

Alleviating of Anxiety for Students of Advanced Reading Comprehension:

A Case Study of Secondary Schools , AL Manageel Locality ,Gezira State, Sudan (2018.)

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Dedication

To my family, teachers and
Colleagues.

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I am sincerely grateful to my major main supervisor **Dr. AL haj Ali Adam** and my co-supervisor **EL Mubark ELsidig** for providing me invaluable, consistent and constructive feedback, comments and suggestions. My heartfelt appreciation goes as well to my family for their continuous encouragement and moral support. Finally, my thank goes to all those who sharing me their experiences and advice throughout my study.

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Abstract

Tests and quizzes are more widely used in schools than ever, teachers rely on written examinations to show whether students have learned the presented information in the textbooks. This study aims at draw attention for the concept of text anxiety. Highlight the relation between testing anxiety and achievement. It also aims to present the suggestions and solutions of this problem. The study adopt descriptive analytical method. The sample of the study consist of (40) EFL students at EL- Mangeel Locality Gezira Sudan. A questionnaire was used as tool of data collected. The study used (SPSS) Program to analysis collecting data. The study found that: Teachers need some specific in service training courses on general psychology including language anxiety in order to deal with the stress and anxiety in their classes. Some cultural aspects of English language learning can contribute to language anxiety for EFL learners. Making efforts to create a sense of friendship and cooperation among the students may help to read more confidently and with less anxiety. Using ICTs devices in teaching reading in EFL classes motivate students to -be creative. The study recommended that: Teachers should encourage those learners who are afraid of making mistakes in reading. Teachers should use activities to give language learners a feeling of success and satisfaction when using English.

تخفيف قلق الاختبار عند الطلاب المتقدمين في القراءة الاستيعابية:
دراسة حالة المدارس الثانوية، محلية المناقل، ولاية الجزيرة، السودان(2018م).
يوسف الحاج الصديق الخيري

ملخص الدراسة

الاختبارات والمسابقات تستخدم علي نحو اسع في المدارس دائما , يعتمد المعلمين علي وضع الامتحانات لمعرفة الي أي مدي يتعلم الطلاب المعلومات المقدمة في الكتب. هدفت هذه الدراسة الي لفت الانتباه لمفهوم القلق في الاختبار. لتسليط الضوء علي العلاقة بين القلق في الاختبار والتحصيل. كما هدفت أيضا لتقديم مقترحات وحلول لتلك المشكلة. اتبعت الدراسة المنهج الوصفي التحليلي. تكونت عينة الدراسة من (40) معلماً من معلمي اللغة الانجليزية بمحلية المناقل ولاية الجزيرة. استخدم الاستبيان كأداة لجمع البيانات. استخدمت الدراسة برنامج (SPSS) لتحليل البيانات. توصلت الدراسة: يحتاج المعلمين للتخصص وكورسات تدريب في علم النفس العام المتضمن للغة والقلق ليتعاملوا مع القلق والتوتر في صفوفهم. بعض الجوانب الثقافية في اللغة تعلم اللغة الانجليزية تساهم في زيادة القلق عند طلاب اللغة الانجليزية كلغة أجنبية. بذل بعض الجهود لإنشاء إحساس بالعلاقة والتعاون بين الطلاب ربما يساعد في القراء بشكل واثق وبدون قلق. استخدام أجهزة المعلومات والتواصل في تدريس القراءة في صف اللغة الانجليزية كلغة أجنبية يدفع الطلاب ليكونوا مبدعين. أوصت الدراسة: يجب علي المعلمين تشجيع الطلاب الذين يخافون من ارتكاب الأخطاء عند القراءة. يجب علي المعلمين استخدام نشاطات لتعطي طلاب اللغة الشعور بالنجاح والرضي عند استخدام الانجليزية. يجب علي الطلاب.

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CHAPTER ONE

INTRODUCTION

1.0 Background

Test anxiety is actually a type of performance anxiety a feeling someone might have in a situation where performance really counts or when the pressure's on to do well. For example, student might experience performance anxiety when heard about testing , sing a solo on stage, get into position at the pitcher's mound, step onto the platform in a diving meet, or go into an important interview. Like other situations in which a person might feel performance anxiety, test anxiety can bring on "butterflies," a stomachache, or a tension headache. Some people might feel shaky, sweaty, or feel their heart beating quickly as they wait for the test to be given out.

A student with really strong test anxiety may even feel like he or she might pass out or throw up. Test anxiety is a combination of physiological over-arousal, tension and somatic symptoms, along with worry, dread, fear of failure, and catastrophizing, that occur before or during test situations. It is a physiological condition in which people experience extreme stress, anxiety, and discomfort during and/or before taking a test. These responses can drastically hinder an individual's ability to perform well and negatively affects their social emotional and behavioral development and feelings about themselves and school. Highly test-anxious students score about 12 percentile points below their low anxiety peers Donald. (2001:89-101)

1.1 Statement of the Problem

Because examination anxiety represent a psychological status or potential phenomena affect the student during examinations, as result of

afraid of failure or not sufficient result or others expectations from his colleges and families. And or the declining results sometimes which may lead to low achievement

1.2 Objectives of the Study

This study aims at:

- 1- Drawing attention for the concept o text anxiety.
- 2- Highlighting relation between testing anxiety and achievement.
- 3- Detecting reasons of examination anxiety.
- 4- Presenting suggestions and solutions for this problem.

1.3 Questions of the Study

The study should answer the following results:

- 1- What is the relation between examination anxiety and the performance?
- 2- To what extent the relation between test anxiety and achievement levels (low-high)?
- 3- How far the examination anxiety could affect the motivation of students?
- 4- What are the suggestions and solution for this problem?

1.4Hypotheses o the Study

1. Many students find that their test anxiety is reduced when they start to study better or more regularly.
2. Lack of more exposure to testing could be one of the phobia reasons.
3. Type of testing may lead to anxiety.
4. Exposure of students to more periodical examinations can be the best method of alleviating text anxiety.

1.5 Significance of the Study

Examination anxiety is more important in secondary schools, because it can affect student with the phobia of failure and the other view. So this study expected to be more important for: Student himself to overcome the examination anxiety, psychological responsible, syllabus designers and Enriching the Sudanese library with the literature review o this research.

1.6 Methodology of the Study

The study will follow the descriptive analytical method .The researcher attempts to some of testing problems such as anxiety in order to show how alleviate these problems.

1.7 Limits of the Study

This study is confined to the secondary schools –Managil Locality – Sudan(2017)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will discuss the reviewed literature and related subjects such as, introduction, definitions, and other subtitles.

2.1 Concept of Test Anxiety

Test anxiety is a subset of performance anxiety Huberty (2009) discusses how it can have cognitive, behavioral, and physiological characteristics. Cognitive features of anxiety relate to the brain and may include attention or memory impairment. Behaviorally, students may become restless and shun tasks. Physiologically, they may have trouble sleeping, sweat a lot, or even vomit.

2.1.1 Types of Test Anxiety

There are types of test anxiety:

1. One type of test anxiety is somatic, which is what you are feeling.
2. The second type of test anxiety is cognitive, which is what you are thinking.

In general, anxiety can be divided into two categories: "state anxiety" and "trait anxiety." State anxiety is linked to a specific stressor such as a test. Trait anxiety is more generalized anxiety not linked to a specific stressor. Test anxiety is an example of state anxiety. Huberty, (2009:55) states that

" anxiety manifests itself in different ways, depending upon the child's age. Young children may demonstrate anxiety through outward distress, such as crying, clinging, or refusing to do

something when encountering an anxiety-provoking situation. In early childhood, preschooler sand elementary school children may demonstrate anxiety through restlessness, irritability, aches and pains, nausea, meltdowns, and needs for reassurance. Nightmares or sleep terrors also may occur at this age level."

According to Wagner (2005) in middle school students, symptoms of anxiety may become more internalized and manifest themselves through worry and/or withdrawal, as well as complaints of physical symptoms such as headaches and stomachaches. Teens may experience excessive worries and insomnia, and may appear preoccupied. Teens are more likely to keep their worries to themselves because they are embarrassed or afraid they will be misunderstood. A certain amount of anxiety is natural for most people under stressful situations. However, unnecessary and unjustified worry is a primary marker of anxiety that exceeds normal levels.

2.1.2 Levels of Anxiety

These levels of anxiety can make students underperform, according to Huberty (2009) While test anxiety often exists with a relatively defined set of behaviors, perceptions and bodily disruptions, it is not listed as a disorder in the a reference guide that provides a standardized classification system for the diagnosis of mental health disorders for both children and adults. Defining test anxiety and its symptoms Prevalence of test anxiety in students Estimates of the prevalence of test anxiety in students vary depending on a number of variables, such as the age of the student, parental and teacher expectations, and whether tests are high-stakes state assessments or local exams. However, there are re-search studies that have estimated its prevalence.

A study by Bradley and colleagues (2007) found 25 percent of students exhibit high levels of test anxiety (as cited in von der Embse and Witmer, 2014). Another study found that clinical levels of test anxiety have been estimated in 10 percent to 40 percent of students, and students with disabilities, females, and minority students report even higher rates of test anxiety. Still another study by Cizk and Burg, (2006) says test anxiety may negatively affect up to 40 percent of students.

