

**THE RELATIONSHIP BETWEEN TEST ANXIETY AND  
ACADEMIC ACHIEVEMENT OF ENGLISH LANGUAGE  
STUDENTS AND THEIR COPING STRATEGIES**

**İNGİLİZCE ÖĞRENCİLERİNİN SINAV KAYGILARI VE  
AKADEMİK BAŞARILARI ARASINDAKİ İLİŞKİ VE BAŞ  
ETME STRATEJİLERİ**

**Rıdvan TÜRKMEN**

Submitted to the Graduate School of Educational Sciences of Hacettepe  
University as a Partial Fulfillment to the Requirements for the Award of Master's  
Degree in English Language Teaching Program.

2016

This is to certify that we have read this thesis, entitled "*The Relationship Between Test Anxiety and Academic Achievement of English Language Students and Their Coping Strategies*", and that in our opinion it is fully adequate, in scope and quality, as a thesis for the Degree of Master in the Program of English Language Teaching.

### Examining Committee Members

Chairman Prof. Dr. İsmail Hakkı MİRİCİ

Member Assoc. Prof. Dr. İsmail Hakkı ERTEN

Supervisor Assoc. Prof. Dr. Nuray ALAGÖZLÜ

Member Assoc. Prof. Dr. Kadriye Dilek AKPINAR

Member Assist. Prof. Dr. Olcay SERT

### APPROVAL OF THE GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

This is to certify that this thesis was approved by the aforementioned examining committee members on June 30, 2016 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate Education, and accepted as a Master Thesis in the program of English Language Teaching by the Board of Directors of the Graduate School of Educational Sciences on ..... / ..... / 2016.

Prof. Dr. Berrin AKMAN  
Director of the Graduate School of Educational Sciences

# İNGİLİZCE ÖĞRENCİLERİNİN SINAV KAYGILARI VE AKADEMİK BAŞARILARI ARASINDAKİ İLİŞKİ VE BAŞ ETME STRATEJİLERİ

Rıdvan TÜRKMEN

## ÖZ

Öğrencilerin başarılarına katkı sağlayan veya engel olan çok sayıda faktör vardır. Bunlardan bir tanesi de bu tez çalışmasına konu olan sınav kaygısıdır. Bu çalışmanın ilk amacı, farklı seviyelerdeki İngilizce öğrenen üniversite öğrencilerinin sınav kaygı seviyelerini tespit etmek ve sınav kaygısıyla baş etme stratejilerini belirlemektir. İkinci amaç ise, öğrencilerin sınav kaygısı dereceleri ile akademik başarıları arasındaki ilişkiyi incelemektir. Çalışma, Ankara'da Avrupa Dilleri Öğretimi Ortak Çerçeve Programına göre farklı (A1'den C1'e kadar) yeterlik seviyelerinde 210 üniversite öğrencisi ile gerçekleştirilmiştir. Veri toplamak için üç farklı ölçek kullanılmıştır. Katılımcıların sınav kaygısını belirlemek için Discroll'un (2007) Westside Sınav Kaygısı Ölçeği, sınav kaygısıyla baş etme yollarını tespit etmek için Lazarus ve Falkman'ın (1985) Baş Etme Yolları Ölçeği ve İngilizce öğrenme başarılarını ölçmek için ise Oxford yerleştirme sınavı kullanılmıştır. Elde edilen verilerin, SPSS 23.0 paket programı ile betimsel istatistik analizi yapılmıştır. Çalışma, test kaygısı, cinsiyet, İngilizce yeterlik düzeyi ve yaş grupları arsında anlamlı bir ilişki olduğunu ve farklı yeterlik seviyesindeki farklı baş etme stratejileri kullandığını göstermiştir. Bunlarla birlikte, öğrencilerin, sınav kaygısıyla baş edebilmek için negatif baş etme stratejilerinden ziyade, pozitif baş etme stratejileri olan problem çözme, sosyal destek arama ve olumluya odaklanmayı daha fazla kullandığı sonucu ortaya çıkmıştır. Çalışmanın bulguları, sınav kaygısının yabancı dil eğitim süreci içerisinde göz önünde bulundurulması gerektiğini göstermektedir ve baş etme stratejileri ile ilgili farkındalığın artmasının öğrencilerin akademik başarılarına önemli bir katkı sağlayacağına işaret etmektedir.

**Anahtar sözcükler:** Akademik başarı, sınav kaygısı, sınav kaygısıyla baş etme stratejileri, Avrupa Dilleri Öğretimi Ortak Çerçeve Programı, İngilizce öğrencileri, Oxford yerleştirme sınavı

**Danışman:** Doç. Dr. Nuray ALAGÖZLÜ, Hacettepe Üniversitesi, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı

# THE RELATIONSHIP BETWEEN TEST ANXIETY AND ACADEMIC ACHIEVEMENT OF ENGLISH LANGUAGE STUDENTS AND THEIR COPING STRATEGIES

**Rıdvan TÜRKMEN**

## ABSTRACT

There are plenty of factors contributing to or hindering the students' language learning performance. One of them is test anxiety which is the main concern of this thesis. The first aim of the study was to determine how university EFL students differ in terms of their levels of test anxiety and define their coping strategies which they use to deal with the tests and exams they encounter. Another motive for the research was to illustrate the difference between test anxiety levels of the students and their language learning achievement. The study was carried out with 210 university students in different levels of proficiency (from A1 to C1) in Ankara. The data was collected with three main different scales. Discroll's (2007) Westside Test Anxiety Scale (WTAS) was administered to find out test anxiety levels of the participants. Lazarus and Folkman's Ways of Coping Scale (1984), was used to specify which coping strategies the students use to handle test anxiety. Oxford Placement Test (OPT) scores were assessed to define their English language learning achievement. The descriptive analysis of the data was carried out using the SPSS 23.0 package program. The results showed that there was a significant relationship between test anxiety and gender, age and language learning duration. The students in different levels of proficiency used different coping strategies. Rather than maladaptive coping strategies, the students used adaptive ones, focusing on the positive, problem-focused coping, and seeking social support, more. Consequently, test anxiety should be taken into concentration in foreign language education process and expanding the students' awareness of coping strategies will contribute to their achievement.

**Keywords:** Academic achievement, test anxiety, coping strategies for test anxiety, CEFR, levels of proficiency, EFL students, Oxford Placement Test

**Advisor:** Assoc. Prof. Dr. Nuray ALAGÖZLÜ, Hacettepe University, Department of Foreign Language Education, Division of English Language Teaching

## ETHICS

In this thesis study prepared in accordance with the spelling rules of Graduate School of Educational Sciences of Hacettepe University,

I declare that

- all the information and documents have been obtained in the base of academic rules,
- all audio-visual and written information and results have been presented according to the rules of scientific standards,
- in case of using others works, related studies have been cited in accordance with the scientific standards,
- all cited studies have been fully referenced,
- I did not do any distortion in the data set,
- and any part of this thesis has not been presented as any other thesis study at this or any other university.



Ridvan TÜRKMEN

## **ACKNOWLEDGEMENTS**

First of all, I would like to express my deepest gratitude and appreciation to my supervisor, Assoc. Prof. Dr. Nuray Alagözlü for her invaluable input on every step of this study. She provided suggestions, support, guidance and contributions during the whole process.

I am also grateful to the distinguished instructors of Hacettepe University, Department of Foreign Language Education, and Division of English Language Teaching for their constructive feedback and guidance throughout the study.

I would like to thank the jury; Prof. Dr. İsmail Hakkı Mirici, Assoc. Prof. Dr. İsmail Hakkı Erten, Assoc. Prof. Dr. Kadriye Dilek Akpınar and Assist. Prof. Dr. İsmail Fırat Altay, for their enlightening feedback and contribution to the study.

I would also like to acknowledge my students who let me experience the unique emotion of being a teacher. Thanks to my dear students, I have the energy and enthusiasm to teach and learn a lot.

I owe much of this thesis to my family, for their never-ending love and understanding. They were always with me as caring, considerate and supportive.

Thank you all.

## TABLE OF CONTENTS

<b>ÖZ.....</b>	<b>iii</b>
<b>ABSTRACT.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF GRAPHS .....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xiii</b>
<b>1. INTRODUCTION.....</b>	<b>1</b>
1.1. Background to The Study.....	1
1.2. Purpose of The Study .....	2
1.3. Significance of The Study.....	3
1.4. Research Questions.....	4
1.5. Hypotheses .....	5
1.6. Limitations of The Study.....	5
1.7. Definitions of The Terms .....	5
<b>2. REVIEW OF LITERATURE .....</b>	<b>7</b>
2.1. Anxiety.....	7
2.2. Trait Anxiety and State Anxiety .....	9
2.3. Beneficial/facilitating or Inhibitory/debilitating Anxiety .....	10
2.4. Foreign Language Anxiety .....	10
2.4.1. Communication Anxiety.....	12
2.4.2. Fear of Negative Social Evaluation .....	12
2.4.3. Test Anxiety .....	13
2.5. Studies on Test Anxiety and Academic Achievement .....	17
2.5.1. Individual Differences in Test Anxiety.....	19
2.5.1.1. Gender .....	19
2.5.1.2. Age.....	20
2.5.1.3. Socio-economic Levels .....	20
2.6. Studies on Test Anxiety and Academic Achievement in Turkey.....	20
2.7. Studies on Coping Strategies.....	22

2.8. Studies on Coping Strategies in Turkey .....	25
<b>3. METHODOLOGY.....</b>	<b>27</b>
3.1. The Study Design.....	27
3.1.1. Internal and External Validity of The Study .....	27
3.1.1.1. Internal and External Validity of The Study .....	27
3.1.1.2. External Validity of The Study .....	28
3.2. Participants .....	28
3.4. Setting.....	30
3.4. Instruments .....	30
3.4.1. Voluntary Participant Form.....	31
3.4.2. Demographic Data Form .....	31
3.4.3. Westside Test Anxiety Scale.....	31
3.4.4. Ways of Coping Scale.....	32
3.4.5. Oxford Placement Test.....	33
3.5. Data Collection.....	34
3.6. Data Analysis .....	35
<b>4. DATA ANALYSIS AND FINDINGS .....</b>	<b>37</b>
4.1. Descriptive Statistics .....	37
4.2. Do students with high or low level of test anxiety differ in their academic achievement? .....	39
4.3. Is there any difference between test anxiety levels of the students and their gender, age and language learning duration?.....	41
4.3.1. Difference between test anxiety levels and gender of the students.....	41
4.3.2. Difference between test anxiety levels and ages of the students .....	46
4.3.3. Difference between test anxiety levels and language learning duration of the students.....	48
4.4. Is there any difference for levels of proficiency in coping strategies used to overcome test anxiety?.....	50
<b>5. DISCUSSION AND CONCLUSIONS.....</b>	<b>54</b>
5.1. Discussion of The Findings .....	54
5.1.1. Test anxiety and academic achievement .....	54
5.1.2. Test anxiety and individual differences.....	55
5.1.3. Coping strategies of levels of proficiency to overcome test anxiety .....	57



5.2. Conclusion .....	59
5.3. Implications for Foreign Language Teaching .....	61
5.4. Suggestions for Future Studies .....	61
<b>REFERENCES.....</b>	<b>63</b>
<b>APPENDICES.....</b>	<b>71</b>
APPENDIX-1: APPROVAL OF THE COMMITTEE ON ETHICS.....	72
APPENDIX-2: VOLUNTARY PARTICIPANT FORM.....	73
APPENDIX-3: WESTSIDE TEST ANXIETY SCALE (ENGLISH) .....	75
APPENDIX-4: WESTSIDE SINAV KAYGISI ÖLÇEĞİ (TÜRKÇE).....	76
APPENDIX-5: WAYS OF COPING SCALE (ENGLISH) .....	77
APPENDIX-6: BAŞ ETME YOLLARI ÖLÇEĞİ (TÜRKÇE) .....	80
APPENDIX-7: ORIGINALITY REPORT .....	83
<b>CURRICULUM VITEA .....</b>	<b>84</b>

