Braun(2006:8) as “beliefs about certain objects or circumstances.” They also say that a person’s values determine whether an attitude is favorable or negative.

1.4. EFL Define:

EFL is referred to as English as a Foreign Language, This usually refers to teaching English to people who speak a language other than English, but it can also apply to any situation in which English being taught to someone who speaks a different language. Indian students being taught English in India is an illustration of EFL. Gebhard (2006) said that EFL is the study of English by individuals who reside in regions where English is not often used as a first language for communication. He added that there aren't many opportunities for children in this environment to use English outside of the classroom for communication. Camenson (2007) offered a third description, stating that EFL students may reside in a nation where their native tongue is the primary means of communication and that these pupils may be needed to acquire English for their academic education, travel to an English-speaking nation, or business needs. He added that EFL students spend only a few hours each week studying English, receive limited exposure to English outside of the classroom, may have little opportunities to practice the language they have just learned, and are taught by native speakers.

1.5. Importance Of Communicative Language Testing In EFL Education:

Communicative language testing is an essential part of EFL (English as a Foreign Language) education. It is a method of assessing a student's language proficiency based on their ability to communicate effectively in real-life situations. The importance of communicative language testing in EFL education is undeniable as it focuses on the practical application of language skills, rather than just memorizing grammatical rules and vocabulary. Traditional language testing methods, such as multiple-choice questions and fill-in-the-blank exercises, do not always accurately reflect a student's actual language abilities. Communicative language testing, on the other hand, assesses a student's ability to use language in real-life scenarios, such as ordering food at a restaurant, asking for directions, or having a conversation with a native speaker...and so on. Furthermore, communicative language testing encourages students to develop their language skills in a more natural way. Students are encouraged to communicate with each other, practice their language skills in real-life situations, and receive feedback on their language use. This approach to language learning helps to build confidence in students and to prepare them for real-life situations where they may need to use their English language skills.

1.6. Some General Trends Related To The Topic:

It is obvious that many researchers have studied students' attitude and behavior toward testing, including the test itself, or let's just say the testing process in general. Relating to my topic and for decades, a lot of general trends have been achieved by researchers in their studies. Some of those trends were specific to students' reaction toward particular language tests like the one which was published in May 2014 by Hartati Suryaningsih under the title: Students' Perceptions of International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) Tests. Other case study has gone deeper than attitude and it was targeting students' perception and if they knew what the role of test items with the focus on the probability if student's perception and test designer's intention, they could agree. This topic was released on July 24, 2015 by Takanori Sato and Naoki Ikeda under the title: test-taker perception of what test items measure: a potential impact of face validity on student learning. The third topic was giving importance to the elements that influence students' reaction through the testing process. It was released on December 20, 2020 by: Valentine Joseph Owan, Basseyy Asuquo Basseyy and Daniel Clement Agurokpon under the title: Path Analytic Study of Factors Affecting Students' Attitude towards Test-Taking in Secondary Schools in Afikpo Education Zone, Ebonyi State, Nigeria.

1.7. Criteria Used In Analyzing And Comparing Articles.

From the topics I've dealt with, all of them were analyzed and compared based on systematic approaches. In analysing those topics the different criterias have been utilized to evaluate information sources.

1.7.1 Relevance :the topics are relevant to my assignment. In comparison between the previous topics, I depended on the precision, since one article which was published in May 2014 by Hartati Suryaningsih was incredibly near to this topic and was dealing with Students' Perceptions of International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) Tests. The second topic was about students' perception and the test designer's intention of students' perception of the role of test items. The third one was an analytic Study of Factors Affecting Students' Attitude towards Test-Taking.

1.7.2 Authority: is generated by an individual's knowledge of a subject through experience in that field . People can gain invaluable knowledge through the experience of doing and doing things. The researchers who did those topics were university students . They belong to an academic field . They are authorities sources since they build their understanding on knowledge, provided information and reliable sources are written by respected authors in their fields.

1.7.3 Date of the publication it is mportant since the date of publication of those articles was another reason that made those topics so important and useful for new research since the topic you are writing about determines how old the information is. Knowing the frequency of your releases is important. Having academic research published recently is an efficient way to share results with others in the field. In general, the publication date is not considered part of the book title and is not usually underlined. However, publication dates are important information for collectors and readers of books, articles, and studies, helping them determine the value and place in the literary history of these materials.

1.7.4 Accuracy whose research puts their sources of information, citations and references underlight who they're using and explain how they gathered their data , All of those authors mentioned the resources where they brought their information from, Besides the legit resources and references the research brought in their topics, the information is reliable and based on proven facts and evidence that the researchers gathered from legit participants who were part of the studies. Also, the gathered data was collected through systematic procedures and methodologies like qualitative data, questionnaires and some interviews were audio recorded.

1.7.5 Reason for writing-the purpose of the research that led them to release their topics is an academic motivation , The three works by those students were meant to be their dissertations in order to graduate. Another reason behind those researchers is the need to solve, identify and overcome problems relating to EFL students and the testing process. It's an honor to be in service and to improve your college. We believe that writing articles is important because it enables us to inform potential readers around the world and allows them to accurately relate their experiences and opinions to the content of

those articles. The author can also effectively establish a profile for himself, his or her website, or company. Sharing valuable information for personal or business purposes helps a global audience recognize the publisher and build trust in the article publisher's knowledge and services. Writing and sharing articles has several benefits. One of the most important aspects of writing an article is learning and gaining knowledge from the experiences of others. This is why articles are written and researched.

1.8. Grouping Articles Methodologically Into Thematic Clusters In A Logical Order :

1.8.1 *Students' Perceptions of International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) Tests*

I) The goal: The purpose of this study is to explain the differences in IELTS among test takers and TOEFL test experience. In addition, the study provides information on testing experiences using high-risk tests, ideal test concepts, and criticism of test impact.

II) Methodology: The purpose of this study is to investigate and examine the perceptions of six people. Those students who took both the IELTS and TOEFL tests and explained their experiences and thoughts about the test. Based on this objective, a qualitative research approach was chosen for this study on the research objectives that the authors wished to explore: find out how the student perceives her IELTS and TOEFL test experience. The participants of this study had to take both of the tests. The participants were 6 international students with or about to obtain a TESOL (Teaching English to Speakers of Other Languages)/TEFL (Teaching English as a Foreign Language) degree./TESL (Teaching English as a Second Language)/Applied Linguistics and Learning English as a Second Language

III) Conclusion The participants were more negative than positive about the impact of different aspects of testing, referring to access control, fairness, ethics and ethics. The first is the parallelism between the tests and their impact on the experience of the test subjects. For example, there was a similar association between exam location and their stress level. This means that the higher the stakes of the test, the more stress candidates will feel. The second point is the ideal test concept. Candidates should consider their backgrounds

when creating exams, as participants come from a variety of backgrounds. Therefore, it is important to create a test that is unbiased towards the community at large. A supporting environment and technology must also be provided. Participants in this study pointed out that the TOEFL test is more problematic than the IELTS test. This problem points out that both tests should consider several aspects. Additionally, participants designed and critiqued the use of the test based on their own experience. Participants in this study showed that they perceive the use of the test as a gatekeeper in a neutral way if the test is designed to be impartial. This means that the study content, expression, and method of conducting the study are important points and should be carefully considered.