Findings from the survey of school psychologists conducted by NYASP and NYSSBA are consistent with previous research. The survey asked respondents to indicate the proportion of students they counseled who reported increased adverse physical symptoms (e.g., nausea, headaches, changes in sleep patterns, etc.) prior to and/or during the most recent round of state testing.² By far, the predominant response (51 percent) was that fewer than half of the students school psychologists counseled experienced such symptoms. About a quarter of school psychologists (28 percent) said half or more of their students experienced such symptoms. About one in five (21 percent) could not accurately estimate the number. We can conclude from this that test anxiety exists to various degrees in most schools, although the percentage of students affected by physical symptoms varies, with the most common being fewer than half of students. In a particularly timely survey finding, test anxiety appears to have risen since the advent of the Common Core Learning Standards. Six in 10 school² The most recent round of state testing included the grades 3-8 English language arts and math assessments given in April 2015 and Regents exams administered in June (61 percent) said the level of test anxiety has increased since the inception of the state's grades 3-8 tests aligned with the Common Core Learning Standards. Conversely, none of the survey respondents said the level of

test anxiety had decreased since implementation of the Common Core standards .The survey also found that adverse internalized emotional symptoms were about twice as common as externalized ones. Internalized emotional symptoms include excessive worry and withdrawal. Externalized emotional symptoms manifest themselves as height-ened levels of irritability, frustration and acting out. Thirty-eight percent of school psychologists said half or more of the students they counseled displayed ad-verse internalized symptoms prior to the most recent round of state exams, while 41 percent said fewer than half of their students did.

By comparison, only 21 percent of school psychologists said that half or more of the students they counseled displayed adverse externalized symptoms prior to the most recent round of state testing (see Figure 4). Nearly six in 10 said fewer than half of their students had externalized emotional symptoms.

Although it cannot be inferred from the survey data that the tests themselves caused adverse emotional symptoms, the link between the presence of the tests and a repeated amount of internalized or externalized symptoms is noteworthy. Given the higher frequency of internalized symptoms, further understanding of and treatment for test anxiety merits further study. The survey also asked school psychologists whether they saw an elevated number of “crisis reports”(i.e., calls for immediate assistance) prior to or during the most recent round of state testing. About one-third (34 percent) said they observed an elevated number of crisis reports. How does the level of test anxiety since inception of the grades 3-8 Common Core tests at your school compare with the level of test anxiety prior to the grades3-8 Common Core tests?12%12%16%Less than About testament sure*Not applicable*Not at current school prior to

the implementation of the Common Core tests.(Percentages add up to more than 100 due to rounding)

2.1.3 Adverse Physical Symptoms

What proportion of students that you work with reported increased adverse physical symptoms prior to and/or during the most recent round of state testing Adverse External Symptoms fewer than half . Embse and Witmer, (2014:53).

1. Half or more Unknown/unable to answer What proportion of students displayed externalized emotional symptoms?21%59%20%
2. Fewer than half
3. Half or more Unknown/unable to answer

2.1.4 Adverse Internal Symptoms

Half or more Unknown/unable to answer what proportion of students displayed internalized emotional symptoms? Accordingly, reports of test anxiety have risen with the use of tests in educational decision-making. A recent study by Segool, Carlson, Goforth, von derEmbrse and Barterian (2013) compared test anxiety levels experienced by students as a part of typical classroom testing and as a part of a state accountability test. It suggested that anxiety for a high-stakes state accountability test was greater than for typical classroom tests (as cited in von der Embse and Witmer, (2014).

The joint survey corroborates those findings. The survey asked school psychologists to compare the level of test anxiety between state and local assessments. More than three-quarters of survey respondents (76 percent) said there was greater anxiety for state assessments than for local assessments. Fewer than 1 percent of school psychologists said there was

less anxiety for state assessments than local ones, while about 13 percent said the anxiety level was the same between the two. About 11 percent were not sure .

Differences in test anxiety based on student age According to the survey, school psychologists were divided about whether test anxiety affects younger or older students. Forty percent said there was no difference in test anxiety among ages and grade levels among students that took the April 2015 grades 3-8 ELA and math exams. Another 10 percent said they had not observed any discernible test anxiety among students at all. Among the school psychologists that observed differences in test anxiety based on age groups, test anxiety was more than twice as likely among younger kids than older ones. Thirty-six percent said younger students (grades 3-5) tended to exhibit the most characteristics of test anxiety, while 14 percent said it was the older students (grades 6-8). Test anxiety differences among high scholars were even less pronounced. Seventy-one percent of school psychologists said they saw no difference in test anxiety with regard to age or grade levels (34 percent) or did not observe any discernible test anxiety at all (37 percent). Among school psychologists who did notice a difference in anxiety among younger and older kids, 17 percent said test anxiety was more common among older students (grades 11-12), while 13 percent said it was more common among younger students (grades 9-10).

These survey results warrant additional follow-up. It is unclear whether older students have learned test strategies over time that prepare them for the increase in high-stakes state testing, or whether their perception toward state assessments is slanted such that they exhibit less observable symptoms of test anxiety. One key to helping kids approach upcoming tests is to establish a growth mindset rather than a fixed

mindset, an idea developed by Stanford University psychologist Carol Dweck (2006). In a growth mindset, people believe that their intelligence can be developed through perseverance and hard work –regardless of the brains and talent they start with. They focus more on learning than worrying about how smart they are. Students with a growth mindset are likely to approach standardized tests with an attitude of positive determination, rather than panic. Differences in anxiety

2.2 Managing Test Anxiety

Tests and quizzes are more widely used in schools than ever. Teachers rely on written examinations to show whether students have learned the information presented in the course. Colleges and universities evaluate applicants’ performance on entrance examinations such as the Scholastic Aptitude Test (SAT) to judge whether these applicants are likely to be successful in their programs. With so much depending on test results, it is no wonder that students often become anxious about taking tests. But don’t worry! students can master test-anxiety and improve your performance on exams by following a simple plan: develop good study habits, use effective techniques to memorize content, take steps to reduce test anxiety, and take advantage of smart strategies when taking the test. Read through the tips below for ideas that you can use:

2.3 Effective Study Habits

It is not enough just to schedule lots of study time. You also need to make sure that you use effective study *techniques*. Embse and Witmer, (2014:14).

2.3.1 Create a Quiet, Neat Study Area

Distractions and clutter interfere with studying. Select a quiet spot where you are unlikely to be interrupted and organize it so that you can

study efficiently. If space is cramped at home, use a corner of the local library or other suitable spot as your ‘study haven.’

2.3.2 Study from Good Notes

Your study sessions will be productive only if you are studying from a legible and complete set of notes. If your notes are incomplete, see if your teacher has a loaner set of master class notes that you can review to get the missing information or ask a classmate who takes thorough notes if you can borrow them.

2.3.3 Use bits of Unexpected Free Time to Study

Carry ‘pocket work’ with you to review whenever you have a few minutes of free time. For example, have a set of index cards with course notes on hand that you can conveniently pull out and look at during spare moments.

2.3.4 Make a Study Schedule to Avoid ‘time-drains’

People often don’t realize how much time they spend on activities such as watching TV, surfing the Internet, talking with friends on the phone, and so on. If we aren’t careful, though, we may discover that our leisure activities ‘drain away’ time that could have been better used for study. Create a general study schedule, with time set aside for fun activities. Then be sure to limit those fun activities to the time allotted.

2.3.5 Take advantage of your peak energy levels

Pick the time of day when you tend to have the most energy and try to schedule your study sessions at this time. Also, study your most difficult or challenging material first, while you are still fresh. When you study at the same time each day, you will also find that studying begins to turn into a habit!

2.3.6 Create a Study Group

Gather together classmates to form a study group. Groups can make studying more fun. Another advantage of groups is that its members can consult multiple sets of notes whenever a course concept is unclear. (Just be sure that your group takes studying seriously and doesn't spend too much time socializing!)

2.3.7 Teach content as a Learning Check

A very effective way to check whether you have learned course content is to try to teach that information to another person (e.g., to a study partner). The challenge of having to put key concepts into your own words and make them understandable to others will quickly reveal whether you have truly mastered that information.

2.3.8 Recite Information Aloud

One study trick is to recite important information aloud. As you *say* the information, you also *hear* yourself saying it. These two channels for language, *speaking* and *hearing*, help to embed the information in your memory. *Pose difficult questions.* When studying, stop every so often and ask yourself, “*What question(s) or problem type(s) am I most afraid will be on the test?*” Your answer will give you a valuable hint about what parts of the course content you still find difficult and should spend the most time studying.

2.3.9 Don't Forget to Review Previously Learned Material

As you study, you start to learn the material. But a single pass through your notes is usually *not* enough to cement learning. During each study period, set aside time (e.g., at the start of the session) to review previously learned information or concepts.

2.3.10 Avoid Cram Sessions

Pulling all-night study sessions only tires you out and leaves you exhausted on the day of the test. (And people seldom think clearly when they are tired...) Rather than cramming your review into one or two marathon sessions, break your study up into short periods and study more frequently. Also, start studying early in the course, well before the first test, to give yourself a head start in learning the material.