## LIST OF TABLES

Table 2.1: Physical symptoms of anxiety .....	7
Table 3.1: Descriptive characteristics of the participants .....	29
Table 3.2: What does test anxiety score mean? .....	31
Table 3.3: What does OPT score mean? .....	34
Table 4.1: Levels of proficiency of the participants.....	37
Table 4.2: Age range of the participants .....	38
Table 4.3: Gender differences of the participants.....	38
Table 4.4: Gender and level of proficiency crosstabulation .....	39
Table 4.5. Language learning duration of the participants .....	39
Table 4.6: OPT scores and Test Anxiety levels of the participants .....	40
Table 4.7: Test anxiety and levels of proficiency crosstabulation.....	41
Table 4.8: Symmetric measures for test anxiety and levelsof proficiency .....	42
Table 4.9: Means of OPT scores of levels of proficiency .....	42
Table 4.10: Gender and categories of test anxiety level crosstabulation .....	45
Table 4.11: Symmetric measures for test anxiety and gender .....	45
Table 4.12: Gender and means of test anxiety levels of the participants .....	46
Table 4.13: Gender and means of OPT scores of the participants.....	46
Table 4.14: Age and test anxiety crosstabulation.....	47
Table 4.15: Symmetric measures for test anxiety and gender .....	48
Table 4.16: Test anxiety and language learning duration cross tabulation.....	48
Table 4.17: Symmetric measures for test anxiety and language learning duration.....	49
Table 4.18: Means of coping strategies for levels of proficiency .....	52

## LIST OF GRAPHS

Graph 4.1: Means of OPT scores for divided levels of proficiency .....	43
Graph 4.2: Means of Test Anxiety for divided levels of proficiency .....	43
Graph 4.3: Occupied coping strategies for the levels of proficiency (1) .....	51
Graph 4.4: Occupied coping strategies for the levels of proficiency (2) .....	52



## LIST OF FIGURES

Figure 2.1: Model of the components of anxiety.....	7
Figure 2.2: Configuration of factors in test anxiety devoplopment.....	14
Figure 2.3: The main difference of problem-focused coping and emotion-focused coping.....	23



## LIST OF ABBREVIATIONS

**CEFR:** Common European Framework of Reference for Languages

**FLE:** Foreign Language Education

**OPT:** Oxford Placement Test

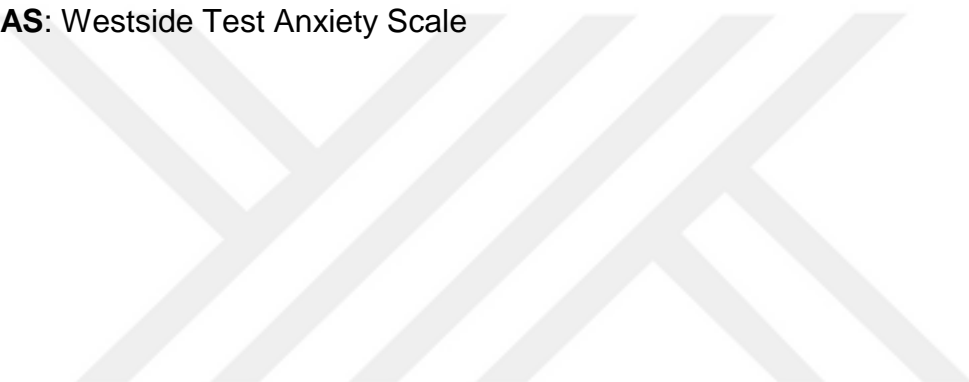
**SAT:** Scholastic Aptitude Test

**SPSS:** Statistics Package for Social Sciences

**TA:** Test Anxiety

**WOCS:** Ways of Coping Scale

**WTAS:** Westside Test Anxiety Scale



## 1. INTRODUCTION

In this chapter, the background of the problem is presented, and the purpose of the study and the research questions are defined. Limitations of the study and the definitions of commonly used terms are explained.

### 1.1. Background to The Study

Regardless of affective aspects of language learning, it is highly difficult to explain how an individual is successful at learning a foreign language or not. While learning a language, what's happening in the inner world of the learner affects the ultimate achievements of teaching. Since there are always some goals and objectives to be reached for all teaching activities, tests are generally used to find out how successful the students are at the end of the learning process. As a result of evaluation, there is the possibility of failure or success which makes the test a source of anxiety provoking task for the learners of English.

Tests are natural outcomes of the need of assessing teaching, and they define the level of success; they tell whether the learner passes the course or achieves the ultimate goals of teaching. Therefore, after a test, the possibility of failure makes the learner feel anxious about the tests and their results. Throughout their educational lives the students take hundreds of tests, thus tests are inevitable parts of teaching and learning process. In such a period completely full of tests, it is a real must to help the students to overcome and cope with their anxiety.

Du (2009) defines the term of test anxiety as "a kind of psychological condition in which a person experiences distress and suffering before, during, or after an exam or other assessment to such an extent that this anxiety causes poor performance or interferes with typical learning".

Alvarez, Aguilar, and Lorenzo (2012) state that 35 % of university students show high or extremely high test anxiety levels during exams. If it is not too extreme, the pressure to perform well on exams is helpful for a test taker. However, when the anxiety level is above the individual's potential, it becomes irrational and gives harm to the learner.

In today's modern society, it's nearly impossible to grow up and get a good social status without encountering some type of test and being successful in one test. One third of the students suffer from high or extremely high test anxiety which, in a way, blocks their academic success and spoils their lives. Unfortunately, most of the students may not be aware of the situation and not know whether they have high level of test anxiety and the effects of high level test anxiety on their academic performance (Ergene, 1994).

In order to get rid of test anxiety, test takers may use different strategies. Coping strategies are plans, tactics and actions for dealing with stressful situations to lower suffering (Auerbach & Gramling, 1997). As a result of their own experiences and inherent personality characteristics, every individual develops his/her way of coping strategies for the problems they encounter. Similarly, the students tend to struggle with test anxiety and define their own coping strategies to reduce its disturbing consequences since the negative effects of test anxiety affects them and decreases their academic accomplishment (Cerbin, 2011; DordiNejat et al., 2011; Fernandez-Castillo and Caurcel, 2015; Green et al. 2015; Miller et al. 2007).

## **1.2. Purpose of The Study**

High or extremely high test anxiety is a serious obstacle for desired teaching outcomes. Helping students to achieve academic excellence requires avoiding high test anxiety interference on educational performance (Zeidner, 1998). The students need to diagnose what hampers their academic achievement to fight it; otherwise, they will fail to reach ultimate goals of teaching and learning.

Levels of proficiency and competences of the students are not the same. According to the Common European Framework of Reference for Languages (CEFR), (2001), A1-A2 levels students are 'basic users', A1 level of proficiency 'can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type'. The students in A2 level of proficiency 'can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment)'. Learners in B1-B2 levels of proficiency are 'independent users'. B1 students 'can understand the main points

of clear standard input on familiar matters regularly encountered in work, school, leisure, etc'. The students in B2 level of proficiency 'can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization'. The learners in C1–C2 levels of proficiency are 'proficient users'. C1 level of proficiency 'can understand a wide range of demanding, longer texts, and recognize implicit meaning'. The students in C2 level of proficiency 'can understand with ease virtually everything heard or read'. It's thought that each of these levels of proficiency has their own characteristics and dispositions.

Additionally, learners at these levels may have different amounts of anxiety, which effect their academic achievement. They may use different strategies to cope with test anxiety. Since there is limited research on test anxiety, academic ac academic achievement and coping strategies of EFL students in different levels of proficiency, in Turkish setting, a research on the levels of test anxiety of Turkish students in different levels of proficiency is needed. Test anxiety as an effective factor that has a key role on second language learning is a serious barrier that prevents learners from performing well enough on tests (Green et al., 2015).

The purpose of this study is to determine the relation between test anxiety levels of university students in different levels of proficiency and their academic achievement. Their commonly used coping strategies to overcome test anxiety are also questioned.

### **1.3. Significance of The Study**

Even though there are plenty of studies on coping strategies, test anxiety and interventions on test anxiety reduction, there is very limited research on the levels of test anxiety of the university EFL students in different levels of proficiency, academic achievement and their generally used coping strategies to deal with the exams they take.

There is a large volume of published studies describing close relationship between test anxiety and success. These studies have highlighted the result that higher test anxiety is one of the leading causes of poorer test performance for the students (Fernandez-Castillo & Caurcel, 2015; Green et al. 2015 and Cerbin, 2011). Thus, test anxiety needs to be controlled and explained to decrease its negative effects



on the success of students. Without giving enough emphasis to test anxiety and providing the learners to have a balanced anxiety level, the inner world of the learners may block their desired learning (Zeidner, 1998).

The CEFR (2001) gives the characteristics of different levels, A1, A2, B1, B2, C1 and C2. Every language learner is required to climb each of these levels one by one to be able to learn and communicate in English. Naturally, there is a kind of test to prove the level of language comprehension for the next level of the CEFR. Thus, the present study dealt with defining the difference between test anxiety degrees of English language students in different levels of proficiency and its effect on their academic achievement and identifying their commonly used coping strategies to handle test anxiety.

Therefore, this study aims to contribute to the knowledge in literature by addressing four important issues. First, the study aims to reveal test anxiety degrees of undergraduate students in different levels of proficiency. Second, the difference between the two variables will show how important test anxiety is as a determiner of success. Third, commonly used coping strategies of college students in different levels of proficiency might help the researchers and teachers to see the effective and dominant coping strategies for the students in different levels of proficiency. Fourth, the study will shed some light on the issue for the future studies.

#### **1.4. Research Questions**

The main aim of the present study is to investigate the relation between test anxiety levels of university students in different levels of proficiency and their academic achievement; and to define their commonly used coping strategies to deal with test anxiety. Based on the theories and prior research in the literature, the following research questions are posed:

1. Do students with high or low level of test anxiety differ in their academic achievement?
2. Is there a difference in test anxiety levels of the students with reference to their;
  - a. Gender,
  - b. Age,

c. Language learning duration?

3. Is there any difference for the levels of proficiency in coping strategies used to overcome test anxiety?

### 1.5. Hypotheses

Based on the research questions, the following null hypotheses were generated:

1. Students with high or low level of test anxiety do not differ in their academic achievement.
2. There is no difference in test anxiety levels of the students with reference to their;
  - a. Gender,
  - b. Age,
  - c. Language learning duration.
3. There is not any difference for the levels of proficiency in coping strategies used to overcome test anxiety.

### 1.6. Limitations of The Study

There are some limitations of this study that need to be considered. Firstly, two self-report questionnaires were conducted to collect data about the levels of test anxiety of the participants and their commonly used coping strategies to overcome test anxiety. The students' own beliefs and values may have an important impact on their acceptance of test anxiety and their coping strategies.

In the study, there were only 210 undergraduate EFL students from the same university in Ankara. More participants could yield more reliable and generalizable results. The study had a quantitative research design, more in-depth information so there might be some missing qualitative characteristics of could be obtained from the participants' emotional states during the exams with the help of qualitative data.

### 1.7. Definitions of The Terms

**Anxiety:** Scovel (1978) states that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. According to Bouras and Holt (2007) anxiety is a feeling of fear, worry, and uneasiness, usually

generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by muscular tension, restlessness, fatigue and problems in concentration (American Psychiatric Association, 2013). Barlow (2000) defines anxiety as "a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events."

**Test anxiety:** It is a kind of psychological condition in which a person experiences distress and suffering before, during, or after an exam or other assessment to such an extent that this anxiety causes poor performance or interferes with normal learning (Du, 2009). According to Zeidner (1998) test anxiety refers to the combination of cognitive, affective, and behavioral reactions that accompany concern caused by possible negative consequences depending on performance in a test or evaluative situation.