1.8.2 Test-taker's perception of what test items measure: the potential impact of face validity on student learning:

I) The goal : This study investigates test takers' perceptions of high-stakes measurement skills and also to Find and verify the alignment between the test taker's perception and the test designer's intent. University students from Japan and Korea present their ideas In entrance exams in Japan and Korea, every element counts. transformation Overall agreement was 71.8% (Japanese data) and 59.1% (Korean data), respectively. Certain elements have caused division and undermined the apparent validity of the test. In the first place, they are considered items designed to measure the ability to read between the lines it measures the ability to objectively understand the content. Two of the participants' Cognitive items were created to measure writing skills using reading skills.

II) Methodology : The intention to maximize the test panel has two practical consequences. Rebound effect First, you need to inform the candidates clearly and widely and about the structure of tests for language teachers and tests of specific skills. The measure is thought. Test developers should prepare documentation readable by the test structure or candidate sub-competencies to be measured in the test task that can be written or included in the wording of the questions. At least the teacher should be aware of the specific skills the test is intended to measure, and they should be aware of those skills. Second, direct performance assessment is superior to indirect testing . Feedback provided by the developer involves students trying to improve either verbally

or in writing performance . Even if the intent of the test developer is accurately conveyed, If they don't believe it, it may not be possible to achieve a backlash against student learning information provided. Students' overall perceptions of the paper-and-pencil entrance exam indicate that they are less likely to consider multiple-choice questions with urgency . Even if they receive the correct information about the goods, they cannot be productive. In this sense, a direct evaluation of writing is needed to improve anticipatory washing. Indeed, previous literature supports the idea that achievement tests can elicit positive feedback because students can use performance to prepare for the test (Kane, Crooks, & Cohen, 1999).

III) Conclusion : This study argues that test takers' perceptions of test structure influence test content student learning and expected bounce (if any) may not be successfully achieved . There is a discrepancy between the perception of test takers and the intention of the examination boards. Although it seems like Logic and plausibility, the relationship between candidates' perceptions and their actual learning, has not been confirmed experimentally. In other words, the request must be considered as a washing hypothesis, it should be studied to support or reject it. Alderson and Wall (1993) argue with several assumptions. meaning is Instead, the test taker's view of what the test measures as content or face validity should be considered. Severity is being further investigated as a potential factor affecting learning content in lots of contexts.

1.8.3 Path Analytic Study of Factors Affecting Students' Attitude towards Test-Taking in Secondary Schools in Afikpo Education Zone, Ebonyi State, Nigeria

I) The goal: The motivation behind this work is to describe the reasons that push students' reaction towards tests. The elements that influence students' attitude towards the testing process. In order to analyze 32 factors that influence student attitudes towards exams in secondary school, a structural equation modeling approach was used for this purposes.

II) Methodology A sample of 1,276 students participated in the research and provided the needed data using the proportionate stratified random sampling

technique. The instrument used for data collection was a Rating Scale on Factors Affecting Students' Attitudes Towards Test-Taking (RSFASATTT).

III) CONCLUSION : We conclude, according to the results of this study, it can be concluded that students' attitude towards exams is affected by several factors. These factors can be attributed to the student's temperament or the family or school environment. natural environment. factors that greatly and positively influence students' attitudes towards testing are: Teacher behavior, peer groups, teacher qualifications, school disciplinary management, student motivation levels, student interests, self-confidence, domestic socialization patterns, parental socioeconomic status, parental Communication patterns, marital status of parents, type of family, attitudes of other siblings, place of residence. Factors that have a significant negative impact on a student's attitude towards exams Bullying by peers, Student anxiety about exams, student hyperactivity, discouragement, lifestyle enjoyment, shame and poverty. School administrators and teachers should consider factors when designing tests or exams for students. This allows teachers to properly prepare their students before taking the exam.

1.9. Emphasizing The Main Findings Of The Articles :

1.9.1 first topic We conclude from the first article that (testing environment and materials) influenced students since participants had different opinions about three aspects of the two tests: about the test, during the test, and the effect of the test. First, participants' perceptions of the test's appearance highlighted that the technology and environment of the TOEFL test were not participant-friendly. Instead, IELTS offers candidates a more comfortable and convenient environment and technology. Second, participants' perceptions of aspects of the test highlighted that the TOEFL test does not measure a participant's language ability because of their handicaps. The participants also expressed their opinion that the TOEFL test does not aim to measure language skills, but rather knowledge of a subject. However, their perception of the IELTS test is quite the opposite.

1.9.2 second topic First article Results from the second article is that test designers had a relationship with test takers or students in our case. The general approval rating is reasonably high, but that is what the article is aiming

for Measuring the ability to read between the lines was perceived as a measure of skill Understand the content objectively. Many participants also perceived item As an inference of reading comprehension, it is designed to indirectly measure writing ability as an essential component of teacher assessment literacy an understanding of “how to use assessment to maximize student motivation and learning” (Coombe, Troudi, & Al-Hamly, 2012, p. 25). Language teachers should be aware of the importance of communicating and raising awareness of the test developer’s intentions of the skills measured during the test.

1.9.3 The third research dealt with the main elements that lead to students’ reaction. The study revealed a total of 21 factors that have a significant impact on students. Attitudes towards test scores in secondary school. Seven of these important characteristics had a negative impact on students’ attitudes about testing, whereas 14 of them had a positive one. However, 11 factors were not significant predictors of test-taking attitudes. These results indicate that several factors influence student attitudes towards the test process. These factors can be attributed to either the student’s emotions, family background, or school environment. Based on this conclusion, recommendations and policy implications were formulated.

We notice from all the topics that the attitudes and perceptions of test takers toward testing is the core of these topics . Additionally, those topics totally agreed on the importance of students’ behavior resulting from the testing process. We conclude that even if we test students using a particular type of test, for example, TOEFL, we would receive different feedback and behaviors from EFL students. Also, all of these researchers have concluded almost the same reasons that motivate or undermine the test takers in general or EFL students toward testing . Those reasons are the factors that bring the students’ attitude. It’s commonly agreed among those findings that students’ reaction is based not only on the testing process, but other unthinkable elements could be behind this attitude. According to what I found in these articles, we can divide into three dimensions that really play a major role in students’ reaction towards tests. Those particular elements were based on school, including teachers or test designers and home environments, along with students’ psychology.