2.3.11 Reward Yourself

Select an activity that you find rewarding (e.g., watching a favorite videotape, going for a walk, calling a friend). Set a contract with yourself to complete a set amount of studying (e.g., to study chemistry for 90 minutes). If you have met your short-term study goal at the end of the study period, give yourself the reward.

2.4 Tips to Memorize Content

The best way to remember information from your notes or reading is to set aside enough time to study it well. Some tips for memorizing information are to: *Read and review using SQ3R*. The SQ3R approach is a structured, thorough method for learning the content of a book chapter or section: (1) **S**urvey the chapter, to get an overview of what it contains. Read through the chapter summary and all headings. Also, briefly take note of figures, tables, and illustrations. (2) Create **Q**uestions based on each of the chapter headings. The questions should be similar to those that you might find on a test. (3) **R**ead through the chapter. As you read, do your best to answer the questions that you developed. (4) **R**ecite the questions. From memory, verbally answer each question. (Hint: You can learn even more effectively if you write down your answers. Your responses can be written as single words or short phrases so long as they

capture the main content of the answer.) (5) **Review** your answers. Compare your responses to the information in the text to make sure that your answers are complete and accurate.

Make up flashcards. To memorize vocabulary, write the key word or term on one side of an index card and the definition on the other side. To review, read off the word and recite the definition from memory before flipping the card over and checking your answer. Then review the cards again, this time reading the definitions and recalling the key word or term from memory. To memorize other information, copy a fact or concept on one side of the card and a ‘test’ question matching the concept on the card’s flip side. To review, read off each question and attempt to recall the answer before flipping the card over to check your work.

Create acronyms or acrostics. When you want to remember words or concepts in sequence, you can sometimes combine the first letters of the words into an *acronym*. For example, the color spectrum of visible light is: **Red-Orange-Yellow-Green-Blue-Indigo-Violet**. Generations of students have memorized this sequence as the acronym (and fanciful name) ROY G. BIV.

An acrostic is a sentence made up of words whose initial letters are memory cues. For example, biology classifies living organisms according to their place in the following categories: **Kingdom-Phylum-Class-Order-Family-Genus-Species**. Many students have memorized this sequence using the sentence, “**King Phillip Came Over From Germany Swimming.**”

Use visualization tricks. Because we often think in pictures, we can use our ‘mind’s eye’ to help to memorize information as mental images. (Hint: Silly images can often make the information even easier to recall!) Here are a couple of ideas for memorizing a list of words or key terms:

1. *Chaining*. First, think of an object to represent each word or term that you must commit to memory.

Then construct a mental ‘chain’ that connects the objects in a short sequence. If, for example, you wanted to memorize the first four planets (Mercury, Venus, Earth, Mars), you might visualize a winged god (*Mercury*) planting a *Venus* flytrap in a pile of *earth* and surrounding it with *Mars* bars.

2. *Familiar places*. Select a location that is quite familiar to you (e.g., your house or apartment).

Next, think of an object to represent each word or term that you must commit to memory. Then mentally ‘place’ the objects at various places in the location. If you wished to remember the first four planets, for example, you might first pick your kitchen as a familiar location. Then you might imagine that a statue of *Mercury* is sitting on the stove, a *Venus* flytrap is sitting in the sink, a pile of *earth* is spilled on the floor, and two *Mars* bars are sitting on the counter.

2.5 Tips to Reduce Anxiety About Tests

A little nervousness before a test can be good. It motivates us to work hard and put forth our best effort on the examination. When we become too anxious, though, that anxiety can undermine our confidence and interfere with our ability to solve problems. Some tips to reduce test anxiety are to: *Remember to take care of yourself first*. You should be sure to eat healthy foods and to get enough sleep before a test. After all, sleepy, hungry people are not in the best frame of mind to perform well on tests! You may also want to engage in moderate physical activity or exercise prior to taking the test to reduce body tension. A student who gets a full night’s sleep, goes for a jog, and eats a balanced breakfast prior

to the test will improve the odds of doing his or her best on an examination and avoiding the ‘testing jitters.’

Take practice exams. People are less likely to become anxious when doing something that is familiar. If your instructor gives you the opportunity to take practice exams, take advantage of the opportunity to study the tests and become familiar with their format and style. During a study period, take the practice exam under the same conditions that you would take the real exam. (For example, if notes are not allowed during the test, do not look at your notes when taking the practice exam. If the test is timed, observe the same time limit when completing the practice exam.)

Come prepared. Arrive at the test site early. Make a special effort to bring all materials, including extra pens, pencils, paper, etc. By showing up on time and prepared, you will not have to waste valuable energy worrying about small details and become distracted from the real goal: doing your best.

Make an effort to relax periodically during the test. During a test, you may feel yourself becoming tense or nervous. Whenever you feel the tension building, take a brief relaxation break, using whatever method works for you. Here are some simple relaxation ideas:

- a. Take several deep breaths, exhaling slowly after each one. Visualize the tension draining from your body as you breathe out.
- b. Tense your muscles and hold for 5 seconds, then relax. Repeat 3 times.
- c. Think of a peaceful, quiet setting (e.g., the beach). Imagine yourself calm and relaxed in that setting.

Engage in positive self-talk. Replace irrational negative thinking with positive self-talk. When you have studied hard for a test, for example, your confidence will be shaken if you think negative thoughts such as “I

don't have a chance of passing this exam!" Instead, adopt an upbeat but realistic attitude: "I prepared carefully for this test. If I do my best, I have a good chance of passing it." One more tip: If your friends are nervous about the test, try to avoid talking with them about it. You don't want their anxiety to rub off on you!

2.6 Effective Test-Taking Strategies

Become familiar with the test that you are about to take and have a mental plan for how you will spend your time most productively during the examination. If you follow a positive plan of action as you take the test, you will be less likely to feel helpless or to be preoccupied with anxious thoughts. Here are some useful test-taking strategies:

Listen carefully to directions. Make a point to listen closely to any test directions that are read aloud. Read through written directions at least twice before starting on a test section to ensure that you do not misinterpret them. Hint: If you are confused or unsure of the test directions, ask the teacher or test proctor to explain or clarify them. It is better to seek help to clear up any confusion that you may have than to run the risk of misunderstanding the directions and completing test items incorrectly.

Perform a 'brain dump.' At the start of the test, write down on a sheet of scrap paper any facts or key information that you are afraid that you might forget. This 'brain dump' will help you to feel less anxious about forgetting important content. Plus, you can consult this sheet of information as a convenient reference during the test.

Preview the test. Look over the sections of the test. Think about the total amount of time that you have to complete the test. Look at the point values that you can earn on each section of the examination.

Budget your total time wisely so that you don't spend too much time on test sections that contribute few points to your score.

Multiple-choice: *Don't get sidetracked looking for patterns of answers.*

Some people claim that students can do better on multiple-choice tests if they look for patterns in the answers. For example, the advice is often given that, on questions with four possible answers, teachers most frequently choose "C" as the correct response. In rare cases, such patterns may actually exist--but it is never a reliable strategy to count on tricks and short cuts to do well on a test. Instead, your best bet is to study hard and rely on your own knowledge of the subject to do well.

Multiple-choice: *Don't rush.* On multiple-choice items, force yourself to read each possible choice carefully before selecting an answer. Remember, some choices *appear* correct at first glance but turn out to be wrong when you take a closer look.

Essay questions: *Underline key terms.* Before writing your essay, it is a good idea to underline important terms that appear in the test question as a check on your understanding. Words such as *compare*, *contrast*, *discuss*, and *summarize* will give you clear direction on the form that your essay should take and the content that it should include.

Essay questions: *Outline your answer before you write it.* No teacher wants to read a rambling essay that fails to answer the test question. You can improve the quality of your essay by first organizing your thoughts into a brief outline on scrap paper before you write it. Even a few short minutes of planning time can significantly improve the readability and organization of your essays. And don't forget to write neatly!

When in doubt...guess! If the test does not penalize guessing, be sure that you write in a response for each test item, even if you don't know the answer.

Skip difficult items until last. On timed tests, you should avoid getting bogged down on difficult items that can cause you to use up all of your time. Instead, when you find yourself stumped on a tough test item, skip it and go on to other problems. After you have finished all of the easiest test items, you can return to any skipped questions and try to answer them.

Use leftover time to check answers. If you finish a test early, use the remaining time to check your answers. On multiple choice items, check to see that you answered all questions. Reread each written response to make sure that it makes sense, uses correct grammar, and fully answers the question.

2.7 Causes of Test Anxiety

There are many causes of test anxiety can be described as follows

1. Test anxiety is a learned behavior.
2. The association of grades and personal worth causes test anxiety.
3. Test anxiety can come from a feeling of a lack of control.
4. Test anxiety can be caused by a teacher embarrassing a student.
5. Being placed into course above your ability can cause test anxiety.
6. Test anxiety develops from fear of alienation from parents, family, and friends due to poor grades.
7. Test anxiety can be caused by timed tests and the fear of not finishing the test, even if one can do all the problems

2.7.1 Other Reasons Make Students Leave Test Room

There are two reasons students leave the test room early instead of checking their answers:

1. Their anxiety level gets so high that they have to leave.
2. They don't want to be the last one in the classroom.

2.7.2 The Twelve Myths of Test Anxiety

Students are born with test anxiety.