**Coping:** Lazarus and Folkman (1985) explained coping as "cognitive and behavioral efforts to manage specific external/internal demands that are appraised as taxing and or exceeding the resources of person" They revealed that the reasons behind coping may include to master, decrease or tolerate the undesirable situation or stress caused by the situation.

**Coping Strategies:** Coping strategies are plans, tactics and actions for dealing with stressful situations to lower suffering (Auerbach and Gramling, 1997). Lazarus and Folkman (1985) reported eight-factor solutions as coping strategies; problem focused coping, wishful thinking, detachment, seeking social support, focusing on the positive, self-blame, tension reduction and keep to self. Kondo's (1997) study suggested five coping strategy (Positive thinking, relaxation, preparation, resignation and concentration) were dominant among adult Japanese learners of English. He also revealed that the participant having high test anxiety levels were more likely to show preparation and concentration to cope with the tests.

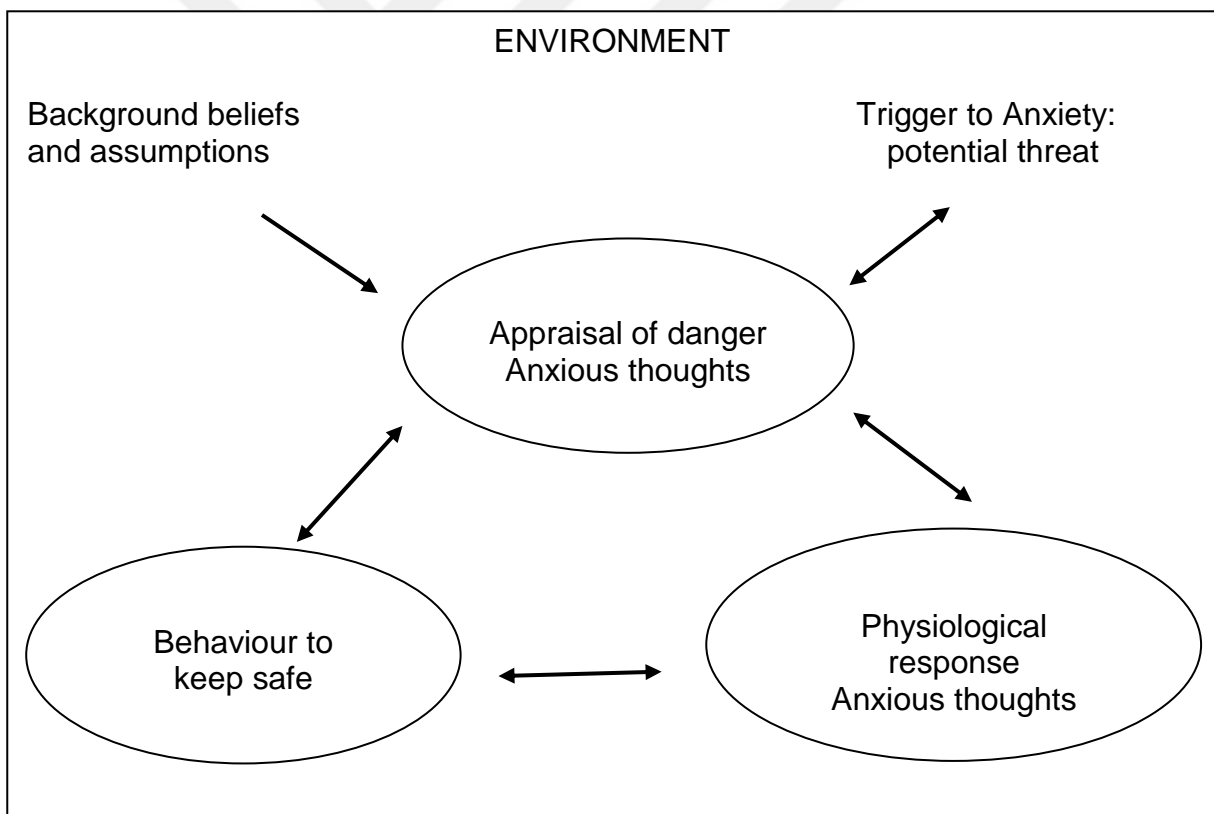
In this chapter, to sum up, the background of the problem was presented. The problem of the study was introduced; the main purposes of the study and the research questions were defined. Some of the limitations of the study were stated and finally the definitions of commonly used terms were explained.

## 2. REVIEW OF LITERATURE

In this chapter, detailed explanation of anxiety, its components, test anxiety, coping and coping strategies and related studies in the literature will be under discussion.

### 2.1. Anxiety

According to Bouras and Holt (2007) anxiety was a feeling of fear, worry, and uneasiness, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. It is often accompanied by muscular tension, restlessness, fatigue and problems in concentration (American Psychiatric Association, 2013). Barlow (2000) defined anxiety as "a future-oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events."



**Figure 2.1. Model of the components of anxiety (Sanders & Wills, 2003)**

The common points of different definitions of anxiety are that there is an upcoming event that is not very easy to cope with for an individual and the negative and worried feelings that an individual experience as a result of the upcoming event. A little anxiety can be appropriate and acceptable, but when it is too much and

uncontrollable, continues for a long time and becomes a permanent part of an individual's characteristics, the individual may suffer from an anxiety disorder. There is still an overall uncertainty about the basic position of anxiety: whether on its own, anxiety is a motivational component, a personality trait or only an emotion. Furthermore, anxiety is usually not seen as a separate factor that stands alone but a complex made up of constituents that have different characteristics (Dörnyei, 2005). As seen in figure 2.1, model of anxiety has varying components like background beliefs and assumptions, potential threats, behaviour to keep safe and physiological response or anxious thoughts (Sanders & Wills, 2003). Though they depend on the anxiety provoking situations, there are many symptoms of anxiety defined by high-anxious individuals. They spoil the quality of daily lives. Physical symptoms of anxiety are shown in table 2.1.

**Table 2.1: Physical symptoms of anxiety**

<i>Some of the physical symptoms of anxiety</i>	
Increased heart rate	Sweating
Shortness of breath	Aches and pains
Gasping	Exhaustion
Numbness or tingling in hands and feet	Loss of appetite
Increased bowel frequency	Weakness
Sweating hands	Inability to concentrate
Hot and cold	Breathlessness, increased breathing rate
Muscular twitches	Choking
Sleep disturbance	Feeling faint, dizzy
Twitchiness, tics	Stomach pains, cramps
Vomiting	Dry mouth
Feeling unreal, depersonalization	Startled responses
Irregular heart beat and pulse	Shaking
Lump in throat	Tiredness
Chest pains	Headaches

Cited From: Zeidner, M. (1998). *Test Anxiety, the State of the Art*. New York: Kluwer Academic Publishers.

## **2.2. Trait Anxiety and State Anxiety**

Each of the individuals does not experience the same level of anxiety. It can be experienced at various levels for different events. The level of the anxiety depends on the person and his/her characteristics. In psychology, anxiety is seen as either a trait and it is a relatively stable personality trait, or as a state generally acceptable for a temporary situation.

Generally, trait anxiety is a more permanent predisposition to be anxious and it's the deepest and global level of anxiety. Some people are predictably and generally anxious about many things, since being anxious is one part of their characteristics. Regardless of the importance of the events, their frequencies and difficulties, any events may be a reason for being anxious, for these kinds of individuals. What to wear in a birthday party and the possibility of being criticized about their clothes are some possible reasons for being anxious.

As for state anxiety, it's the transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation (Dörnyei, 2005). State anxiety differs from event to event and occasion to occasion. The individual is aware of the importance of the current situation, so he defines his own accurate anxiety level. This kind of anxiety is experienced in relation to some particular event or act. Before a job interview or a university entrance exam, state anxiety can be common for most of the people.

In the classroom settings, it's important for the teacher to try to determine whether a student's anxiety stems from a more global trait or whether it comes from a particular situation at the moment (Brown, 2001). Otherwise, the student may not reach the desired goals of learning and teaching process while learning a foreign language as a result of his trait anxiety. Only when the teacher diagnoses what kind of anxiety his/her students have, s/he can help his/her students to overcome their anxiety problems. Due to undefined or untreated anxiety factors in the classroom settings, some of the learners might experience the failure at the end of the learning process, which is an undesirable event for the students and the teachers.

### **2.3. Beneficial/facilitating or Inhibitory/debilitating Anxiety**

As stated above, all of the people do not experience the same level of anxiety. Even the same person can experience anxiety at various levels for different events, and the results of the anxiety may differ according to failure or accomplishment. In this part of the study, beneficial and inhibitory anxiety will be under discussion. Generally speaking, anxiety does not always inhibit the performance of the students, but sometimes it can really support it. However, worry, the cognitive element of anxiety, is found to be the one of the reason for poor achievement. On the other hand, the affective component, emotionality, does not essentially have damaging effects.” (Dörnyei, 2005).

Sometimes, anxiety makes a motivational effect on the individual and helps the person to overcome the negative event. A little bit anxiety has a positive consequence on an individual, which acts as a drive to cope with the current problem. To illustrate, before an exam, if the student is a bit anxious and this makes him study for the exam, this condition will help him to get a good mark at the end of the exam, and this anxiety is somehow beneficial or facilitating for the student.

On the other hand, too much anxiety may inhibit the individual to cope with the problems he encounter. In these situations, the anxiety level is so high that the individual even can't concentrate on the problem and control his behaviours, breathing and emotions. This kind of overload anxiety makes an inhibitory and debilitating effect on the individual and is among the reasons of failures.

### **2.4. Foreign Language Anxiety**

Besides trait & state and beneficial & inhibitory anxiety, there is a third type of anxiety, which is specific to a situation (Woodrow, 2006; MacIntyre & Gardner, 1989; Horwitz, Tallon & Luo, 2009). Research in the field of languages learning has shown that learning a foreign language can be classified as a specific situation on its own. Anxiety is a critical issue that interferes with learning a foreign language. Anxiety is a factor which has an overwhelming effect on performance in oral communication and overall success in foreign language learning process.

Decreasing foreign language learning in an anxiety-provoking classroom climate is not so surprising, since in such an environment nobody wants to learn a foreign

language and learners forget most of the things they have known and also make silly mistakes. As Arnold & Brown (1999) stated that "Anxiety is quite possibly the affective factor that most commonly obstructs the learning process." As a result of this, anxiety has been in the limelight of second language research and there are a number of published research instruments available in the field (Horwitz & Cope, 1986; MacIntyre & Gardner, 1991, 1994; Young, 1999).

In 1981, Stephen Krashen stated his affective filter hypothesis, which explains affective factors (anxiety, motivation and self-confidence) with the ability to influence the success in learning a foreign language. Krashen believes that the students will get much more comprehensible input and have a greater ability to learn the language in a learning environment with a low anxiety.

Horwitz (2001) defined language anxiety as "a distinct complex of beliefs, feelings and behaviours that occur during learning in the classroom because of the uniqueness of a learning language". Anxiety can be seen as a construct with two dimensions, reflecting the communication in the classroom and beyond, in situations of everyday communication (Woodrow, 2006). Foreign language anxiety has the same clinical symptoms as any other type of anxiety (Horwitz, 2001); difficult concentration, sweating, palpitations, worry, fear and even horror of foreign language class, anxious students having avoidance behaviour.

Du (2009) claimed that the anxiety feelings occur when one is not fully proficient in the second language. According to Du, communication apprehension, test anxiety and fear of negative evaluation were the three components of language anxiety and the occurrence of each anxiety depends on the situations faced by the learner. Nevertheless, it was also stated that complexities and difficulties in the second language learning process cause language anxiety among the ESL learners (Tanveer, 2007).