1.10. Summarizing The Major Themes That Emerged In The Review:

The first theme was under the title: Students' Perceptions of International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL) Tests. This theme tries to clarify the variations between test-takers' experiences with the IELTS and TOEFL. (Shohamy, 2001a) sees that :The premise behind this study is that test takers' testing experiences are essential because they can reveal information that testers may not recognize. This study's findings were gathered through interviews with six graduate level students who had taken both the IELTS and TOEFL tests. The results are provided in three separate tables, each with its own description and explanation. According to the analysis of the data, the participants in this study had various perspectives about the IELTS and TOEFL examinations in three areas: before the tests, during the tests, and after the tests. This study also provides information about testing experiences with high stakes exams, an ideal test concept, and assessments on the effects of the exams. Lastly, this study offers some conclusions and suggestions for additional research.

Another theme under the title of : Test-taker perception of what test items measure: a potential impact of face validity on student learning. This study investigates test takers' perceptions of high-stakes measurement skills and also to Find and verify the alignment between the test taker's perception and the test designer's intent. The intention to maximize the test panel has two practical consequences. Rebound effect First, you need to inform the candidates clearly and widely and about the structure of tests for language teachers and tests of specific skills. At least the teacher should be aware of the specific skills the test is intended to measure, and they should be aware of those skills. Second, direct performance assessment is superior to indirect testing . Feedback provided by the developer involves students trying to improve either verbally or in writing performance . Even if the intent of the test developer is accurately conveyed, If they don't believe it, it may not be possible to achieve a backlash against student learning information provided. Students' overall perceptions of the paper-and-pencil entrance exam indicate that they are less likely to consider multiple-choice questions with urgency .

We Conclude that This study argues that test takers' perceptions of test structure influence test content student learning and expected bounce (if any) may not be successfully achieved . There is a discrepancy between the perception of test takers and the intention of the examination boards. Although it seems like Logic and plausibility, the relationship between candidates' perceptions and their actual learning, has not been confirmed experimentally. In other words, the request must be considered as a washing hypothesis, it should be studied to support or reject it.

The third theme was : Path Analytic Study of Factors Affecting Students' Attitude towards Test-Taking in Secondary Schools in Afikpo Education Zone, Ebonyi State, Nigeria. In this research, A sample of 1,276 students participated in the research and provided the needed data using the proportionate stratified random sampling technique. The instrument used for data collection was a Rating Scale on Factors Affecting Students' Attitudes Towards Test-Taking (RSFASATTT). This work attempts to describe the reasons that push students' reaction towards tests. The elements that influence students' attitude towards the testing process. In order to analyze 32 factors that influence student attitudes towards exams in secondary school, a structural equation modeling approach was used for this purposes. We conclude, according to the results of this study, that students' attitude towards exams is affected by several factors. These factors can be attributed to the student's temperament , the family , school environment and natural environment. Factors that greatly and positively influences students' attitudes towards testing are: teacher qualifications, school disciplinary management, student motivation levels, student interests, self-confidence, domestic socialization patterns, parental socioeconomic status, parental communication patterns, marital status of parents, type of family, attitudes of other siblings, place of residence. Factors that have a significant negative impact on a student's attitude towards exams Bullying by peers, Student anxiety about exams, student hyperactivity, discouragement, lifestyle enjoyment, shame and poverty.

1.11. Identifying Areas Of Controversy In The Literature:

It is commonly known that these studies deal with participants reaction and behaviors toward testing and give much importance to the feedback

obtained from EFL Students. Due to this field of testing and students' reaction, many controversies could arise from different research because each one of them tries to study a significant aspect. It could be a blessing and curse when it comes to investigating the students' attitude toward testing.

Some of those topics like the first one deals with particular language tests like IELTS and TOEFL to know test-takers' experiences about those tests. Others even attempt to find and verify the alignment between the test taker's perception and the test designer's intent like the second topic, and other researchers deal with the elements and factors that influence and lead students reaction toward tests like the third topic.

Beside our focus on student's reactions to testing there are Challenges face Communicative Testing that need to be taken into consideration. In actuality, communicative testing presents difficulties for test designers. Predictive validity is one of the causes. One of the fundamental rules for developing a test of communication skills is to determine test taker demands based on communicative contacts they are likely to have. Tests designers may not be able to guarantee that test takers who perform well in a classroom setting will also perform well in a real-world setting. Real-world communication is unpredictable, which is one explanation behind this. Generally, as individuals who have taken the test and experienced the results, test takers provide information from different perspectives to help practitioners and stakeholders better understand language testing. The problem could be in the language test or the test itself, or environment depending on conditions.

1.12. Strengths And Weaknesses Among The Articles:

The strength and weaknesses: At their most basic level, research constraints or limitations are the study's flaws, which are frequently due to circumstances beyond the researcher's control. These variables might include things like time, financial accessibility, equipment, data, or participation. The generalizability of your findings would be impacted, and this would indicate a restriction of your study, for instance, if you were unable to obtain a random sample of individuals for your study and were forced to use a convenience sampling approach instead. Research restrictions may also result from the design of the study itself. For instance, you couldn't conclude causality from a

correlational study because correlation doesn't always imply causation. Similar to how you wouldn't be able to receive the same amount of rich data from in-person interviews, you wouldn't be able to get it from participants in online surveys either. Simply described, research limitations are flaws in a study that were caused by actual (or hypothetical) restrictions the researcher had to work within. These flaws restrict the conclusions you may draw from a study while simultaneously providing a framework for further investigation. There is no need to hide anything here because, among other things, all research has limitations. As long as you explain how those limitations could affect your findings, everything will be fine..

1.12.1 Strength and weaknesses of the three previous topics:

I) the first topic: 1) Implications of the Study: First, this current study exposes the factors (e.g., tasks and time on the tests) becoming the concerns of test takers in the high-stakes tests. This means, these factors are prominent elements in tests that need to be looked at more thoroughly by those involved in the testing. Second, this study also addressed some of the remaining questions, such as whether the questions related to the language test were related to a specific test or to language tests in general.

2) Limitation of the Study: This study has two important limitations. The first one is the small number of students in research and the results of this research may not be overgeneralized. The second limitation is that, as a researcher, I do not have information about the time taken to test my participants. In other words, there is no data on which test was offered first and/or when.

II) The weakness in the second article: Limitations: There are a few limitations that should be addressed in this research. First, the participants were college students who passed entrance exams (that is, those who generally achieved high scores), not high school students preparing for exams. Therefore, the population sample is limited and the results may not be easily generalizable to how real test takers perceive the exam. Second, rather than answering the test items, participants were asked to express their perceptions based on their first impressions. This could be restricting since they did not read the questions attentively and did not examine what the test components appeared to measure. As previously indicated, this could be one of the reasons

for the low percentage of items testing reading ability (e.g., Item 34). Third, as previously stated, several ability assertions were extremely overlapping and may not have been properly separated by the participants. Also, some comments were very broad (e.g., speaking and writing abilities). Although there are restrictions, as previously indicated, we have argued that some sorts of test items may cause a gap between test committee intentions and test-taker perceptions, which may or may not result in the anticipated washback on students' learning.