1. Test anxiety is a mental illness.
2. Test anxiety cannot be reduced.
3. Any level of test anxiety is bad.
4. All students who are not prepared have test anxiety.
5. Students with test anxiety cannot learn math.
6. Students who are well prepared will not have test anxiety.
7. Intelligent students and students taking high-level courses, such as calculus, do not have test anxiety.
8. Class and doing my homework should reduce all my test anxiety.
9. Being told to relax during a test will make you relaxed.
10. Doing nothing about test anxiety will make it go away.
11. Reducing test anxiety will guarantee better grades.

2.9 Used Techniques to Reduce Test Anxiety

2.9.1 Relaxation Techniques

There are both short-term and long-term relaxation response techniques that help control emotional (somatic) and worry (cognitive) test anxiety. Once these procedures are learned, the relaxation response will take the place of an anxiety response.

2.9.2 The Tensing and Differential Relaxation Method

1. Put your feet flat on the floor.
2. With your hands, grab underneath the chair.
3. Push down with your feet and pull up on your chair at the same time for about five seconds.
4. Relax for five to ten seconds.
5. Repeat the procedure two or three times.

6. Relax all your muscles except the ones that are actually used to take

2.9.3 The Palming Method

1. Close and cover your eyes using the center of the palms of your hands.
2. Prevent your hands from touching your eyes by resting the lower parts of your palms on your cheekbones and placing your fingers on your forehead. Your eyeballs must not be touched, rubbed or handled in any way.
3. Think of some real or imaginary relaxing scene. Mentally visualize this scene. Picture the scene as if you were actually there, looking through your own eyes.
4. Visualize this relaxing scene for one to two minutes.

2.9.4 Deep Breathing

1. Sit straight up in your chair in a good posture position.
2. Slowly inhale through your nose.
3. As you inhale, first fill the lower section of your lungs and work your way up to the upper part of your lungs.
4. Hold your breath for a few seconds.
5. Exhale slowly through your mouth.
6. Wait a few seconds and repeat the cycle.

2.9.5 Long-Term Relaxation Techniques

The cue-controlled relaxation response technique is the best long-term relaxation technique. It is presented on side two of the audiocassette *How To Reduce Test Anxiety* (Nolting, 1986). Cue-controlled relaxation means you can induce your own relaxation based on repeating certain cue words to yourself. In essence, you are taught to relax and then silently repeat cue words, such as "I am relaxed." After enough practice you can relax during tests.

2.9.5 Negative Self-Talk

Negative self-talk (cognitive anxiety) is defined as the negative statements you tell yourself before and during tests. Negative self-talk causes students to lose confidence and to give up on tests. Students need to change their negative self-talk to positive self-talk without making unrealistic statements. During tests, positive self-talk can build confidence and decrease your test anxiety. Using positive self-talk before a test can help reduce your test anxiety and improve your grad

2.9.6 Examples of Negative Self-Talk

1. No matter what I do, I will not pass the course.
2. I am no good at math, so why should I try?
3. I cannot remember the answers or I have forgotten how to do the problems. I am going to fail this test.
4. I failed this course last semester, and I am going to flunk out again this semester.

2.9.7 Examples of Positive Self-Talk

1. I failed the course last semester, but I can now use my study/ math skills to pass this course.
2. I went blank on the last test, but I now know how to reduce test anxiety.
3. I know that with hard work, I will pass math.
4. I prepared for this test and will do the best I can.
5. I feel good about myself and my abilities. I am not going to worry about that difficult problem. I'm going to use all my test time and check for careless errors.
6. Even if I don't get the grade I want on this test, it is not the end of the world.

2.9.6 Thought stopping Techniques

Some students have difficulty stopping their negative self-talk. These students cannot just tell themselves to eliminate those thoughts. These students need to use a thought-stopping technique to overcome their worry and become relaxed. To stop your thoughts in the classroom or during a test, silently shout to yourself "Stop" or "Stop thinking about that." After your silent shout, either relax yourself or repeat one of your positive self-talk statements. You may have to shout to yourself several times during a test or while doing homework to control negative self-talk. After every shout, use a different relaxation technique/scene or positive self-talk statement. Thought stopping works because it interrupts the worry response before it can cause high anxiety or negative emotions. During the interruption, you can replace negative self-talk with positive self-talk statements or relaxation. Students with high worry anxiety should practice this technique three-day to one week before taking a test. Contact the campus counselor if you have additional questions about how to reduce test anxiety/negative self-talk statements.

2.10 Previous Studies

Masoud Hashemi (2010)" The Role of the Teacher in Alleviating Anxiety in Language Classes, Tuyserkhan Branch , Islamic Azad University , Tuyserkhan , Iran. The purpose behind the present study is to find out and suggest some strategies for language teachers in order to alleviate language anxiety in the learners. Second or Foreign Language Anxiety has been found to interfere with many types of learning but when it is associated with leaning a second or foreign language it is termed as ‘second/foreign language anxiety’. It is a complex and multidimensional phenomenon and can be defined as “a subjective feeling of tension,

apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. It has been found that the feelings of tension or nervousness centre on the two basic task requirements of foreign language learning: listening and speaking because, in interaction, both the skills cannot be separated.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter is concerned with method adopted in the study , it provides a description of subject , sample , instrument , procedures and the validity and reliability of the questionnaire.

3.1 Population of the Study

The population of the study included (40) teachers of English language at secondary schools in EL-managel Locality.

3.2 Sample of the Study

The sample of the study were fifty of English language teachers at secondary school in ELmanageel Locality.

3.3 Instrument of the Study

This study is intended to collect data from EFL teachers at secondary school in EL- Managel Locality. A questionnaire has been issued and distributed to collect data from those teacher , this questionnaire have also being adjusted accordingly. The total number of the questionnaire item is fifteen .

3.4 Reliability and Validity of the Questionnaire

After the questionnaire designed, the reliability and validity are tested. Leeman(1981:116) state that "A test is valid and reliable if it measures what it is supposed to measure". So in order to measure validity and reliability of the questionnaire the study uses (SPSS) program.

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

Where = correlation

R: Reliability of the test

N: number of all items in the test

X: odd scores

Y: even scores

Σ : Sum

$$R = \frac{2 \times r}{1+r}$$

$$\text{Val} = \sqrt{\text{reliability}}$$

$$\text{Correlation} = \underline{0.69}$$

$$R = \frac{2 \times r}{1+r} = \frac{2(0.69)}{1+0.69} = 0.82$$

$$\text{Reliability} = \underline{\underline{0.82}}$$

$$\text{Val} = \sqrt{0.82}$$

CHAPTER FOUR

DATA ANALYSIS AND DICTATION

4.0 Introduction

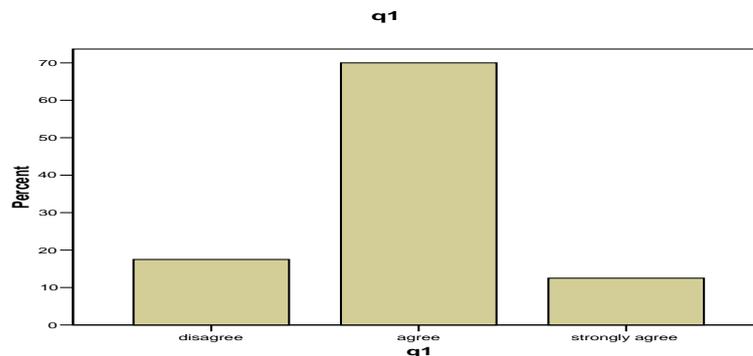
In this chapter data has been collected by means of the questionnaire presented, analyzed and discussed . The data was analyzed by SPSS program . However , this chapter include analysis of the responses to the statement of questionnaire and testing hypothesis's.

4.1Data Analysis

To answer the questions of the study about the strategies to motivate EFL young learners in Hassheisa Locality, the frequency and percentages of each item of the questionnaire was calculated.

Table (4-1) Feeling of anxiety and stress exists among EFL learners in reading

Option	Frequency	Percent
Disagree	7	17.5
Agree	28	70.0
strongly agree	5	12.5
Total	40	100.0



From table (4-1) and fig(4-1), 12.5% teachers strongly agree 70% agree and 17.5% disagree. According to the result the statement is strongly supported since, 82.5% of teachers agree.

Table (4-2) Effective strategies may help students cope with those destructive feelings in reading.