Putting the second language acquisition to the center of anxiety issue, Gardner & MacIntyre (1993) saw language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient". It's not doubtful that there are certain correlations between anxiety and language performance. In foreign language classrooms, there are three types of foreign language anxiety that should be explained in detail one by one.



### **2.4.1. Communication Anxiety**

Communication anxiety arises from learners' inability to adequately express mature thoughts and ideas. Communication anxiety can be defined as an "individual level of fear or anxiety associated with either real or anticipated communication with another person or persons" (Gardner & MacIntyre, 1993). One of the main reasons to learn a foreign language is to communicate in the target language, so communication anxiety is a serious threat in front of this goal. To remove this problem from the language path, the question of communication apprehension becomes increasingly important. It is a widespread slowdown and chronic condition, and it has been one of mental health condition that harms foreign language learners' achievement.

General personality characteristics such as quietness, shyness, and nervousness commonly accelerate communication anxiety. When the learner of the target language has the ability and desire to participate in the current discussion, the possible conversation may be blocked as a result of some communication anxiety. The communication anxiety might be resulting from the learner's inner thoughts of the speakers about what to say, how to say, the possible reactions from the environment and the position that the learner will be put as a result of his utterances. During these times, verbalizing is inhibited, shyness is occurring to avoid the communication. The level of shyness, or range of situations that shyness affects, differs very much from individual to individual. The learners that have communication anxiety generally try to avoid any conversation or make the conversation as rare or short as possible. In classroom environment, these types of learners do not want to participate in the conversations and have the tendency of being quite during the courses.

### **2.4.2. Fear of Negative Social Evaluation**

The feeling of negative social evaluation derives from a learner's need to have a good social impression on the other people. For the people who have such an anxiety excessively concern with others' opinions, hiding from the negative feelings of their unfavorable impressions, avoiding situations where there is potential evaluation, and expecting others to have a low opinion of them. Fear of negative social evaluation occurs when foreign language learners feel that they

are incapable of making the proper social impression on the others. It is a kind of nervousness about others' evaluation and avoidance of evaluative situations. Fear of negative social evaluation itself is one of the strong sources of language anxiety.

It can be said that many studies in language learning literature also show the effects of anxiety on language learning. Horwitz et al. (1991) stated that students with high levels of anxiety perused less difficult grammatical constructions than the less anxious students did. As a result, students under relaxed personal conditions are benefiting from the second language class more than the anxious students. During this period of anxiety students go through feelings of worry and dread, have trouble concentrating, sweat, experience heart palpitations, and become forgetful. These psycho-physiological symptoms hinder the language learning experience (Horwitz et al., 1986).

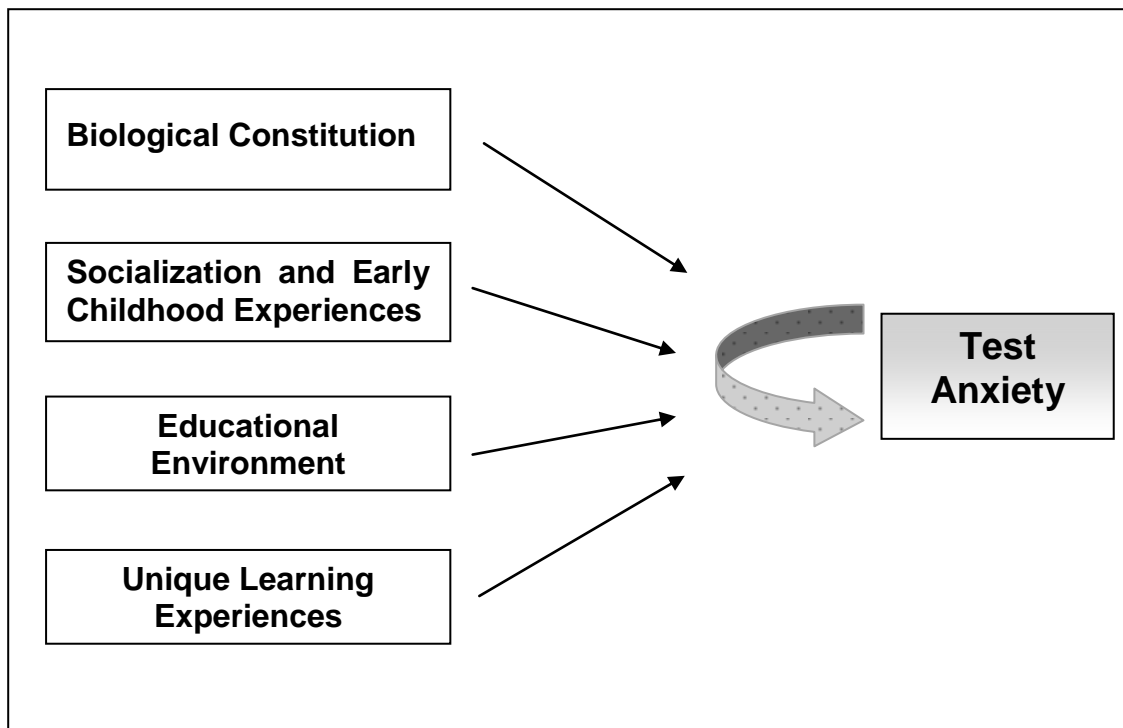
#### **2.4.3. Test Anxiety**

Tests are natural results of teaching process, and they define the position of the learner; they tell whether the learner pass the course or achieve the goals of the teaching. So, after a test, there is a possibility of being unsuccessful or failure, which makes the learner feel anxious about the test and its results.

If it is not too extreme, the pressure to perform well on exams is a great motivator for a test taker. But, when the anxiety level is above the individual's potential, it becomes irrational and gives harm to the learner. There are a number of reasons that cause test anxiety. For example, some previous negative test experiences, lack of preparation for the test, inefficient time management, weak study habits, lack of organizational skills, lack of self-confidence and fear of experiencing failure can be listed as some common reasons contributing test anxiety. Configuration of factors in test anxiety development is demonstrated in figure 2.2.

According to Du (2009), test anxiety is a kind of psychological condition in which a person experiences distress before, during, or after an exam or other assessment to such an extent that this anxiety causes poor performance or interferes with normal learning. There are a number of reasons that cause test anxiety. For example, some previous negative test experiences, lack of preparation for the test, inefficient time management, weak study habits, lack of organizational skills, lack

of self-confidence and fear of experiencing failure can be listed as some common reasons contributing test anxiety.



**Figure 2.2. Configuration of factors in test anxiety development (Zeidner, 1998)**

Ergene (1994) stated that 30% of the students had very high test anxiety that had a very vital influence on their academic achievements and caused serious problems and lots of negative experiences such as the students' dropouts and lack of concentration. Similarly, Alvarez, Aguilar & Lorenzo (2012) stated that 35 % of university students show high or extremely high test anxiety levels during exams.

According to Zeidner (1998) test anxiety referred to the combination of cognitive, affective, and behavioral reactions that accompany concern caused by possible negative consequences depending on performance in a test or evaluative situation.

Zarei et al. (2010) focused on group counseling in terms of behavioural, cognitional and cognitive-behavioural group counseling methods on reduction test anxiety of 120 Iranian university students. Their results revealed that 31% of students had very high test anxiety. Furthermore, the findings demonstrated that behavioural counseling had positively significant difference among other counseling methods, behavioural, cognitional-cognitional. In addition, all the three

experiment conditions were significantly more effective than control conditions in reducing test anxiety. Consequently, they offered to provide group counseling training program on reduction of test anxiety in universities.

There are six key models of test anxiety that try to define main differences between high and low-test-anxious individuals (Zeidner, 1998).

1. The **Drive Model** underlines emotional reactivity and heightened arousal as capturing the nature of test anxiety.
2. The **Cognitive-Attentional Model** recommends that cognitive interference and self-related thoughts possess the main differences between high and low-test-anxious individuals.
3. The **Skills Deficit Model** focuses on the individual's metacognitive awareness on the part of being unprepared for the forthcoming task and the consequential feelings of low academic capability and emotional arousal.
4. The **Self-Regulation Model** emphasize how the individuals react to test situations and to their arousal under evaluative contexts.
5. The **Self-Merit Model** suggests that feelings of incompetency together with attributions of failure to low ability, rather than effort have a key role on test anxiety levels.
6. The **Transitional Process Model** states that worry and emotionality components that comprise the test anxiety experience have a key role for high and low-test-anxious individuals.

Powers (1986) examined the correlations among GRE test scores and test anxiety scales with 3,800 participants. Her findings revealed that there was pretty high correlation between the worry and emotionality subscales of the Test Anxiety Inventory. Her study suggested that the two aspects of test anxiety, worry and emotionality, were highly related, but, in terms of their patterns of correlations with other variables, they were different from each other. Worry was slightly more strongly related than emotionality to test performance (Powers, 1986). This finding is consistent with a number of previous studies (Morris & Liebert, 1970; Deffenbacher, 1980).

In his meta-analysis, Ergene (2003) depicted a review of 56 studies about interventions on test anxiety reduction. According to his findings, most of the

studies were carried out with college or university students, female participants were more than males and interventions were successful to reduce test anxiety levels of the participants.

Stöber & Pekrun (2004) listed the reasons for the continuous interest in test anxiety. Firstly, test anxiety was still a significant variable in basic research in cognition and emotion, personality, and social psychology in terms of individual differences in cognitive performance and achievement motivation. Secondly, test anxiety kept on being an important factor in all disciplines in applied psychology looking at performance and achievement. To illustrate, educational psychology had revealed that test anxiety played an important role in students' primary, secondary, and tertiary education.

Cassady (2004) studied the effects of cognitive test anxiety on students' memory, comprehension, and understanding of text passages in situations without externally-imposed evaluative pressure. The results exhibited a significant impact of cognitive test anxiety on performance in settings with and without external evaluative pressure. Additionally, the influence of cognitive test anxiety was stronger in the conditions of external evaluative pressure.

Connors et al. (2009) measured the causes and consequences of test anxiety in a standardized test, SAT (Scholastic Aptitude Test). They found that lower SAT grades in English, science and math were meaningfully associated with higher levels of test anxiety and poorer levels of resilience and the negative consequences of worry.

Conley & Lehman (2012) examined the relationship between everyday academic stressors and blood pressure. They revealed that everyday academic stressors were connected with short-term increases in blood pressure and test anxiety might have an effect on these raises.

Lowe (2015) examined how gender and gender differences in test anxiety differed for American middle, high school, and college students. She came up with the same conclusion that middle and high school, and college students' test anxiety scores were consistent with relevant literature, females scoring higher than males.

In another study, Fernández-Castillo & Caurcel (2015) evaluated the pre-exam level of selective attention and mental concentration of university students in Spain

to determine a possible relationship between anxiety and reduction of levels of attention in exam circumstances. Similarly, they stated that the students with lower levels of anxiety showed higher ranks of selective attention and mental concentration before their exams. Their results particularly pointed out that higher anxiety levels hampered the orientating and alerting functions and caused to reduce the capacity of attentional control. These processes could have a negative impact on specific attentional processes and become an undesirable influence on performance in exams.

## **2.5. Studies on Test Anxiety and Academic Achievement**

Empirical research shows that test anxious students differ from their non-anxious counterparts in the way that they have bias in dealing with evaluative situations. Besides, high-test-anxious pupils see test situations more as a threat than as a challenge. The level of the students' anxiety is directly correlated with the importance given to the testing occasions. High-test-anxious individuals have characteristics of low perceived control over test results and increased feelings of helplessness (Zeidner, 1998; Ergene, 2011).

Farooqi et al. (2012) probed gender differences in test anxiety level and academic performance of 150 medical students. The study indicated that the female medical students showed significantly higher test anxiety level as compared to the male medical students. Furthermore, their results suggested that the male students succeeded statistically significant higher scores as compared to the females. Additionally, considerable negative relationship was seen between test anxiety and academic achievement of medical students.