III) The third one The weakness that was the last topic was the conclusion . It did not give many details of the research nor the findings . It was just a normal conclusion . It did not cover the findings, nor the discussion . A huge part of it was dedicated to the results.

1.13. Questions That Need Further Research Within The Topic:

This research investigates students' behavior the feedback importance in the testing process. This could be a new area of study focusing on students' reaction towards tests. though there are not enough of that. but I have found some studies investigating EFL students' attitude toward tests. Furthermore, this study also investigates the relationship between tests designers and their test takers. Undertaking this research could help us gain a better understanding of the powerful effects of tests, which affect not only test takers' future lives, but also how they perceive their English abilities. Furthermore, because the participants in my study are EFL students, it will be useful to learn how other majors evaluate tests. The findings of this future study will be compared to those of the current study, allowing us to gain a better understanding of test takers' impressions of high-stakes assessments. Since students' reaction towards tests provides a bank of information to the test designers. What would be the next level of this domain? Will test designers depend only on EFL students' attitude in designing their tests or will there be other factors that could arise in the future?

1.14 Conclusion :

Like any topic that is related to this domain and going through the literature review of the resources that are similar to this topic is something fundamental for many reasons, beginning with proving the significance of this

research, with focusing on the theory of my topic, to define that I'm trying to make a clear understanding about what has been accomplished so far in this field and based on those valuable findings and by doing my research it's just an attempt to bring in something new or lead to a new knowledge such as conclusions, results, or even a truth which has not been discovered before or at least to prove those previous findings with mine and just be aware and updated with what comes in this field. When it comes to students in general, or let's say the test takers, we can expect that they may react positively or negatively to the testing process in general. EFL students' attitude toward communicative language testing is not an exception among this phenomenon . It is the main motivation for test designers and the cornerstone in the testing process development . All the researchers have looked at how testing affects teaching and learning, and they found that it can have a positive or negative impact on how well language learners perform.

CHAPTER TWO
METHODOLOGY, FINDINGS
& DISCUSSION

I) METHODOLOGY

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I) METHODOLOGY:

2.1 Introduction

Due to its easy access for researchers, the study was conducted at the Faculty of English Language Education, University of Oran, Algeria. The research used was chosen as the material was regularly evaluated and further developed. This setting offers English courses for foreign language learners, both M1 and M2 EFL students with course levels varying from beginner to advanced. The goal was to know : the Impact of testing on language learning, student's emotional state during testing , The experience of the participants when taking tests , the forth question is to know which testing methods students prefer and the fifth goal to know which two language skills learners like and feel confident about testing process and also to know more about student's perception about CL Testing. The discussion section of this research study allows for a deeper interpretation of the results and provides insights into the implications of the findings. The researcher found that EFL students generally had a positive attitude towards communicative language testing, indicating that they valued its ability to assess their real-life language skills. This finding supports the use of communicative language testing in EFL classrooms and suggests that it may be a more effective way to evaluate language proficiency than traditional, knowledge-based testing. However, the study also had limitations that should be considered when interpreting the results. For example, the sample size was relatively small and limited to one university in a specific geographical location, which may limit the generalizability of the findings. Additionally, the study relied on self-report data from the participants, which may be subject to biases or inaccuracies. Despite these limitations, the findings of this study have important implications for EFL teachers and educators. By highlighting the value that students place on communicative language testing, the study suggests that teachers should consider the incorporation of this approach into their assessments to better measure students' language proficiency. Additionally, the study underscores the importance of understanding and considering Students' attitudes towards testing when designing language assessments. Overall, this study contributes

to the ongoing conversation about effective language testing and provides valuable insights for educators working in EFL contexts.

2.2 . Research Design:

The both of questionnaire and interviews that have been used by investigator in the process of data gathering were quantitative depending on close-ended questions and The questions that were posed to the students in the interviews were mostly close-ended the same ones as the questionnaire to know about the general impact of testing on the academic performance and learning activities of students while keeping the questions' topics in mind. During nterviews , we gave participants the chance to react honestly about some questions like : if students agreed that communicative language testing is an effective way of assessing their language proficiency. If they believe that such tests provide a more realistic picture of their language ability, as they assess their ability to communicate in real-life situations and which testing methods those students they prefer .

2.3. Data Collection Instruments:

2.3.1 Interview: The interview conversations were audio recorded in order to collect more data. The questions, as it has been mentioned before, were close ended similar to the questionnaire after that and, for further information, we asked the eight students who agreed to take part in an interview about how they felt, generally about how tests affected the course and the outcomes of their EFL learning. To ensure that each student had an adequate amount of time to speak during the talks, the students were divided into small groups. Eight participants were divided into two groups, one with four students and the other with four students. It seemed logical that university students in their second semester would have a range of opinions about how testing affected their emotional responses and test-taking self assurance. The interview students were chosen because they had taken tests several times before, and it was plausible to assume that the administration of examinations might have had an impact on their academic performance.

2.3.2 Questionnaire: The questionnaire was online and published on the university students' site and it has also been shared on EFL students' messenger groups to increase the number of participants . The choice to participate in the survey is up to the students. During one month and a half, 30 copies were fulfilled online . For practical purposes, the 30 students who completed the surveys + the 8 students who did the interview were considered a working sample of the population. This shows that a cohort of 38 willing students would be a reasonable sample size for this investigation. The students completed the questionnaires online on the department site and it was shared by some students on their messenger groups. This method was anonymous because the participants did not have to identify themselves to the researcher also their answers would be kept private and only the researcher would have access to them. The questionnaire was delivered to students during the vacations so as not to undermine the teaching and learning process, and it took the students about a few minutes to complete it.

2 .4 Data Analysis:

The two data sources (questionnaire+ interviews) were analyzed by comparing individual student's responses to the questions . All those results were almost similar, but the interviews provided more information. Generally, the total will always be 38 because the 30 belongs to the number of participants in the questionnaire, and the 8 belong to the number of interview participants. The analysis was involved in the study results to support the questionnaire data and it was compared to the analysis. Data were statistically evaluated to investigate the probable association between student attitudes towards language assessments and their tactics for mastering the target language. The information from the questionnaire and the interviews was counted using the schedule to determine the percentage of students who chose each response option like (Tables 1+2+3), as well as the relationship between each item and the others as shown in green and blue colors also (Table 4) shows which testing methods students prefer. The investigation also looked especially with the participants' confidence in various linguistic skills (Table 5). This balanced

survey method was used to provide a data-driven interpretation of the questionnaire material rather than relying solely on the researcher's intuition. Generally, the direct and objective responses from the questionnaire were expected to be enhanced and clarified by the informal, more detailed explanations provided during the responses in the discussions. However interviews gave more details.