Option	Frequency	Percent
Disagree	16	40.0
Agree	23	57.5
strongly agree	1	2.5
Total	40	100.0

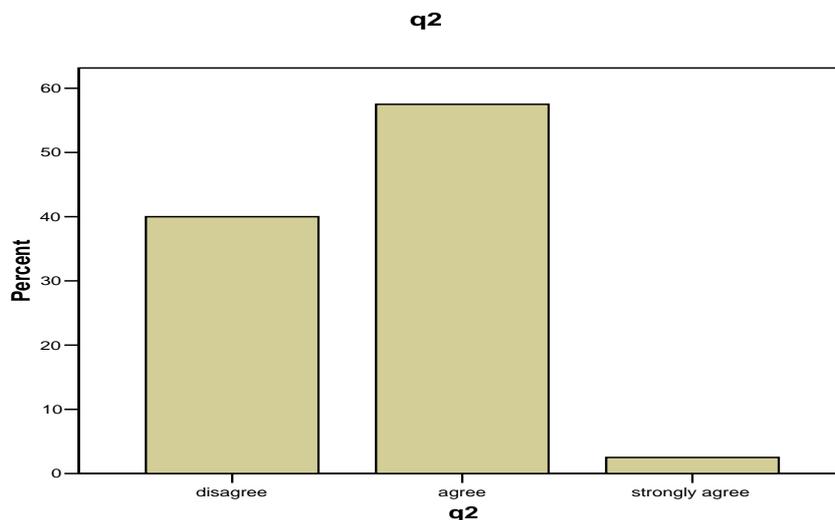


Fig (4-2)

From table (4-2) and fig (4-2) teachers who strongly agree are 2.5% teachers, those who agree are 57.5% , 40% disagree. So according to the results 60% percent of the teacher agree with the statement.

Table (4-3) Effective strategies may help students cope with those destructive feelings in reading.

Option	Frequency	Percent
disagree	5	12.5
Agree	31	77.5
strongly agree	3	7.5
Total	39	97.5

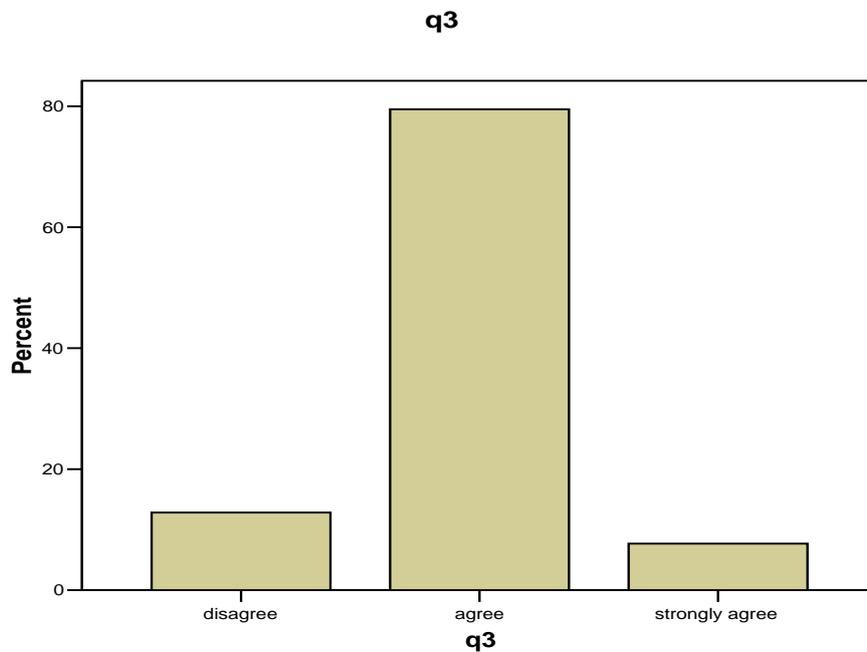


Fig (4-3)

From table (4-3) and fig (4-3) teachers who strongly agree are 7.7%, those who agree are 79.5% and 12.5% disagree . According to the results teachers who agree are 86.2%. So the statement is reliable.

Table (4.4) exposure to English language with more chances to fully practice their speaking skills.

Option	Frequency	Percent
Disagree	7	17.5
Agree	18	45.0
strongly agree	15	37.5
Total	40	100.0

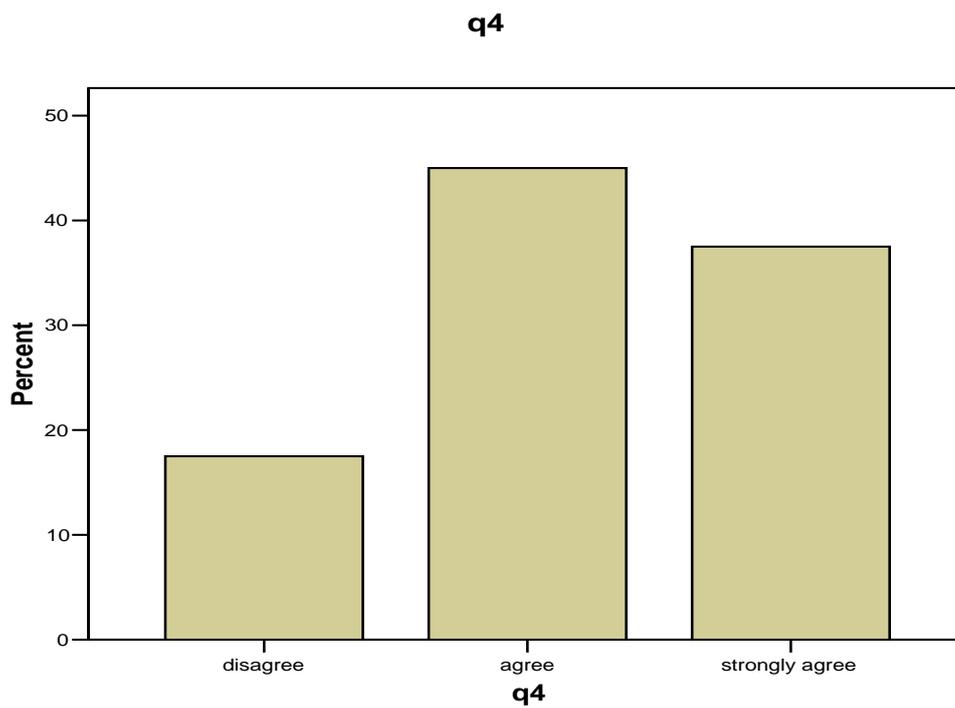


Fig (4.4)

From table(4-4) and fig (4-4) above teachers who strongly agree are 37.5%, those who agree are 45% and 17.5% disagree. According to the results 82.5% of the teachers agree. So the statement can be regarded true.

Table (4.5) Creating a friendly, informal and learning-supportive environments for language learning by teachers'

Option	Frequency	Percent
disagree	8	8
Agree	28	28
strongly agree	4	4
Total	40	40

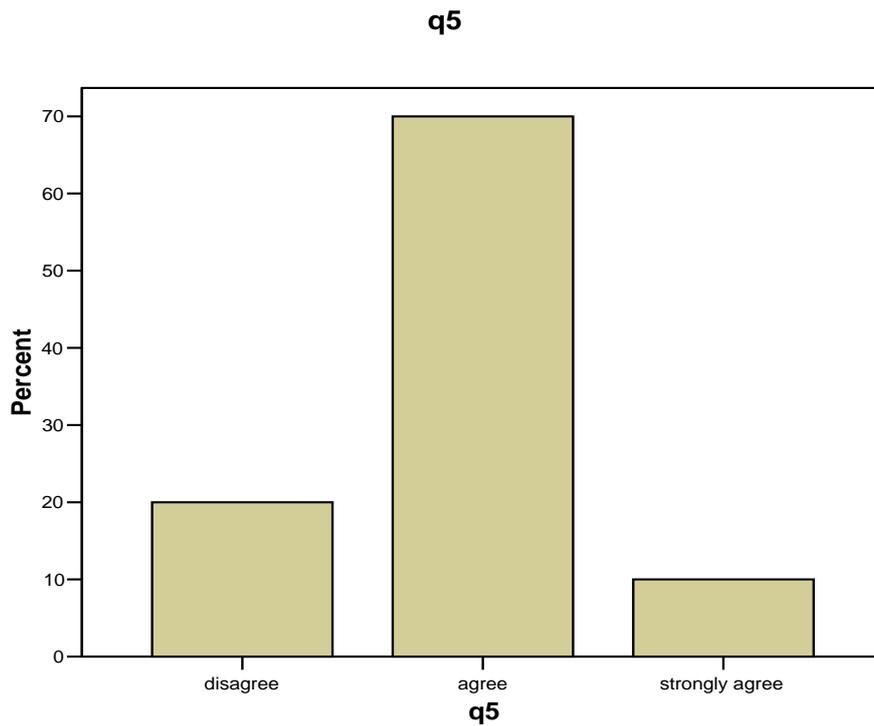


Fig (4-5)

From table (4-5) and fig(4-5) teachers who strongly agree are 10%, those who agree are 70% and 20% disagree. According to the results, teachers who agree are 80%, so the statement can be accepted.