Zhang & Henderson (2013) looked into test anxiety and academic performance in chiropractic students. They found out that there was a moderate, but statistically important negative correlation between test anxiety levels and written exam scores of the participants. The females had a higher level of test anxiety than the males.

Saravanan et al. (2014) measured the occurrence of test anxiety and psychological distress. They examined how effective test anxiety was to predict academic motivation and psychological distress. Their findings showed that 18 % of medical students experienced test anxiety and test anxiety was adversely correlated with psychological distress and motivation.

In different settings, Klinger et al. (2014) studied college students' test anxiety, motivation, and test performance in three countries, Canada, the People's Republic of China and Taiwan. They discovered that test anxiety and motivation, together with personal variables (i.e., gender and age), were connected with test performance.

The study by Green et al. (2015) examined the relationship between test anxiety and United States Medical Licensing Examination (USMLE) scores and defined the effect of a test-taking course on test anxiety. Similarly, their findings showed that the average test anxiety score for the students was 2.48 which displayed their normal or average test anxiety level. Test anxiety was inversely associated with USMLE scores. Additionally, they noted that a test-taking approach course modestly reduced anxiety, but did not improve United States Medical Licensing Examination scores.

In another study in 2015, Crişan & Copacib focused on the correlations between test anxiety and academic performance in primary school and gender differences in test anxiety and academic achievements. Their findings highlighted that there was a strong but negative correlation between test anxiety and academic performance of primary students; however the results were statistically insignificant student T-tests for both gender differences in anxiety levels or in academic performance.

DeLoatch et al. (2016) also studied the modality perception of the students which was shifting from paper to computer to use to complete programming-centric exams. Their priority was to investigate how exam modality affected student perceptions of test anxiety and their academic performance during programming-centric exams. They came to conclusion that the majority of students showed at least moderate perceived anxiety on paper-based (69%) and computer-based (64%) exams. In spite of their moderate anxiety, 1 in 5 students did not have any strategy to cope with test anxiety. Moreover, they found that the students consider computer-based exams as more beneficial to the quality and the majority of students favored computer-based testing (67%).

Jenaabadi et al. (2016) focused on the effect of time management training on student's test anxiety. Their findings revealed that after the given intervention, the

mean scores of the students on test anxiety reduced in the experimental group significantly. Thus, time management training had an effective result in reducing the university students' test anxiety.

Fakehy & Haggag (2016) surveyed the effect of Neuro-Linguistic Programming (NLP) training program in reducing test anxiety. Their results revealed statistically significant distinctions in the mean scores of test anxiety before and after applying the training program. Thus, the NLP program showed a highly positive contribution on reducing test anxiety and unwanted biological changes.

There is a large volume of published studies describing the role of test anxiety on students' academic achievement. As stated above, these studies have highlighted the result that higher test anxiety is one of the leading causes of poorer test performance for the students (Cerbin, 2011; Farooqi et al., 2012; Klinger et al., 2014, Fernandez-Castillo & Caurcel, 2015; Green et al. 2015). Thus, test anxiety needs to be controlled and explained to decrease its negative effects on students' success. Without giving enough emphasis to test anxiety and provide the learners to have a balanced anxiety level, the learners' inner world may block desirable teaching environment.

### **2.5.1. Individual Differences in Test Anxiety**

Pekrun et al. (2002) noted that individual differences in test anxiety played a major role for students' academic achievement, motivation, and for their career development as well as for their personality improvement and health. Furthermore, test anxiety may present a predisposition that may hinder the true potential of students in educational testing (Meijer, 2001).

#### **2.5.1.1. Gender**

Females are thought to be more sensitive to evaluative situations and accordingly show more anxiety in the case of negative evaluation than men. Women are also said to be more uncomfortable and embarrassed in testing conditions than men (Lewis & College, 1987; Connors et al., 2009; Zarei et al., 2010; Farooqi et al., 2012).

Especially, women show consistently higher levels of test anxiety than men, particularly in terms of the emotionality component. Differential patterns of socialization, varied coping styles, and differential willingness to acknowledge to



anxiety (defensiveness) are some of the common explanations for the existence of gender specific differences in mean test anxiety levels. However, there is no consensus for what makes these differences with respect to test anxiety (Zeidner, 1998).

A number of studies have found that females have constantly higher levels of overall test anxiety than males (Hembree, 1988; Zeidner, 1990; Volkmer & Feather, 1991; Bandalos et al., 1995; Çankaya, 1997; Cassady & Johnson, 2001; Hong & Karstensson, 2002; Baker, 2003; Yerin, 2003; Mccarthy & Goffin, 2005; Civil, 2008; Conners et al., 2009; Zarei et al., 2010; Ergene, 2011; Faroogi et al., 2012; Akman Yeşilel, 2012; Zhang & Henderson, 2013; Klinger et al., 2014; Erzen & Odacı, 2014; 2015; Crişan & Copacib, 2015). Cassady & Johnson's study (2001) focused on emotionality and cognitive test anxiety which females had higher levels than males.

#### **2.5.1.2. Age**

The literature suggests that test anxiety scores have a tendency to increase steadily from the early to late elementary school years, and then stabilize toward the end of the elementary school years. They go on rising to a high point in junior high school, and level off through the rest of high school. Finally, just a small decline in self reports of test anxiety in university students has been found (Zeidner, 1998; Civil, 2008; Conners et al., 2009; Ergene, 2011; Faroogi et al., 2012; Akman Yeşilel, 2012; Zhang & Henderson, 2013; Genç, 2013; Klinger et al., 2014; Crişan & Copacib, 2015). Graph 2.1 indicates the change in test anxiety levels of the students according to their age and school grades.

#### **2.5.1.3. Socio-economic Levels**

Existing research confirms that apart from ethnic background or culture, individuals from lower socio-economic levels have consistently higher test anxiety measures than their middle-class equivalents. Since, lower-class students may limited chance to keep up with school demands and consequently show high level evaluative stress (Zeidner, 1998; Civil, 2008; Erzen & Odacı, 2014).

### **2.6. Studies on Test Anxiety and Academic Achievement in Turkey**

Aysan and her colleagues' research (2001) found out that students with high levels test anxiety generally used less effective and functional coping mechanism and

they tended to have poorer perceptions of their health. Another finding of this study was that the junior students had much more higher test anxiety and displayed less effective coping strategies than seniors.

Dalkilic (2001) investigated on the relationship between anxiety and achievement of Turkish EFL learners. Test anxiety was not on the center of the study but just a factor that has a role on language anxiety. The findings revealed the correlation between the two variables. Kaçkar, Kılıç & Şener (2002) investigated on secondary students' academic achievement and test anxiety levels. They realized that the high test anxious students had poorer academic success.

In 2006 Aydın et al. conducted a research on test anxiety in foreign language learning. Their findings showed that foreign language learners usually had test anxiety. Yıldırım et al. (2008) studied the relationship between academic achievement, test anxiety, and gender among high school students. Their finding was also consistent with the related research that gender was a significant factor in predicting test anxiety and female students had higher levels of test anxiety than males.

Aydın (2010) observed academic motivation, self efficacy and test anxiety as the predictors of academic achievement. Her findings were also consistent with (Çankaya, 1997 and Kapıkıran, 2002) who found out that gender, academic self-efficacy, test anxiety worry dimension, text anxiety emotionality dimension, quantitative self-efficacy, academic self efficacy, social self-efficacy and academic motivation variables predicted academic achievement.

Önem (2011) studied the relationship between test anxiety and academic performance in teaching English as a foreign language. She pointed that the higher test anxiety the foreign language students had the poorer academic achievement they got. Her finding was also consistent with the other studies in literature (Hembree, 1988; Volkmer & Feather, 1991; Ergene, 1994; Bandalos et al., 1995; Çankaya, 1997; Zeidner, 1998; Cassady & Johnson, 2001; Hong & Karstensson, 2002; Baker, 2003; Mccarthy & Goffin, 2005; Civil, 2008; Connors et al., 2009; Zarei et al., 2010, Ergene, 2011).

Ergene (2011) examined the relationships among test anxiety, study habits, achievement, motivation, and academic achievement in a Turkish high school

sample consisting of 510 tenth grade students. His findings revealed small but significant correlations between the worry subscale of test anxiety inventory scores and academic success. Females, as consistent with the literature, had significantly higher test anxiety scores.

In 2013, Genç investigated whether test anxiety differed according to the students' gender and grade with 165 secondary school students at 6th, 7th and 8th grade. His data analysis revealed that test anxiety differed significantly according to class levels whereas contrary to the previous research gender had no noteworthy effect on test anxiety. Poyraz & Bozkurt (2013) also conducted a research to find out the relationship between test anxiety and math's anxiety. Their findings showed that there was a positive relationship between the two factors.

Tartar (2014) investigated the relationship between test anxiety and test performance of students at the 8th grade level. Contrary to previous studies, she found out that there was no statistically significant variance between male and female students' test anxiety levels.

In another study, Başol & Zabun (2014) questioned whether test anxiety was a contributing factor on placement test achievements of secondary school students. They noted that test anxiety was one of the causative features for placement test performance together with parents' attitude, perfectionism and attending additional courses.

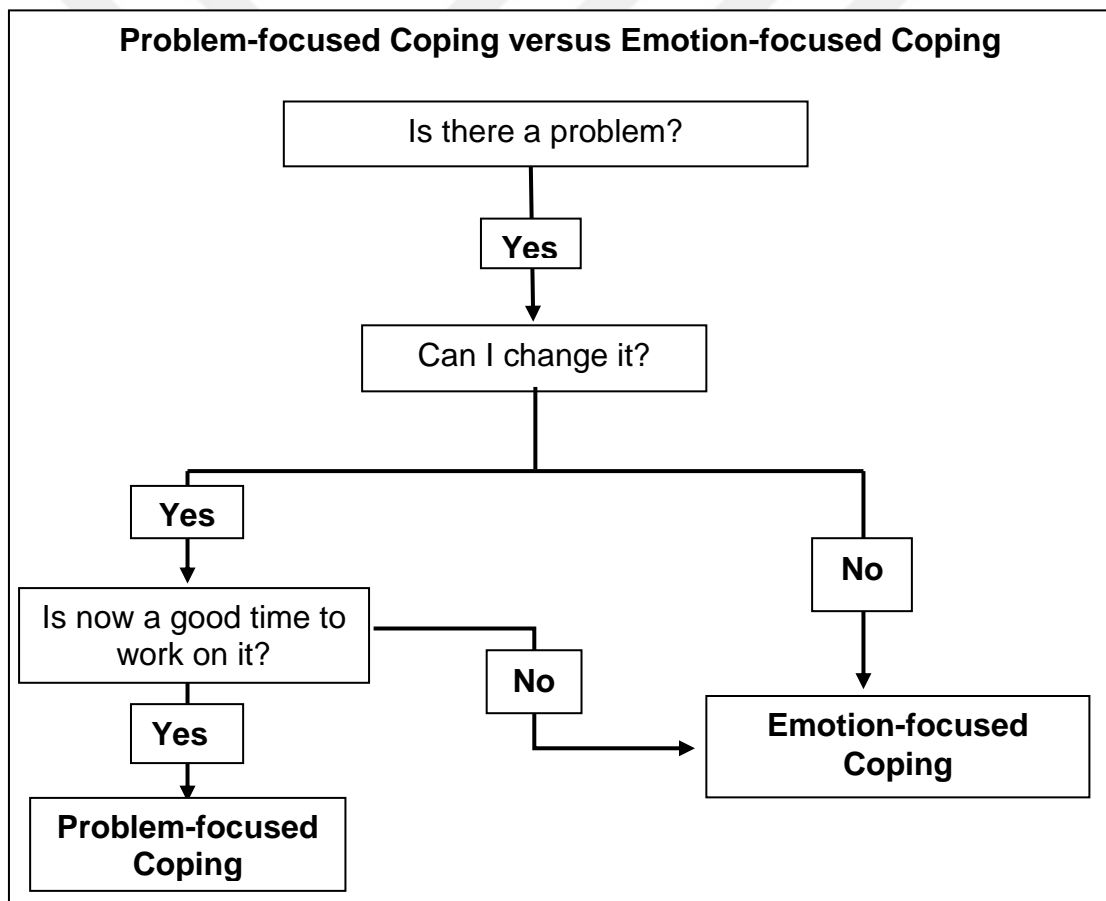
Erzen & Odacı (2014) researched the differences in test anxiety of high school senior class students based on gender, school type, frequency of utilizing counseling service, parental educational level, family income level, region and the case of taking private tutorial. The findings are consistent with relevant literature that test anxiety differs in gender, school type, family income level and region.