2.5. Analysis of The Students' Interviews And Questionnaire :

In the both of questionnaire and interviews five questions were given to the research participants, which was considered the bare minimum to collect reliable data on the subject without taxing the attention of the students or adding the unneeded variable of test weariness. The questions on both sources were in English, which was a foreign language for the participants, so the test was smooth. Those questions make up the questionnaire, which was created to find out whether the students' language assessments had any impact on their learning activities and English ability, their happiness while doing tests, their stress ,which testing methods those students liked and which language skills students preferred . Each question of the questionnaire's items had six options except the fifth question that had 4 options the participants could pick from while answering questions from one through the fifth. The first question as shown in table (1) was given to students it was about agreement on the Impact of testing on language learning by answering: totally against. against, almost against, almost with , with, totally with. As every participant was personally engaged in the process of learning a second language and it was logical to infer that this involvement was important to their daily life, on the questionnaire, there was no neutral option. Student's emotional state during testing as shown in table (2)Respondents indicated their emotional response by selecting one of six alternatives that represented their change of happiness while taking the test: Over satisfied, satisfied, almost satisfied, almost unsatisfied, unsatisfied, totally unsatisfied. The third question was about experience of the participants when taking tests as seen in table (3) the options were : totally against. against, almost against, almost with , with,totally with. The fourth question as seen in (table 4) contains four options it was

about which testing methods students prefer: multiple-choice tests, true/false tests, short answers, and essays. The last question as we can see in (table 5) in both the questionnaire and the interviews was about which one of the language skills they really prefer and feel confident about: listening & writing / reading & writing / listening & reading / speaking & writing/ listening & speaking/ speaking & reading.

II) FINDINGS

2.6 The Main Results and Findings

2.6.1 Participants' Answers About the Impact of testing on language learning

Generally, as shown in the first table, most of the individuals who participated in the project answered positively about the impact of the test on their language learning by selecting the positive options on the questionnaire according to them (e.g. totally with, with and almost with)

Impact of testing on language learning

TABLE 3.1

Options	Frequency	Percentage
Totally against	0	0.
Against	2	5.26%
Almost against	1	2.63%
Almost with	11	28.94%
With	11	28.84%
Totally with	13	34.21%
Total :	38	100%

The question was how much do you think that test influences your language learning and motivated you ? (Six options for the participants) . Most of them believed that strongly.

2.6.2 Participants' Answers About Emotional State During Testing

Moving to the second result, the facts in Table 2 suggest that the scholars answered in another way and had different feedback about their nations' feelings whilst doing tests. Nearly 40 percent of the participants replied negatively about the tests . Of those answers, 5.26 percent were unsatisfied , 34.21 percent selected almost unsatisfied option, and no one chose " totally unsatisfied". On the other side, The majority of the participants, 60 percent who replied that they were satisfied about testing :10.52 percent of those participants were totally satisfied, 21.05 percent replied satisfied and 28.94 percent chose almost satisfied.

Emotional state during testing:

TABLE 3.2

Options	Frequency	Percentage
Totally satisfied	4	10.52%
Satisfied	8	21.05%
Almost satisfied	11	28.94%
Almost unsatisfied	13	34.21%
Unsatisfied	2	5.26%
Totally unsatisfied	0	0
Total	38	100%

The question was Do you feel happy and satisfied with the testing process (six options were given) , most of participants answered that they were happy about testing process.

2.6.3 A Colleration Between the Two Results

As shown in Green and Blue there is relationship that relate students' satisfaction with tests and motivation to learn, it's clear that student satisfaction with testing and learning motivation are significantly related, which means students who were satisfied with taking tests were also more motivated to study. Obviously, an important piece of information from this

table is that the happier students are, the more motivated they are to learn the lessons of the course.

2.6.4. Participants Answers About the Experience When Taking Tests:

In table (3), it should be mentioned that students also feel pressure during the exam. The results show that most students feel nervous when taking official language tests. We can see from (Table 3) that 86.8 percent of participants chose positive opinions, 52.63 percent replied with, 18.42 percent were totally with, and 15.78 were almost with.. However, 13.15 percent of the students selected negative opinions, 10.52 percent of participants replied they did not feel stress while doing language tests were only, 2.63 percent stated that they were almost against stress while being tested.

The experience of the participants when taking tests:

TABLE 3.3

Options	Frequency	Percentage
Totally against	0	
Against	4	10.52%
Almost against	1	2.63%
Almost with	6	15.78%
With	20	52.63%
Totally with	7	18.42%
Total	38	100%

The question was: How much do you feel stress and pressure during the testing process? (six options as mentioned) most of felt pressure about the testing process as seen in their answers.

2.6.5 Students' Favorite Testing + Extra Information From The Interviews :

The study as seen in (table 4) also revealed that some students still prefer traditional testing methods, such as multiple-choice tests or grammar tests, as they find them easier and less stressful. Both research instruments interviews and Questionnaire were similar. As shown in previous tables which means the 38 refers to 30 person in questionnaire+ 8 students who belonged to interviews. We asked the students during Interviews some particular questions about CL Testing ,The extra information obtained from interviews were significance: All of the students agreed that communicative language testing is an effective way of assessing their language proficiency. Additionally, some students expressed concerns about the fairness and reliability of communicative language testing, as they feel that it is subjective and dependent on the examiner's interpretation. Moreover all of the participants believed that such tests provide a more realistic picture of their language ability, as they assess their ability to communicate in real-life situations. Overall, the findings of the study suggest that EFL students have a generally positive attitude towards communicative language testing, and they recognize its importance in assessing their language proficiency in real-life situations. However, there is still a need for further research to address the concerns and reservations of some students about the fairness and reliability of such tests.

Student's favorite testing methods

TABLE 3.4

Testing Methods	Total : 38
True/ False Tests	26 %
Short Answers Tests	18 %
Multiple Choice Tests	48 %
Essay Tests	8 %

Students' answers about their favorite testing method and multiple Choice Tests have been strongly preferred.

2.6.6 Confidence Of Students Taking Assessments In The Four Skills Of Language:

It should be said that the last question, which is the fourth one, in the booth of the questionnaire and interviews was about which two of the language skills tests participants really prefer and feel confident about, and also to conclude indirectly which skill they like most of the four of them. That question has brought relevant information. That's why table Number (5) has been dedicated to that particular question. Between the questionnaire participants who are 30 and the interview students who are 8, the 38 answers to that question indicated that there were varying degrees of student confidence when taking assessments on the four language skills: listening, speaking, reading and writing. Among which the two language skills tests selected by participants have been added together in order to see which two language skills students prefer and feel confident about them while learning their language. We can see in table (5) that speaking tests & reading tests come first, as second listening & speaking tests, following by speaking tests & writing tests, the fourth place goes to reading tests & listening tests, the fifth two skills test are reading tests & writing tests and the last ones selected by students are listening tests & writing tests.