Table (4-6) friendly, helpful and cooperative behaviour, making students feel comfortable when reading in the class

Option	Frequency	Percent
disagree	17.5	7
Agree	37.5	15
strongly agree	45.0	18
Total	100.0	40

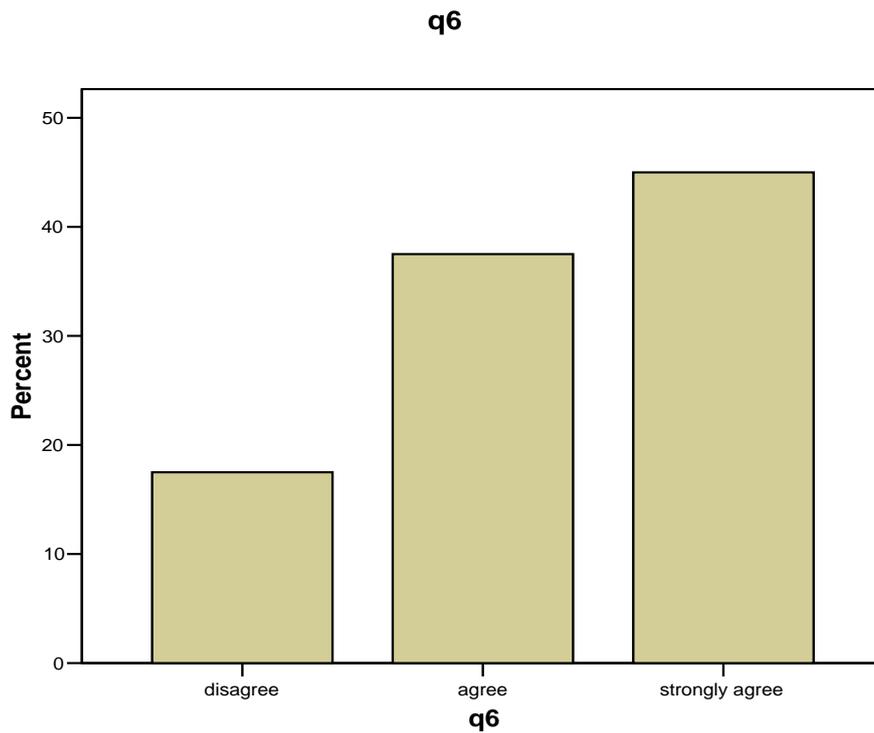


Fig (4-6)

From table (4-6) and fig(4-6) teachers who strongly agree are 45%, those who agree are 37.5% and 17.5% are disagree. According to the results teachers who agree are 82.5%. So the statement is highly significant.

Table (4-7) Encouraging learners who are afraid of making mistakes to feel free to make mistakes in order to acquire communication skills.

Option	Frequency	Percent
disagree	5	12.5
Agree	22	55.0
strongly agree	13	32.5
Total	40	100.0

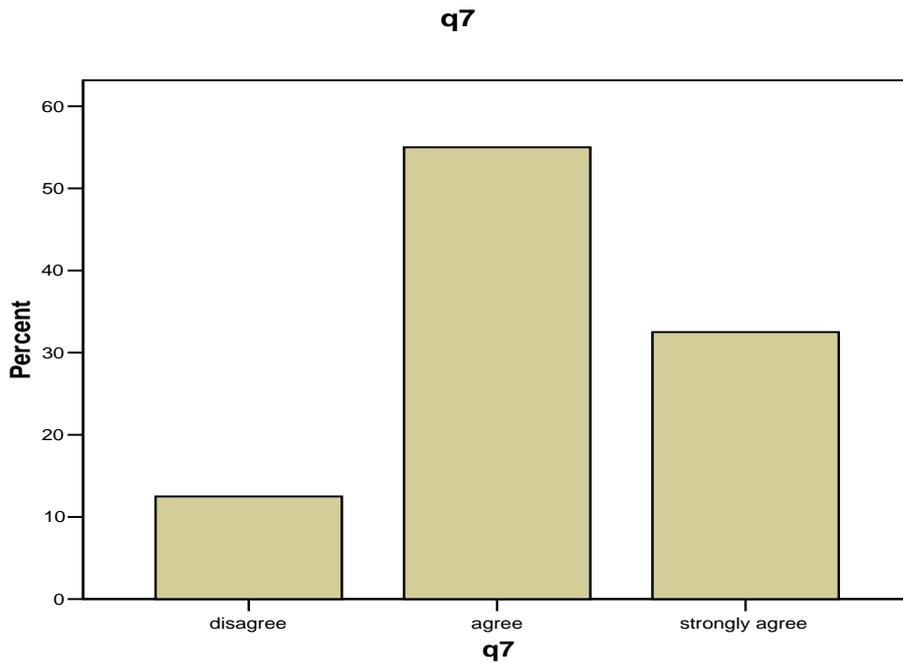


Fig (4-7)

From table (4-7) and fig(4-7) teachers who strongly agree are 32.5%, those who agree are 55% and 12.5% are disagree . According to the results teachers who agree are 82.5%. So the statement is given reliability.

Table (4-8) Teachers 'selection of error correction helps on reducing defensive reactions in students.

Option	Frequency	Percent
disagree	8	20.0
Agree	29	72.5
strongly agree	3	7.5
Total	40	100.0

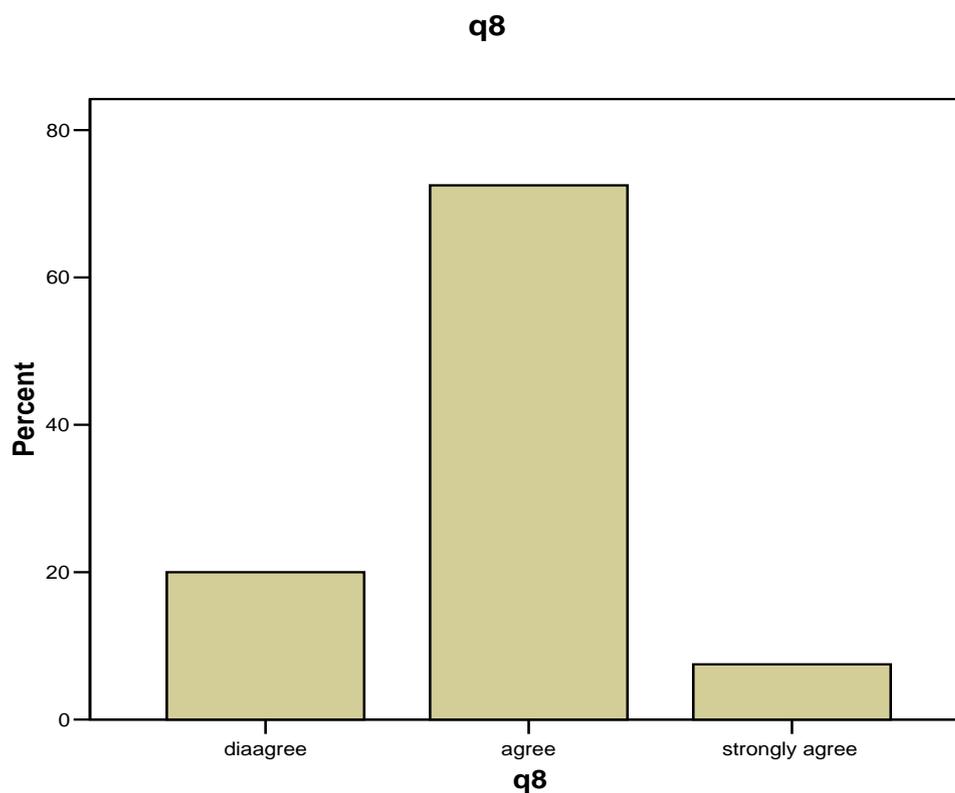


Fig (4-8)

From table (4-8) and fig(4-8) teachers who strongly agree are 7.5% those who agree are 72.5 and 20% are disagree. According to the teachers who agree are 80%. So the statement could be relied on .

Table (4-9) Students 'fear of the influence in their course

Option	Frequency	Percent
disagree	7	17.5
Agree	25	62.5
strongly agree	8	20.0
Total	40	100.0

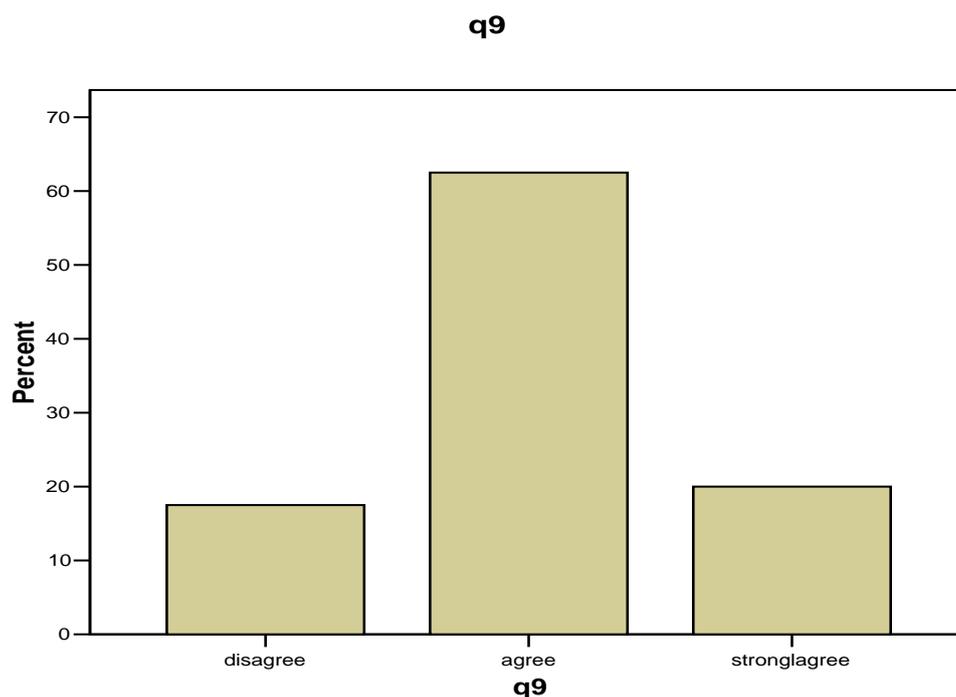


Fig (4-9)

From tenable (4-9) and fig(4-9) teachers who strongly agree are 20%, those who agree are 62.5 and 17.5%, are disagree. According to the results teachers who agree 82.5%. So the statement can be counted on.