## **2.7. Studies on Coping Strategies**

Since the negative effects of test anxiety spoils everyday lives of the students and decreases their academic achievement (DordiNejat et al., 2011; Miller et al. 2007), the students, in a way, tend to struggle with test anxiety and define their own coping strategies to reduce its disturbing consequences. Coping strategies are plans, tactics and actions for dealing with stressful situations to lower suffering (Auerbach & Gramling, 1997). As a result of their own experiences and inherent

personality characteristics, every individual develops his /her way of coping strategies.

Lazarus & Folkman (1984) explained coping as “cognitive and behavioral efforts to manage specific external/internal demands that are appraised as taxing and or exceeding the resources of person”. They revealed that the reasons behind coping may include to master, decrease or tolerate the undesirable situation or stress evoked by the situation. This definition shed some light on two issues; managing or changing the problem with the environment causing anxiety (problem-focused coping), and regulating the emotional response to the problem (emotion-focused coping). Figure 2.3 presents the main difference of problem-focused coping and emotion-focused coping.



**Figure 2.3. The main difference of problem-focused coping and emotion-focused coping (Lazarus & Folkman, 1984)**

As test anxiety is consistently connected with poorer performance on exams and lower grades (Hembree, 1988; Sarason & Sarason, 1990; Kathleen & Onwuegbuzieb, 2003; Aydın, 2010), strategies for coping with test anxiety have been of major concern to researchers and teachers.

There has been an increasing amount of literature on the remedy of test anxiety. They generally focused on cognitive, affective, and behavioral approaches to cope test anxiety (Hembree, 1988; Sarason & Sarason, 1990). In 1994, Kondo demonstrated that cognitive, affective, and behavioral methods as well as resignation were commonly used methods to cope with anxiety in public speaking situations which supports the present expectation on the three approaches. This analysis displayed that people's anxiety coping behaviors for exam situations were characterized by the use of cognitive, affective, and behavioral strategies as well as resignation. The study also showed that high test-anxious individuals used behavioral strategies more often than low test-anxious ones.

Kondo's research (1997) on university students' coping strategies for test anxiety suggested 79 basic ways of coping for evaluative situations that came together under five strategy types which were positive thinking, relaxation, preparation, resignation, and concentration. His findings revealed that the proportion of these five strategies in the clusters as follows: positive thinking, 45.9%; relaxation, 27.8%; preparation, 31.1%; resignation, 16.4%; and concentration, 23.0%.

In a different study, Baker (2003) examined dispositional coping strategies, optimism, and test anxiety as predictors of specific responses and performance in an exam situation. The research presented exam performance to be positively associated with problem-focused coping (Zeidner, 1995) and negatively associated with test anxiety. Consistent with previous research (Hong & Karstensson, 2002), women reported higher levels of test anxiety than men. Women also reported significantly higher levels of dispositional reactive coping than men.

Zuckerman & Gagne (2003) listed five main coping strategies to cope stress provoking situations. Their coping strategies were self-help, approach, accommodation, avoidance, and self-punishment. They divided these five main strategies into two sub-categories as adaptive strategies (self-help, approach, and accommodation) and maladaptive (avoidance and self-punishment).

Adaptive strategies were found to have correlation with higher self-esteem and positive mood (Zuckerman & Gagne, 2003), and improve academic performance (Cassady & Johnson, 2002), while maladaptive strategies were understood to

correlate with weaker self-esteem (Folkman & Lazarus, 1980) and higher anxiety, and decrease academic performance (Zuckerman & Gagne, 2003).

In his study "Dimensions of Test Anxiety: Relations to Ways of Coping with Pre-Exam Anxiety and Uncertainty," Stöber (2004) emphasized the four-dimensional model of test anxiety and observes how these four dimensions of test anxiety which are worry, emotionality, interference, and lack of confidence, affected the students' ways of coping with pre-exam and anxiety and uncertainty. His results displayed that the four dimensions of test anxiety were differentially related to ways of coping with pre-exam anxiety.

Stowell et al. (2008) investigated the moderating effect of exam-related coping strategies on the relationships between test anxiety and negative mood. They found out that worry was connected with higher levels of negative mood before, during and after the exam or homework period. Their findings proposed that coping strategies used for dealing with academic examination anxiety dynamically moderated the effects of test anxiety on negative mood.

Straud et al. (2015) gave a lot of attention to proactive coping and preventative coping which were active, future oriented approaches to coping with stress provoking circumstances. They stated that preventative coping was similar to the traditional view of coping as an effort to minimize risk, whereas proactive coping was explained as challenge-focused and stressors were seen as an opportunity for development and growth. Their results pointed out that all five personality traits, conscientiousness, openness, experience, extraversion and neuroticism were significantly correlated with proactive and preventative coping.

### **2.8. Studies on Coping Strategies in Turkey**

Aysan et al. (2001) carried out a research with a group of high school juniors and on test anxiety, coping skills, and their perceived health status both before and after a major exam period. Their findings suggested that students with high test anxiety levels couldn't use so effective coping mechanisms and they tended to have poorer perceptions of their health. As for their test anxiety degrees and coping strategies, before the exams, juniors showed higher test anxiety and made use of less effective coping mechanisms than seniors. After the exam periods, there were some improvements for both age groups on perceived health status,

but the younger's scores appeared significantly higher than the seniors' scores on one of the key measures of test anxiety.

Önen (2004) focused on University entrance exam in Turkey and the students coping strategies of senior high school students for this important exam. Her findings revealed that dispositional characteristics and specific responses of the students affected their choice of coping strategies. She reported that the students who had adaptive coping strategies showed less test anxiety and more successful. The ones who preferred avoidance, denial, fatalistic coping mechanism, had higher levels of test anxiety and lower levels of achievement expectation.

In her study, Petek (2008) aimed to investigate sources of stress that English instructors experience and their strategies to cope with stress related to their professions. Her findings showed that there was negative correlation between English instructors' stress levels and their success in coping strategies. In 2009, Bekleyen pointed that practicing 38%; asking for help 26% and thinking positively 19% are common coping strategies for foreign language listening anxiety.

In this review of literature part, the definition of anxiety was given. Then, the distinction between state anxiety and trait anxiety was clarified. After, the terms of beneficial/facilitating and inhibitory/debilitating anxiety were explained, foreign language anxiety was introduced. Communication anxiety, fear of negative social evaluation and test anxiety were three main subcategories of foreign language anxiety. Finally, the relevant studies on test anxiety, individual differences in test anxiety, academic achievement and coping strategies used to deal with test anxiety were also introduced to clarify the problem of the study and its background in the literature.

### **3. METHODOLOGY**

This chapter is separated for the methodological features of the study. The study design, descriptive characteristics of the participants, the setting of the study, the instruments used to collect data and how the data was collected will be introduced in detail.

#### **3.1. The Study Design**

This study had a quantitative research design which focuses on defining and explaining the extent of variation and diversity among the participants. In terms of number of contacts with the study population, this is a cross-sectional research since it aims to find out test anxiety levels of the participants and their coping strategies by obtaining an overall 'picture' as it stands at the time of the study (Kumar, 2012). Thus, the study applied a descriptive research approach to describe the difference between the test anxiety levels of the university students and their commonly used coping strategies to deal with test anxiety. Descriptive research gives a detailed picture or account of some social phenomenon, setting, experience and group (Raune, 2008).

##### **3.1.1. Internal and External Validity of The Study**

Internal and external validity of the study are very vital for reliability of the findings and determining cause-and-effect relationships between the variables.

###### **3.1.1.1. Internal Validity of The Study**

Internal validity tries to answer the question "Did the independent variable cause a change on the dependent variable (Sapp, 1999)?" To specify for this study, did test anxiety levels of the EFL students cause a change on their academic achievement? Extraneous variables are potential threats to internal validity since they are uncontrolled and planned factors that can appear an experiment and affect the results (Graziano & Raulin 2007).

The setting of the study was one of the advantages of the study as the students live in the same dormitories, have the same academic and daily schedule. Thus, the setting helped the researcher to naturally control undesirable variables for a better internal validity.



There are so many possible threats to internal validity in test anxiety research. To illustrate, history, maturation, pretest sensitization, selection, statistical regression, experimental mortality or attrition, instrumentation, statistical error, and expectation are some of them. There is a need to explain them and what was done to avoid their influence to make internal validity clear.

As stated above, the setting of the study reduced the possible affect of history, which has an effect on dependent variables. The researcher tried to keep the duration short to avoid the influence of maturation on the study. There was no pretest for this study, so pretest sensitization had no affect on the results. The participants were chosen considering equal size stratified sampling from the general students lists according to their levels of proficiency. In order to refrain from experimental mortality or attrition, which is the differential loss of subjects from research groups, the participants who completed all the data collection steps were chosen for the study. Instrumentation is a kind of error in measurement procedures or instruments. Concerning instrumentation, standardized instruments such as Westside Test Anxiety Scale, Ways of Coping Scale and Oxford Placement Test, with adequate reliability and validity were administered. Data analysis was carried out very carefully and double-checked to avoid statistical errors. Expectation effects refer to the influence of the experimenter or the subjects. The researcher was neutral and not biased throughout the study.

#### **3.1.1.2. External Validity of The Study**

External validity refers to the extent to which the results of a particular study can be generalized to other similar individuals, settings, and times (Graziano & Raulin 2007). The participants were selected from the ones who had completed all the steps of the study, according to their levels of proficiency by considering equal size stratified sampling. There were 42 participants for each of the five different levels of proficiency.

### **3.2. Participants**

The study began with randomly selected 324 (84= females, 240= males) university students from five different proficiency levels (A1-A2, B1-B2 and C1) and four different grades (freshmen, sophomores, juniors, and seniors). 210 participants (73= female, 137= male) who had completed all the steps of the study were

chosen according to their levels of proficiency by considering equal size stratified sampling.

There were 42 participants for each of the five different proficiency levels. The participants were chosen to be able to collect data from wide-ranging levels of proficiency representing different characteristics of the EFL students.

The age range of the participants was 18-25 (M= 22.24; SD= 1.942). Their English learning experience years ranged from 7 to 14 years (M = 11.05; SD= 1.871). Table 3.1 shows descriptive characteristics of the participants.

**Table.3.1: Descriptive characteristics of the participants**

<i>Variables</i>	<i>Variables</i>	<i>N</i>
<b>Levels of Proficiency (The CEFR)</b>	A1	42
	A2	42
	B1	42
	B2	42
	C1	42
	<b>Total</b>	<b>210</b>
<b>Age</b>	18	2
	19	24
	20	19
	21	29
	22	33
	23	40
	24	32
	25	31
	<b>Total</b>	<b>210</b>
<b>Gender</b>	Female	73
	Male	173
	<b>Total</b>	<b>210</b>
<b>Grade</b>	freshmen	84
	sophomores	42
	juniors	42
	seniors	42
	<b>Total</b>	<b>210</b>
<b>Language Learning Duration</b>	7	3
	8	19
	9	30
	10	32
	11	29
	12	44
	13	32
	14	21
	<b>Total</b>	<b>210</b>

### **3.3. Setting**

The study was conducted in the second term of 2015-2016 academic years in a big scale university in Ankara. The university has many academic branches like computer engineering, electronics engineering, industry and systems engineering, mechanical engineering, business administration, public administration, sociology and international relations.