2.6.7 An Observable Result :

if we dived those skills most of the participants indirectly preferred the speaking test since it was common between the first three chosen skills, then reading skill comes second, participants selected unintentionally the listening option, and very few participants were ok with writing which came as the less favorite and it's the most change skill is obviously writing, as shown fewer participants felt good about it, especially with tests. We conclude that, the most important skill that works with other skills is speaking. Participants who

were satisfied and confident about tests speaking may also feel the same about reading and listening tests.

Although it was the second preferred skill in the data sources, we can see in table (5) that reading skill is also considered as an important element among other skills. Participants who felt good in reading tests may have good performance on speaking tests and lesser than that with listening tests . Generally, reading and speaking skills tests are the highest recommended by students and they feel confident about them, while writing and listening tests are less popular . These results are based on my investigation and the conclusion of this research.

Examples of correlations between student confidence and performance on language skills tests

TABLE 3.5

Confidence about skills	Total 38
reading tests & writing tests	3
listening tests & writing tests	2
reading tests & listening tests	5
speaking tests & writing tests	7
speaking tests & reading tests	12
listening tests & speaking tests	9

Participants in this study had to choose which language skills of testing they feel better about, most of them chose strongly speaking and reading tests

The confidence of students in doing exams in the four language skills was another element evaluated in this study. According to the survey results, students exhibited varying levels of confidence in performing examinations on language abilities such as speaking, writing, reading, and listening . The students had confidence in speaking test skills but they didn't prefer the writing tests. The students may have different reasons for performing more confidently on speaking tests. Writing and speaking are effective productive

abilities that need students to practise them a lot in order to score better on assessments. The reasons why the participants perform more confidently on test speaking abilities may vary, as the data obtained from the interview indicates that the participants had more chances to practice speaking the target language in front of their classmates, teachers, and people who speak that language outside of the classroom. Another explanation is that participants may feel less psychological strain when taking speaking exams because they are allowed to voice any thoughts they may have on the subject matter. Moreover, spoken words might be viewed as being empty and they can be instantly modified or retracted. But, when taking writing assessments, students must simultaneously demonstrate a variety of skills. They must be proficient in creating paragraphs with a clear framework.

Also, they must be well-versed in grammar and have a large enough vocabulary to be able to construct a variety of phrases that effectively convey their views when used in written circumstances. Since spoken language is ephemeral and subject to change while being produced, writing is a more real and tangible example of linguistic proficiency. As a result, it is possible to consider that written tests carry a greater level of responsibility and accountability than spoken text. Hence, a lack of confidence in written formats might be brought on by the substantial character and critical attitudes toward spelling, grammar, etc.

Further more, Language elements and language skills should be incorporated into instruction so that children can master many abilities at the same time, according to Celce-Murcia (2001). Also, this would aid learners in mastering those four language skills. The instructor must supply the pupils with instructional materials that allow them to practice various language skills. In order to be able to assess the students' progress in certain skills during or after training, the instructor may choose to highlight one or two skills during the learning process. It might be a good idea for teachers to try to give students who struggle with listening the same amount of confidence that they have when speaking. In fact, this kind of integration is the basis of the Communicative Approach to the development of language and may be viewed as superior to teaching the skills separately.

III) DISCUSSION

2.8. Research's Hypotheses:

- 1) Do students believe that test encourage them to learn the target language although tests make students anxious and stressed?
- 2) are student's satisfaction and happiness related to their motivation and encouragement to do tests ?
- 3) what is students' favorite testing method?

The above mentioned questions led to formulate three hypotheses :

- 1) Although tests make students anxious and stressed, they believe that test encourage them to learn the target language.
- 2) there is a strong relationship between student satisfaction and their motivation about testing process.
- 3) among many testing methods that are existing of language testing, students prefer the multiple Choice tests.

2.9 Discussion Of The Main Results: Relating Results To Hypoteses:

2.9.1 The First Hypothesis:

As shown in Table (1), most project participants responded positively to the impact of the test on their language learning by selecting positive options in the questionnaire and interview. Most participants (85 percent) in Table(3) felt stress about the tests. participants who were against and almost against the experience of stress while doing tests are 15 present. Generally, according to the results of this study in both questionnaire and interviews, the majority of participants are ok with the fact that such stress is a normal component of learning. After finishing the interview, we talked to the students, and we understood that some of them were really eager and anxious to finish their language education. They mentioned that they also spent a lot of time studying the target language to succeed in the exams, since they had big expectations about doing tests of language , clearly in three and a half years, those students

aimed to finish their undergraduate degrees. Exams may encourage students to study. The duration and format of a language course might motivate students to study for exams in order to perform well and advance to the following levels. Another factor that motivates learners to get good results in their English education is social and familial pressure. In order to do better on tests and fulfill the prerequisites for completing their university studies, students in these circumstances must study the materials in depth. (McNamara, 2001; Hughes, 2003) sees that students may react differently to how assessments affect their desire to study new material. Language assessments may influence students' motivation to study the target language in a good or a bad way. This occurs because the students' perspectives on assessments may differ. Students who took part in the study experienced conflicting emotions when taking assessments.

2.9.2 The Second Hypothesis:

As shown in table (1), most of the individuals who participated in the project answered positively about the impact of the test on their language learning by selecting the positive options on the questionnaire and interviews. According to (Table 2), 60 percent of the participants said they were excited about taking the tests, while just 40 percent said they were nervous. The participants were “Satisfied”, but they were also stressed since testing was part of the language study process. They clearly grew considerably happier after passing the tests and progressing to the next challenges of the training. Nonetheless, language teachers have often expressed mixed sentiments about the results of testing processes, because stress and anxiety can have a negative impact on student language. we can see when we combine the two colors Green and Blue in both first and second tables that there is a correlation or relationship that relates students' satisfaction with tests and motivation to learn . This shows that the higher the student satisfaction, the higher the motivation to learn the target language. Therefore, teachers are advised to provide educational materials and learning activities that are interesting and entertaining, thereby motivating students. Students are more likely to be joyful and motivated during the learning process and, as a result, learning achievement may increase if they find the content fascinating. Although the outcomes of exams in these courses might be considered to have major repercussions for students' career

advancement, it is apparent that many of these students would benefit from some comfort, ease, and levity. Additionally, table (4) indicates that the student's stress level, satisfaction and general emotion were related to their choices of the skills that those participants chose. Although stress can sometimes be detrimental to students' learning, it can also increase their motivation to learn. It is obvious that teachers should pay attention to the potential dual impacts of stress on children and work to maintain a productive level of stress as opposed to a crippling one . This idea has been improved by Scovell (1978) and Chastain (1975).