Table (4-10) initiate discussion can reduce the sense of competition and give language learners a feeling of success and satisfaction

Option	Frequency	Percent
disagree	8	20.0
Agree	30	75.0
strongly agree	2	5.0
Total	40	100.0

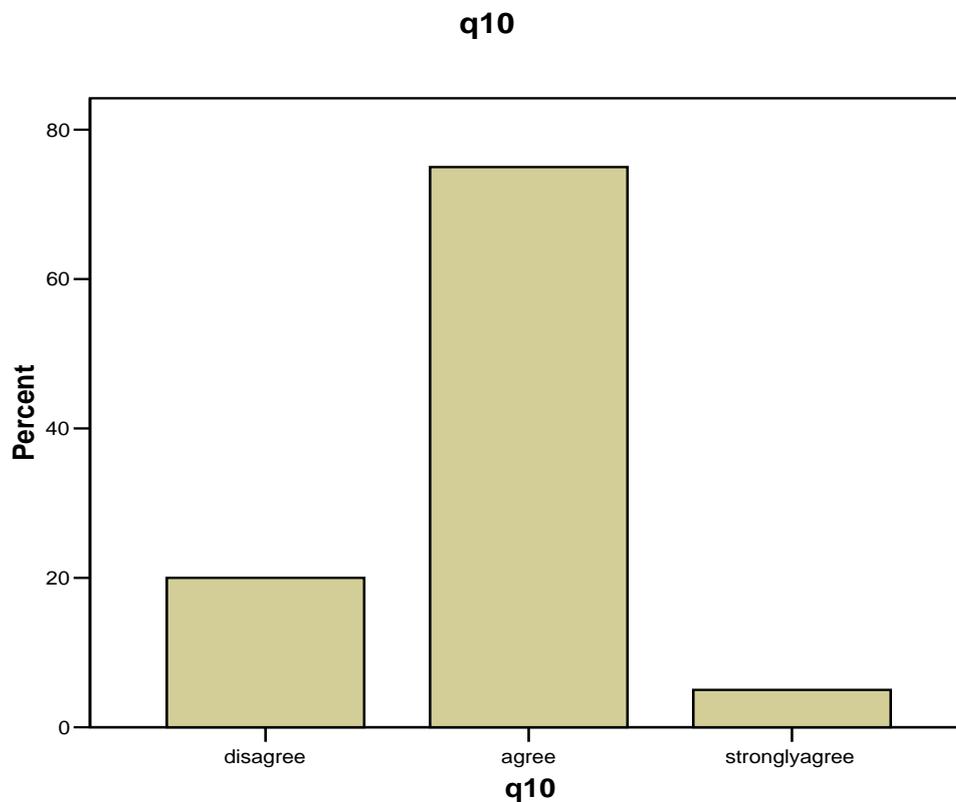


Fig (4-10)

From table (4-10) and fig(4-10) teachers who strongly agree are 2.5% those who agree are 77.5%,and 20% disagree. According to the results teacher who agree are 77.5%. So the statement is supported.

Table (4-11) Cultivating confront students 'erroneous make reasonable commitments for successful language learning

Option	Frequency	Percent
disagree	8	20.0
Agree	31	77.5
strongly agree	1	2.5
Total	40	100.0

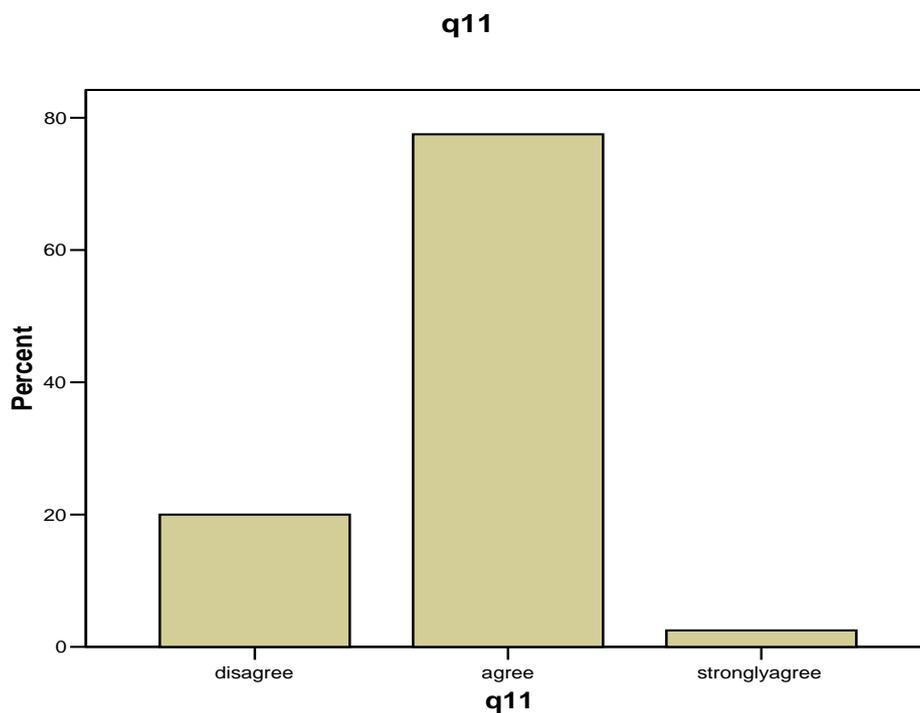


Fig (4-11)

From table (4-11) and fig(4-11) teachers who strongly agree are 2.5%, those who agree are 77.5% and 20% disagree. According to the results teachers who agree are 80%. So the statement is significant

Table (4.12) Students attention will directed from self-centered worries when they are reading a second/foreign language

Option	Frequency	Percent
Disagree	8	20.0
Agree	28	70.0
strongly agree	4	10.0
Total	40	100.0

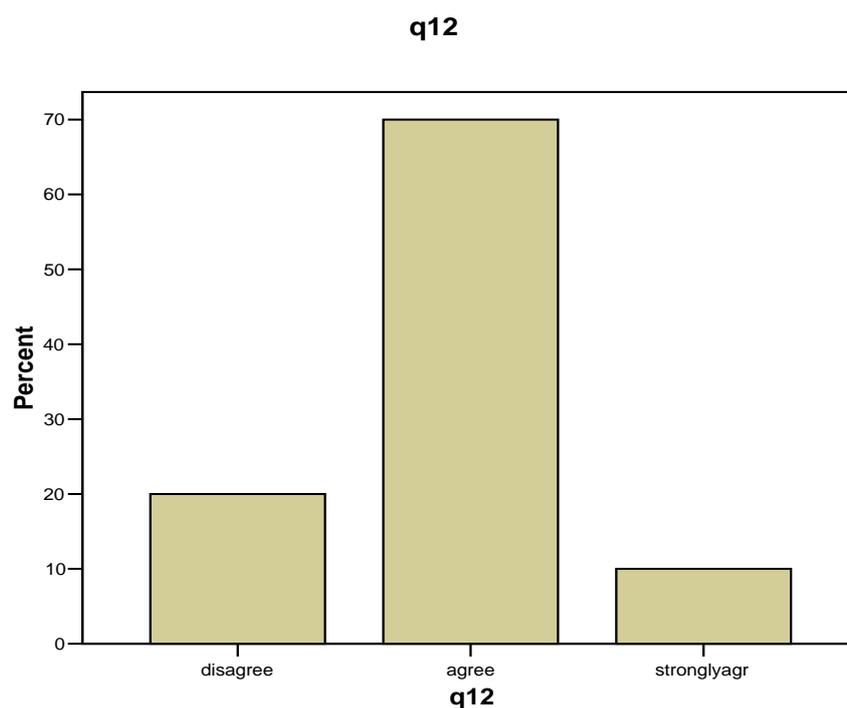


Fig (4-12)

From table (4-12) and fig(4-12) teachers who strongly agree are 10%, those who agree are 70%, and 20% are disagree. According to the results teachers who agree are 80%. SO the statement can be adopted for measurement.

Table (4-13) Familiarity with the culture can also assist language teachers to understand and decode anxiety related behaviours in some learners.