In the research setting, English is the compulsory foreign language besides the selective foreign languages such as German, French, Arabic, Greek, Chinese, Persian, and Russian. The students studying at the university have to learn at least one foreign language and succeed their academic courses. The ninety percent of the students are from Turkey and they come from different cities from eastern regions to the western part of Turkey. In the school, there are approximately three thousand students. Ten percent of the students are international students from 22 different countries. The students have different learning styles like visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented).

The students have at least three hours of English lesson in a week. They have their own laptops to use for academic purposes like accessing the Moodle (Modular Object-Oriented Dynamic Learning Environment) e-learning platform and the intranet of the school. The course contents consist of a course book for classroom hours; several selected graded readers and videos or listening materials which the students follow in their free times. For their graduation, the students are required to learn English in B1 level of proficiency. Thus, they take an internationally accepted English test to prove their language competence. Oxford Placement Test (OPT) is administered twice in an academic year, the first one in October and the second one in May, to label language developments of the students and place them according to their levels.

### **3.4. Instruments**

Five different kinds of instruments were administered to collect data. The participants were asked to complete following instruments.

**3.4.1. Voluntary Participant Form:** This form indicates that the participants are completely volunteers for the study and they are free to quit the study whenever they want.

**3.4.2. Demographic Data Form:** Thanks to this form, the data about the participants' gender, age, levels of proficiency, OPT scores and language learning duration was collected.

**3.4.3. Westside Test Anxiety Scale (WTAS):** It's a 10-item instrument that takes 5–10 minutes to complete. The WTAS was found to be a valid measure of anxiety impairment with .84 Cronbach's alpha reliability. Driscoll (2007) carried out a validity study of the WTAS. His research revealed that the scale is a reliable and valid measure to determine test-anxiety impairment. English version of the scale is presented in Appendix 3. Totan & Yavuz (2009) carried out a study to adapt the WTAS to Turkish. The research revealed the high level correlation between original form and Turkish translation of the scale. Reliability analysis of the scale showed that it is effective for measuring the text anxiety levels of university students with its .89 Cronbach's alpha value.

Cronbach's alpha reliability of the scale for this study was .752. Thus, the scale is respected as a reliable instrument for measuring text anxiety levels of the university students. Turkish translation of WTAS, (Totan & Yavuz 2009), was used to evaluate test anxiety levels of the participants. Turkish translation of the scale is presented in Appendix 4.

The participants responded to each item on a five-point Likert scale, ranging from 'always true' to 'never true'. Items ask about worry and dread, which interfere with concentration, and self-assessed performance impairment related to test anxiety. The mean of the 10 items results in an overall score of 1–5. Table 3.2 displays the rubric of test anxiety scores.

**Table 3.2: What does test anxiety score mean?**

<i>The rubric of Westside Test Anxiety Scale.</i>	
1.0–1.9	Comfortably low test anxiety
2.0–2.5	Normal or average test anxiety
2.5–2.9	High normal test anxiety
3.0–3.4	Moderately high (some items rated 4=high)
3.5–3.9	High test anxiety (half or more of the items rated 4=high)
4.0–5.0	Extremely high anxiety (items rated 4=high and 5=extreme)

The 10 items in the WTAS evaluate performance impairment and disturbing worry. The items 1, 4, 5, 6, 8 and 10 assess Impairment like memory loss and poor cognitive processing. The rest of the items (2, 3, 7 and 9) focus on worry or catastrophizing. Unfortunately, the scale is lack of any item related to physiological symptoms. The WTAS was mainly constructed to measure anxiety disorders, so most of the items ask directly about performance impairment or worrying which hinders concentration.

**3.4.4. Ways of Coping Scale (WOCS):** The scale was developed to evaluate main coping strategies during three stages of a college examination (Lazarus & Folkman, 1985). There are 66 coping strategy items in the scale, the participants are asked to rate what extent they use these strategies on a 4-point Likert scale (0=not used, 1=used somewhat, 2=used quite a bit, 3=used a great deal). Cronbach's alpha reliability of Ways of Coping Scale for this study was .859, which showed that the scale is highly reliable. The WOCS is presented in Appendix 5. Turkish translation of Ways of Coping Scale was developed by Kaymakçioğlu (2001) and it has satisfactory reliability. Turkish translation of the scale was administered to define coping strategies of the participants. Önen (2004) also used the Turkish version of the scale to determine coping strategies of the students who were studying for the university entrance exam. Cronbach's alpha reliability of the scale in her study was .86, which also showed high reliability of the scale. Turkish version of the scale is presented in Appendix 6.

After the factor analysis, the researchers reported eight-factor solutions as coping strategies; problem focused coping, wishful thinking, detachment, seeking social support, focusing on the positive, self-blame, tension reduction and keep to self.

These coping strategies are divided into two subcategories; adaptive coping strategies and maladaptive coping strategies. Adaptive coping strategies are generally used to struggle and deal with the anxiety provoking tasks. There are three main adaptive coping strategies. Problem-focused coping aims to define the causes of the problem and tries to overcome it. The individual uses seeking social support strategy to find additional support from the people around him to fight with the problem he encounter. Focusing on the positive is employed to see the positive sides of the case to find a solution.

With regard to maladaptive ones; there are five maladaptive coping strategies. In wishful thinking, the individual wishes a miracle and daydream to avoid the problem. Detachment is common when the person goes on his life as if nothing is happening and tries to forget the whole thing. The individual uses tension reduction by getting away from the problem for a while and trying to make himself feel better by eating, drinking, smoking or doing sport. The student uses self-blame strategies by blaming and criticizing himself for causing the problem and making a promise to himself that things will be different next time. Keep to self is used when the person tries to keep his feelings to himself, avoids being with people in general and keeps others from knowing how bad things are.

**3.4.4. Oxford Placement Test (OPT):** It is an online adaptive test. It was developed by Oxford University Press between 2007 and 2010 to provide a reliable and valid measure of learners' linguistic knowledge (grammar and vocabulary) and "how learners use that knowledge in order to understand the meaning in communication" in order to assist university and other language institutes place the students into groups according to their proficiency levels. The test system reacts to the students' answers to choose which questions will be next. If the students answer the first few questions correctly, the system will start asking harder and harder questions until it defines their actual proficiency levels. If they answer the first few questions wrong, the system will start asking them easier questions until it finds their real levels of proficiency in English language. This feature of the OPT makes it accurate and valid to define levels of proficiency of the students.

The validation of the OPT was carried out with approximately 10,000 students from 42 countries. Pollitt and Purpura (2009) investigated the quality of the test, the statistical characteristics of the items, the measures, and the pretest forms from a number of approaches. Item and test analyses revealed that the test is a reliable and valid scale to define proficiency levels of the students.

Berthold (2011) also looked into the reliability of OPT. He compared the English test scores of students that they got from different kinds of tests like paper-based, face-to-face and OPT. His findings revealed that OPT defined the proficiency levels of the students with a high consistency and accurate levels of proficiency.

The reason why the researcher chose is that the OPT takes approximately 60 minutes to complete. Additionally, in the OPT; the scores are provided immediately and according to the CEFR levels of proficiency. Lastly, although it does not include speaking and writing skills, it is still highly reliable and valid in terms of determining the general proficiency level of learners (Pollitt, 2009; Berthold, 2011).

In the test there are two parts; use of English and listening parts. There is not a certain question number, because the exact number of questions the students are to answer totally depends on their performance at the test. The average point between where the students answer questions right or get questions wrong is their score and tells their levels of comprehension in English. The more unpredictable they are, the longer the test will take to define English language levels of the students. The students are evaluated out of 120 points. Table 3.3 depicts the proficiency levels and their range of points.

**Table 3.3: What does OPT score mean?**

<i>The rubric of OPT scores.</i>	
1—20	A1, basic user of language
21—40	A2, basic user of language
41—60	B1, independent user of language
61—80	B2, independent user of language
81—100	C1, proficient user of language
101—120	C2, mastery

### **3.5. Data Collection**

There were five different instruments to collect data. Thus, they were administered in different times. According to the selection of sample, the instruments and their administration, the data was collected in six phases.

**Phase 1.** The participants were randomly chosen from the student list. They were chosen according to their proficiency levels.

**Phase 2.** The participants were asked to fill in the voluntary participant form. The students were informed that they were free to quit the study if they did not want to take part in.

**Phase 3.** Demographic data form was administered to the subjects to collect data about their gender, age, proficiency level, OPT scores and language learning duration.

**Phase 4.** The subjects completed Turkish translation of Westside Test Anxiety Scale. Turkish translation of Westside Test Anxiety Scale (Totan & Yavuz, 2009) was used to evaluate the test anxiety level of the participants. This was done in order to prevent the misunderstandings and difficulties caused by the scale items in English. Turkish translation of the scale is presented in Appendix 4.

**Phase 5.** The participants were required to assess the statements in Turkish translation of Ways of Coping Scale (Kaymakçioğlu, 2001). Turkish version of the scale was used to avoid the misunderstandings and difficulties caused by the scale items in English. The scale is presented in Appendix 6.

**Phase 6.** The data was classified according to the levels of proficiency of the students. Only 42 students who had completed all the six phases were chosen from each level. Equal size stratified sampling was used in this step. The data was analyzed and compared with the OPT scores of the students.

A pilot study was also carried out with 50 students (23= females, 27= males). There were 10 participants for each of the five different proficiency (A1-A2, B1-B2 and C1) levels. Reliability statistics showed that Cronbach's alpha value of the WTAS was .77. This means that the scale was highly reliable. Cronbach's alpha value of the WOCS was .85.

### **3.6. Data Analysis**

Statistical analysis of the data was made by using SPSS (Statistics Package for Social Sciences) 23.0 packet program. The estimated value level of .05 was considered as meaningful. The reliability of the data was evaluated by the coefficient of Cronbach's alpha.

Considering research questions, different types of statistical tests were administered to analyze the data. For the first question, which asked whether students with high or low level of test anxiety differ in their academic achievement; for the third question, which inquired whether there was a difference for proficiency levels in commonly used coping strategies to overcome test anxiety, descriptive statistical analysis (mean, frequency and percentage) was carried out. For the



second question, which queried whether there was a statistically significant difference in test anxiety levels of the students in relation to their gender, age, levels of proficiency and language learning duration, descriptive statistical analysis was carried out and Pearson's Chi-Square independence test was applied. Cramer's V value was also interpreted to define the strength of the association between the variables.

In this part of the study, the characteristics of the study were revealed. After the introduction of the study design, internal and external validity of the study were explained. Descriptive features of the participants were also under consideration. The five different instruments (voluntary participant form, demographic data form, Westside Test Anxiety Scale, Ways of Coping Scale and Oxford Placement Test) used to collect data; how they were administered and how the data analysis was done, were also explained in detail.

## 4. DATA ANALYSIS AND FINDINGS

This chapter presents detailed analysis and findings of the collected data. The differences among the level of test anxiety, academic achievement and coping strategies of the students are explained. The findings of the questionnaires are analyzed and discussed. SPSS (Statistics Package for Social Sciences) 23.0 packet program was used to do statistical analysis of the data. The estimated value level of .05 was considered as meaningful. The coefficient of Cronbach's Alpha value was taken into consideration to define the reliability of instruments.

Before focusing on the research questions, it is essential to give detailed descriptive characteristics of the participants to make the study more understandable.

### 4.1. Descriptive Statistics

There were 210 (73= female, 137= male and SD= .477) participants in the study. For each of the five different levels of proficiency (A1, A2, B1, B2 and C1), there were 42 students. The age range was between 18 and 25 (M= 22.24; SD= 1.942). Their language learning experience years ranged from 7 to 14 years (mean = 11.05; SD= 1.871). Table 4.1 shows levels of proficiency of the participants.