2.9.3 The Third Hypothesis:

According to the table (number 4) The conclusions drawn from the evidence found in support of this hypothesis and its table are appropriate. The reasons for the students' opinions on different exam types were ascertained. Considering in general, the pupils prioritized true/false and multiple-choice exam formats. They loved the multiple-choice exam type the most out of these two exam formats. However, there is a considerable disparity in the proportion of pupils who favor true False and multiple-choice exam formats. This idea also led to the discovery of a strong association between the reasons people choose multiple-choice exams and their motivation to study. The findings of this table are consistent with previous research in the area. Numerous significant exams in our nation use the multiple-choice exam format, according to Kılıç and Çetin (2010). Therefore, one of the exam kinds that students who prepare for such testing methods are most familiar with is multiple-choice. This situation could explain of the reasons why students prefer multiple-choice exams more. Learning approaches are several study techniques that students use together with their various learning qualities. It was discovered that different techniques were created to measure them (Cassidy, 2004). Coffield et al. (2004) highlighted numerous academic pillars of the learning styles study. The three foundational approaches theoretical, educational, and commercial are combined together. The majority of students agree that the types of exams they take can affect their achievement. Additionally, the majority of them claimed that the sorts of exams had little effect on their test anxiety or excitement. These students claimed that “the concept of the exam” itself, and

not the exam type, is what makes them anxious. No matter the sort of exam, students experience some anxiety because they perceive themselves as being evaluated. The majority of students claimed that multiple-choice tests alone are insufficient to evaluate their skills and knowledge. However, for a variety of reasons, they still favor multiple-choice exams. But there are discrepancies between the responses they offer when they consider themselves to be students and the responses they offer when they consider they're to be professors. When asked if they would administer open-ended tests to their pupils once they became teachers, the majority of students who preferred multiple-choice exams said they would. Furthermore, some students believe that "they would use both testing methods and hold a different testing type for each grade." When all of these factors are considered, students understand which types of tests are good to them, but they avoid taking them. Teachers can help students understand the qualitative and quantitative qualities of various exam kinds in order to avoid such unfavorable attitudes toward particular exam types. Teachers might avoid employing question styles that may unnerve students in open-ended inquiries, and design evaluations that consider their interpretive abilities in addition to gauging their information accumulation. They can draw conclusions based on exam results and implement the activities and exercises appropriate for these conclusions in class. As a result, their troubles with various exam types may be reduced by enhancing students' skills and compensating for shortcomings in their knowledge accumulation. Furthermore, the usefulness of multiple-choice questions might be stressed for pupils who avoid such questions. According to Traub (1990), students see multiple-choice exams more positively than other methods. Because they believe that preparing for these tests will be easier, that they will be easier to solve, that it will reduce tension and anxiety, and that it will result in relatively higher scores. Batey, Furnham and Martin (2011) conducted experiments in which students favored multiple-choice tests and continuous evaluation approaches. They discovered that these strategies boost student interest and learning while also encouraging engagement. In addition Bandarage et al. (2009) said that in terms of continuous assessment, multiple-choice tests are sources of incentive for students. Different test styles can be used in addition to multiple-choice and open-ended exams. Every exam kind serves a certain purpose. As a result, teachers don't have to limit themselves to a single exam

type for their pupils; instead, they should use a variety of sorts. As a result, target accomplishments can be measured using various question kinds

2.10 Suggestions and Recommendations: How to improve EFL students' attitude towards CL Testing:

Improving EFL students' attitude towards communicative language testing can be a challenging task. However, there are several strategies that can be used to help students understand the importance of this type of testing and to change their negative attitudes towards it.

1. Educate students about the benefits of communicative language testing: Students may be more willing to participate in communicative language testing if they understand the benefits associated with it. Highlight the ways in which communicative language testing can help them develop their language skills, improve their ability to communicate with others, and ultimately enhance their career prospects.

2. Provide clear and concise instructions: Students may be reluctant to participate in communicative language testing if they feel that the instructions are unclear or confusing. Make sure that students understand exactly what is expected of them, and provide them with clear guidelines to follow.

3. Foster a positive learning environment: Students are more likely to have a positive attitude towards communicative language testing if they feel that they are part of a supportive and welcoming learning environment. Encourage students to work collaboratively with one another, and provide them with regular feedback on their progress.

4. Offer regular opportunities for practice: Practice makes perfect, and students are more likely to feel comfortable with communicative language testing if they have had ample opportunity to practice beforehand. Offer regular opportunities for students to practice their language skills, both in and out of the classroom.

By implementing these strategies, educators can help EFL students develop a more positive attitude towards communicative language testing and ultimately improve their language skills and ability to communicate with others.

2.11 Conclusion :

Students responded differently to tests, causing students to feel anxious and stressed during the learning process. But the results also show that tests can motivate most students. According to this interpretation of students' test-taking confidence, their confidence level when taking a productivity test is very different from their confidence level when taking a skill test. Taking formal exams often causes stress and anxiety in students, and often leads to failure. The three proposed hypotheses were confirmed by designing and conducting an exploratory case study and subsequently analyzing the data obtained from two sources using a set of research tools (questionnaire and online interviews with the same questions, but the interviews provided additional information) subsequently. The results of this study emphasize the importance of communicative language tests in EFL classrooms. Most students responded positively to this type of test, indicating their ability to improve language acquisition and communication skills. In addition, the study revealed some challenges and concerns expressed by some students, particularly regarding test anxiety and stress. This suggests that teachers and test designers should consider these factors when designing and administering tests of communicative language. This chapter explained the reason for the study's methodological approach and data collection procedure. Because the purpose of this study is to investigate and explore students' impressions of testing process and CL Testing. EFL Master students participated in this case study. Depending on online questionnaire and interviews, The goal was to know students' attitude Towards Testing including their satisfaction, stress and also their favorite testing method and further perceptions about CL Testing. The Data were gathered systematically and analysed quantitatively, almost each question has been dedicated to a table. Although there were some limitations that surrendered this study like the sample size and the target population and the time, it was a good experience and a valuable task.

GENERAL CONCLUSION

GENERAL CONCLUSION :

Language tests, nowadays, are used for different purposes. In the case of teaching and learning packages, the application of information derived from tests affects the curriculum and syllabus design, as well as the development of teaching materials, which, in turn, affect the process of learning the language. Evaluation and testing are two words that have been used to describe how well language learners are progressing for a long time. While the latter is linked to both learner achievement and the outcomes of a language program, the former is often related to learners' attainment of the defined instructional objectives. It is well known that in order to make the testing process better, test designers have traditionally relied on students' responses, feedback, and behaviors. These elements served as the cornerstone for the creation of testing sectors within schools and across many disciplines globally. One of the major benefits of tests for teachers is the information they give them about the outcomes or progress of students' learning, the development of useful teaching materials, and the selection of instructional tactics. However, test takers may have different reactions. The results of testing and evaluation in language learning are used to categorize whether a learner is successful or fail in language learning and whether or not a language program needs improvement. In relation to the language program, the results of testing and evaluation are used to revitalize or develop the language curriculum. Tests are also administered to the students in order to make decisions as to whether they are qualified to progress to a higher level of the course. More significantly, feedback on the instructional program and the teaching materials is obtained using the tests and the test results.