Option	Frequency	Percent
disagree	27	67.5
Agree	13	32.5
strongly agree	0	0
Total	40	100.0

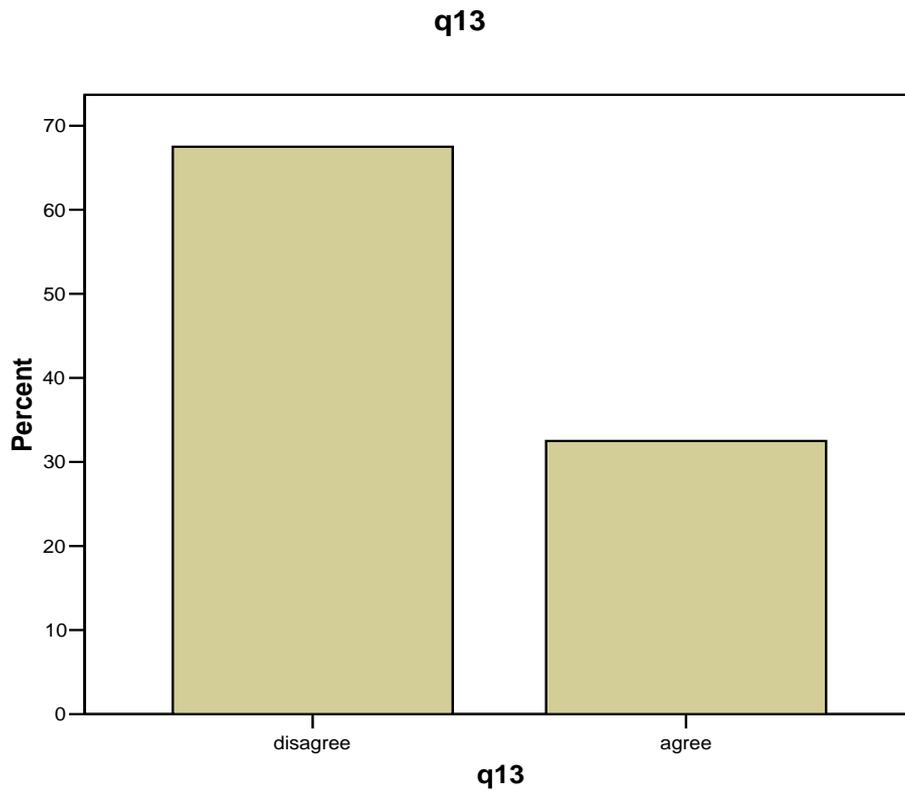


Fig (4-13)

From table (4-13) and fig(4-13) teachers who strongly agree are 0%, those ho agree are 32.5%, and 67.5% are disagree According to the results teachers who disagree are 67.5%. So the statement is not supported.

Table (4-14) Making efforts to create a sense of friendship and cooperation among the students may help to read more confidently and with less anxiety

Option	Frequency	Percent
disagree	5	12.5
Agree	31	77.5
strongly agree	4	10.0
Total	40	100.0

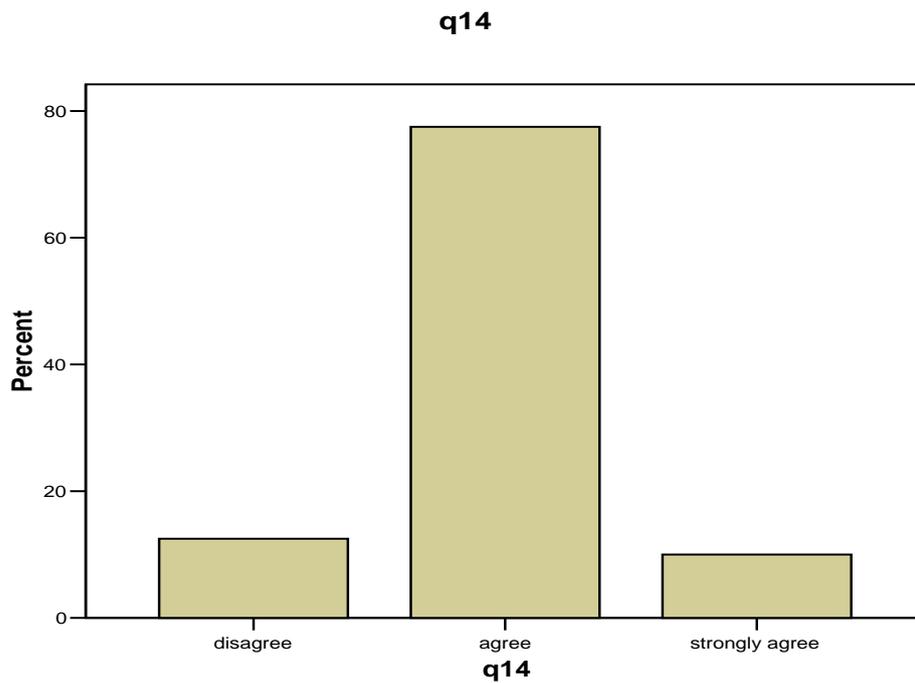


Fig (4-14)

From table (4-14) and fig(4-14) teachers who strongly agree are 10%, those who agree are 77.5%, and 12.5% disagree. According to the results teachers who agree are 87.5%. So the statement can be accepted.

4.2 Test The Hypotheses

CHAPTER FIVE

FINDINGS R, ECOMMENDATIONS

AND CONCLUSION

5.0 Introduction

This study put the teaching learning process inside classroom then the role of teacher in search of the suitable ways for teacher to promote and improving classroom disciplines and strategies. However , researcher introduce the main findings and recommendations to be as good benefit and guide teachers in educational field.

5.1 Conclusion

Almost all research subjects acknowledged that people feel anxious and nervous while speaking English in front of others. Some ESL/EFL learners even expressed that they feel ‘stupid’ when they cannot speak English well and others maintained that they try to skip or escape the situations, which demand speaking in front of others, either in the classroom or outside of the classroom. The feelings of anxiety become more threatening when the language instructors’ manner of error correction is rigid and humiliating and when they consider language class a performance rather than a learning place. Anxiety has also been found to be exacerbated by students’ feeling of low proficiency or lack of confidence in general linguistic knowledge, the evidence of which students do not want to display. The subjects expressed many problems and difficulties in learning English language, like grammar, vocabulary and pronunciation, English word-class system, modal verbs etc.. which were commonly thought to impede the fluency of the ESL/EFL learners and hence, were perceived to be major obstacles in achieving the desired performance goals in English language.

5.2 Findings

According to the discussion and analysis of data in chapter four , the study has led to the following findings:

1. The feelings of anxiety become more threatening when the language instructors' manner of error correction is rigid and humiliating and when they consider language class a performance rather than a learning place.
2. Anxiety has been found to be exacerbated by students' feeling of low proficiency or lack of confidence in general linguistic knowledge.
3. Teachers need some specific in service training courses on general psychology including language anxiety in order to deal with the stress and anxiety in their classes.
4. Some cultural aspects of English language learning can contribute to language anxiety for ESL/EFL learners.
5. Many students find that their test anxiety is reduced when they start to study better or more regularly.
6. Making efforts to create a sense of friendship and cooperation among the students may help to read more confidently and with less anxiety.
7. Anxiety manifests itself indifferent ways, depending upon the student's age.
8. The feelings of tension or nervousness centre on the two basic task requirements of foreign language learning.
9. Using ICTs devices in teaching reading comprehension in EFL classes motivate students to -be creative.

5.3 Recommendations

The study recommended that:

1. Teachers should avoid activities that enhance early frustration.
2. School administration should create a good environment as possible for ELT.

3. Language teachers should acknowledge the existence of the feeling of anxiety and stress among the language learners and should apply quick and effective strategies to help them cope with those destructive feelings.
4. A truly communicative approach in language teaching should be adopted to provide those language learners who have limited exposure to English language with more chances to fully practice their speaking skills.
5. Teachers should encourage those learners who are afraid of making mistakes to feel free to make mistakes in order to acquire communication skills.
6. Teachers should avoid activities to give language learners a feeling of success and satisfaction when using English.
7. Teachers should confront students' erroneous and irrational beliefs by cultivating in them reasonable commitments for successful language learning.
8. Students should be guided as to how to direct their attention away from self-centered worries when they are speaking a second/foreign language.
9. Teachers should specifically make the effort to create a sense of friendship and cooperation among the students.

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APPANDIXE

Questionnaire

I would be grateful if you could answer and return this questionnaire .This questionnaire is a part of M.A dissertation entitled **Alleviating of test Anxiety for students of Advanced Reading Comprehension**. Your response should be considered as a basis for this study .Please tick (✓) for the opinion that you think is appropriate according to your own point of view.

Statement	Agree	To some extent	Disagree
1. Feeling of anxiety and stress exists among EFL learners in reading			
2. Effective strategies may help students cope with those destructive feelings in reading.			
3. Truly communicative approach in advanced reading			
4. exposure to English language with more chances to fully practice their speaking skills			
5. Creating a friendly, informal and learning-supportive environments for language learning by teachers'			
6. friendly, helpful and cooperative behaviour,			

making students feel comfortable when reading in the class			
7. Encouraging learners who are afraid of making mistakes to feel free to make mistakes in order to acquire communication skills.			
8. Teachers 'selection of error correction helps on reducing defensive reactions in students.			
9. Students 'fear of the influence in their course			
10. initiate discussion can reduce the sense of competition and give language learners a feeling of success and satisfaction			
11. cultivating confront students 'erroneous make reasonable commitments for successful language learning			
12. Students attention will directed from self-centered worries when they are reading a second/foreign language			
13. Familiarity with the culture can also assist language teachers to understand and decode anxiety related behaviours in some learners.			
14. Making efforts to create a sense of friendship and cooperation among the students may help to read more confidently and with less anxiety			