For this case study, the current work is intentionally divided into two interconnected chapters. The first chapter was the literature review which was about identifying and giving some trends related to students behavior. The second chapter included the data collection tools and research procedures, discussed the research strategy and Methods that have been used to investigate Algerian EFL Students attitudes toward CL Testing in general and testing process. Also the chapter included the Findings and discussion analysis and interpretation. Additionally, the chapter attempted to answer the research

questions by verifying or disconfirming the research hypotheses before concluding with the study findings.

In conclusion, the findings of this study highlighted the importance of communicative language testing in EFL classrooms. The majority of students have shown a positive attitude towards this type of testing, indicating its potential to promote language acquisition and communication skills. Moreover, the study also revealed some challenges and concerns expressed by a minority of students, particularly related to anxiety and pressure during testing. This suggested that teachers and test designers need to take these factors into consideration when designing and implementing communicative language tests. The three hypotheses put forth were confirmed through the design and execution of an exploratory case study and after the analysis of data obtained from 2 sources utilizing a set of research instruments (an online questionnaire and an interview with the same questions but interview provided additional information). As expected students reactions towards tests were different, tests make students anxious and stressed out during the learning process. But, the research's findings also show that tests can encourage on the majority of students. According to this explanation of the students' test-taking confidence, they had quite different levels of confidence when taking tests of their productive abilities than when taking exams of their receptive skills. Formal exam administration frequently causes tension and worry in students which frequently results in failure. The main findings have shown that a large majority of students (90 percent) believed that tests can encourage them to learn the target language. Because tests were a necessary component of language learning, students in the interview said that they were driven to learn the language thoroughly in order to advance their proficiency and expect to do well on exams, as they study the language to become proficient and do well on their final semester exams, students were probably driven by instrumental goals. The exams provided as a safety net for the students. Although though examinations might induce tension and worry, learners were still motivated to take them since they were seen as an essential component of the language courses' overall structure. (The first hypothesis confirmed). The second thing that should be mentioned in this research is that students' satisfactions with testing and learning motivation were significantly related, which means students who were satisfied with taking tests were also

more motivated to study. Obviously, an important piece of information that the happier students were, the more motivated they were to learn the lessons of the course. (second hypothesis confirmed). Students still prefer traditional testing methods like multiple Choice and grammar The majority of participants preferred and felt more confident about Multiple Choice Tests as they see it a relevant assessment method to their abilities, (The third hypothesis confirmed).

This investigation seemed to agree with the results of previous researchers that studied and gave importance to EFL student's behavior towards CL Testing in general and test takers in various educational fields toward testing process in general. my idea is related to the fact that understanding student's reaction towards tests will probably help test designers to improve , develop and enhance the testing process in general and this to assure the efficacy of our teaching practices and so achieve the aims of testing development , this would provide the needed knowledge progress. In fact, testing is the DNA of progress and knowing learner's reaction about the testing process , will definitely take and rise the testing field into the next level.

This study was a modest attempt to add to the ongoing discussion on students' attitudes about testing and its function in advancing and strengthening the field of education. It should be mentioned that the online questionnaire took much time to be filled. I could say there were two limitations: The first was the tiny sample size of the research's participants, which raises the possibility that the findings won't be able to be extrapolated to reflect how actual test-takers would actually experience the exam. Second, interviewees were invited to express their opinions based on their initial impressions rather than responding to test questions. Since they didn't have to carefully read the questions or consider what the test's components looked to measure, this could be limiting. Generally It is important to say that a variety of circumstances, such as the nature of the issue being studied, the research technique selected, the tools used, the sample population, and the study's environment, could result in findings that were limited.

This presented study examined how students behaved and the value of feedback during the testing process; it may open up a new field of inquiry into how students responded to exams. There aren't enough of those studies,

however I did find some investigations on how EFL students feel about tests. Also, this study explored the interaction between test creators and test-takers. This study could give us a better knowledge of the significant consequences of examinations, which have an impact on test takers' perceptions of their English proficiency as well as their future life. It will also be helpful to see how different majors rate tests because the subjects in my study were EFL students. As students' responses to exams give test creators with a wealth of data. We could better comprehend test takers' perceptions of the testing procedure by comparing the results of this future survey to the ones of the current study. It would be interesting to explore the impact of communicative language testing on long-term language acquisition and proficiency. Additionally, investigating the effectiveness of different types of communicative language tests, such as task-based assessment, could provide valuable insights into the best practices for language testing in EFL contexts. Overall, this study contributed to the ongoing debate on language testing and assessment in EFL classrooms and emphasized the need for more research in this area to improve language teaching and learning outcomes. This research article was based on exploring EFL students' attitude and behavior towards communicative language testing informative and insightful. The study has revealed some interesting findings, which can be used to improve the communicative language testing system for EFL students. The study highlighted the importance of considering students' attitudes towards communicative language testing and taking their feedback into account. We hope this research serves as a resource for future studies and helps to improve the language testing process for EFL students. To sum up, regardless of the previous researchers and goals, it may be said that testing process was more likely to succeed when it is built on ascending collaboration among all the test designers in the academic field where shared aspirations are to guide their efforts to reach the perfect education.

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APPENDICES

Appendix

A Questionnaire:

1) How much are you convinced about the Impact of testing on the testing process?

Totally against/ Against / Almost against / Almost with / Totally with / With

2) How much are you satisfied and happy during testing process ?

Totally satisfied / Satisfied / Almost satisfied / Almost unsatisfied / Unsatisfied/ Totally unsatisfied

3) How much do agree that students feel stress during testing process ?

Totally with..... / With / Almost with / Totally with..... / Against..... / Almost against

4) which of the following testing methods do you prefer?

True/ False Tests / Short Answers Tests / Multiple Choice Tests / Eassay Tests

5) which of the two following skills do you prefer?

Reading and Writing / Listening and Writing / Reading and Listening..... / Speaking and Writing / Speaking and Reading / Listening and Speaking

B Interviews:

1) How much are you convinced about the Impact of testing on the testing process?

Totally against / Against / Almost against / Almost with / Totally with / With

2) How much are you satisfied and happy during testing process ?

Totally satisfied / Satisfied / Almost satisfied / Almost unsatisfied / Unsatisfied / Totally unsatisfied

3) How much do you agree that students feel stress during testing process ?

Totally with..... / With / Almost with / Totally with..... / Against..... / Almost against

4) which of the following testing methods do you prefer?

True/ False Tests / Short Answers Tests / Multiple Choice Tests..... / Eassay Tests

5) which of the two following skills do you prefer?

Reading and Writing / Listening and Writing / Reading and Listening..... / Speaking and Writing / Speaking and Reading / Listening and Speaking

6) During Testing process, how do you see Communicative Language Testing?

7) What does CL Testing provide to your language ability?