**Table 4.1: Levels of proficiency of the participants**

<i>Levels of Proficiency</i>	<i>Frequency</i>	<i>Percent</i>
<b>A1</b>	42	20
<b>A2</b>	42	20
<b>B1</b>	42	20
<b>B2</b>	42	20
<b>C1</b>	42	20
<b>Total</b>	210	100

The age variety of the participants was between 18 and 25 (M= 22.24; SD= 1.942). Table 4.2 depicts the details in age. The youngest students are 18 years old, but their frequency was just 2. The age 23 had the most frequent occurrence with 40 and 19 % among the participants. The oldest students were years old and there were 31 students with the age of 31. These students had the percentage of 14.8 among the population of the study.

**Table 4.2: Age range of the participants**

<i>Age</i>	<i>Frequency</i>	<i>Percent</i>
<b>18</b>	2	1.0
<b>19</b>	24	11.4
<b>20</b>	19	9.0
<b>21</b>	29	13.8
<b>22</b>	33	15.7
<b>23</b>	40	19.0
<b>24</b>	32	15.2
<b>25</b>	31	14.8
<b>Total</b>	210	100

The proportion of the males was nearly two times to the females. 137 of the participants (65.2 %) were males and 73 (34.8 %) of them were females. Table 4.3 display gender differences of the participants.

**Table 4.3: Gender differences of the participants**

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
<b>Male</b>	137	65.2
<b>Female</b>	73	34.8
<b>Total</b>	210	100

As for the distinction according to gender and proficiency levels of the participants A2 level of proficiency had the most crowded population of females with 21 girls (21.9 %) and the least male number with 26 and 19 percentages. The students in A1 level of proficiency showed the least crowded group with 13 female students and the highest male occurrence with 29 men (21.2 %). Table 4.4 reveals gender and levels of proficiency cross tabulation.

The students had different language learning durations. Language learning duration of the participants ranged from 7 to 14 years ( $M= 11.05$ ;  $SD= 1.871$ ). 7 had the least occurrence with 3 (1.4 %). The peak language learning duration was 14 years with 21 frequencies (10 %) among the participants. The variance of language learning duration can be seen in Table 4.5.

**Table 4.4: Gender and levels of proficiency cross tabulation**

<i>Gender and Proficiency levels</i>			<i>Proficiency Level</i>					
			<i>A1</i>	<i>A2</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>Total</i>
<i>Gender</i>	<i>Male</i>	<i>Count</i>	29	26	27	27	28	137
		<i>% within Gender</i>	21.2%	19.0%	19.7%	19.7%	20.4%	100.0%
	<i>Female</i>	<i>Count</i>	13	16	15	15	14	73
		<i>% within Gender</i>	17.8%	21.9%	20.5%	20.5%	19.2%	100.0%
<i>Total</i>		<i>Count</i>	42	42	42	42	42	210
		<i>% within Gender</i>	20.0%	20.0%	20.0%	20.0%	20.0%	100.0%

**Table 4.5: Language learning durations of the participants**

<i>Year</i>	<i>Frequency</i>	<i>Percent</i>
<i>7</i>	3	1.4
<i>8</i>	19	9.0
<i>9</i>	30	14.3
<i>10</i>	32	15.2
<i>11</i>	29	13.8
<i>12</i>	44	21.0
<i>13</i>	32	15.2
<i>14</i>	21	10.0
<i>Total</i>	210	100

After giving the descriptive statistics in detail, the research question will be under focus on the following pages.

#### **4.2. Do students with high or low level of test anxiety differ in their academic achievement?**

The first research question inquired whether students with high or low level of test anxiety differed in their academic achievement. Descriptive statistical analysis was carried out. Pearson's Chi-Square independence test was used and Cramer's V value was interpreted for the question.

Test anxiety levels of the students were divided into three sub-groups according to the rubric of the Westside Test Anxiety Scale (WTAS). The students having test anxiety levels between 1.0 and 2.5 (comfortably low test anxiety and normal or average test anxiety) were considered as "low level of test anxiety" students (N=78

and 37 %), the means between 2.6 and 2.9 (high normal test anxiety) were evaluated as “mid level of test anxiety” (N=68 and 32 %) and the participants who had test anxiety levels between 3.0 and 3.5 (moderately high test anxiety) were categorized as “high level of test anxiety” (students N=64 and 31 %) as seen Table 4.6.

**Table 4.6: OPT scores and test anxiety levels of the participants**

<i>Test Anxiety Levels</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Minimum</i>	<i>Maximum</i>
<i>Comfortably low</i>	78	76.17	20.673	36	99
<i>Normal or average</i>	68	44.79	25.968	11	96
<i>Moderately high</i>	64	35.17	24.052	6	87
<i>Total</i>	210	53.51	29.450	6	99

Table 4.6 shows that the students with low level of test anxiety had the highest OPT scores (N=78, M=76.17 and SD=20.673). The students with normal-level of test anxiety got middle level of OPT achievement (N=68, M=44.79 and SD=25,968). Finally, the subjects with moderately high level of test anxiety had the lowest OPT scores (N=64, M=35.17 and SD=2.052).

Test anxiety and levels of proficiency cross tabulation demonstrates that the students in A1 level of proficiency mostly had mid (N=20) and high (N=22) but not low (N=0) level of test anxiety, A2 level of proficiency got low (N=10), mid (N=15) and high (N=17) level of test anxiety, B1 level of proficiency showed low (N=15), mid (N=15) and high (N=12), the students in B2 level of proficiency had low (N=21), mid (N=13) and high (N=8) and the students in C1 level of proficiency got low (N=32), mid (N=5) and high (N=5) level of test anxiety as seen Table 4.7.

Test anxiety and levels of proficiency cross tabulation table also illustrates that test anxiety variable has three and levels of proficiency has five categories, so (3x5=) 15 different combinations can be occur in the data. For each combination, the table presents the frequency with which it occurs. The Pearson's Chi-Square independence test statistic basically expresses the total difference between the 15 observed frequencies. It can be assumed that the larger its value is, the more significant and bigger the difference between the data and the null hypothesis.

**Table 4.7: Test anxiety and levels of proficiency cross tabulation**

		<i>Level of Proficiency</i>						
		<i>A1</i>	<i>A2</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>Total</i>	
<i>Test Anxiety</i>	<i>Comfortably low</i>	Count	0	10	15	21	32	78
		% within Test Anxiety	.0%	12.8%	19.2%	26.9%	41.0%	100.0%
	<i>Normal or average</i>	Count	20	15	15	13	5	68
		% within Test Anxiety	29.4%	22.1%	22.1%	19.1%	7.4%	100.0%
	<i>Moderately high</i>	Count	22	17	12	8	5	64
		% within Test Anxiety	34.4%	26.6%	18.8%	12.5%	7.8%	100.0%
	<i>Total</i>	Count	42	42	42	42	42	210
		% within Test Anxiety	20.0%	20.0%	20.0%	20.0%	20.0%	100.0%

$\chi^2(8) = 60.102, df=8, p<.01, n=210.$

Chi-Square independence test for test anxiety and levels of proficiency shows that the p-value, denoted by “Asymp.Sig. (2-tailed)”, is .000. This means that there's a 0% chance to find the observed degree of association between the variables. Regarding the significance test, the Pearson Chi-Square value, df (=degrees of freedom) and p-value indicated that there was a significant relationship between test anxiety degrees and levels of proficiency of the students,  $\chi^2(8) = 60.102, df=8, p<.01, n=210.$

Cramer's V is used to measure the strength of the association between one nominal variable with either another nominal variable. Both of the variables can have more than 2 categories. Table 4.8 indicates that Cramer's V value is .378, which means that there is a moderate association between test anxiety degrees and levels of proficiency of the students. Therefore, there are moderate test anxiety differences among the students in different levels of proficiency.

**Table 4.8: Symmetric Measures of test anxiety and levels of proficiency**

		<i>Value</i>	<i>Approx. Sig.</i>
<i>Nominal by Nominal</i>	<i>Phi</i>	.535	.000
	<i>Cramer's V</i>	.378	.000
<i>N of Valid Cases</i>		210	

Table 4.9 indicates how test anxiety degrees of the participants change with reference to their levels of proficiency. To illustrate, the students in A1 level of proficiency had the highest level test anxiety (M=2.99 and SD=.224), A2 level of proficiency students (M=2.81 and SD=.426), the participants in B1 level of proficiency (M=2.77 and SD=.606), the students in B2 level of proficiency (M=2.72 and SD=.582) and C1 level of proficiency students had the least (M=2.41 and SD=.536) amount of test anxiety.

**Table 4.9: Means of OPT scores of each of the levels of proficiency**

<i>Levels of Proficiency</i>	<i>N</i>	<i>OPT Mean</i>	<i>Std. Deviation</i>	<i>Means of Test Anxiety</i>	<i>Std. Deviation</i>
<b>A1</b>	42	12.45	2.539	2.99	.224
<b>A2</b>	42	32.60	3.908	2.81	.426
<b>B1</b>	42	53.50	4.352	2.77	.606
<b>B2</b>	42	75.02	5.941	2.72	.582
<b>C1</b>	42	94.00	4.073	2.41	.536
<b>Total</b>	210	53.51	29.450	2.74	.452

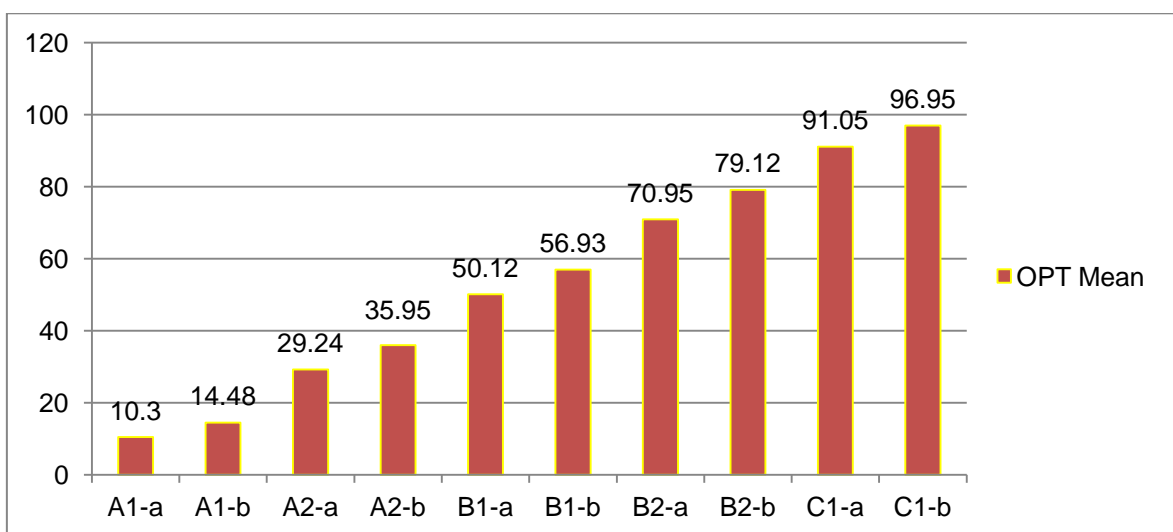
It appears from the table that there was no student with low degree of test anxiety in A1 level of proficiency, but on the contrary they were the most crowded group for high level of test anxiety (22 out of 42). In relation to C1 level of proficiency students, they had the most populated low level test anxiety group (N=32) and the least crowded high level of test anxiety group (N=5). Consequently, it can be said that there is a significant relation between test anxiety levels of the students and their levels of proficiency.

The difference among each of the levels of proficiency was analyzed separately to specifically determine the effect of test anxiety on academic achievement. To answer the question: "Do the students who have high level of test anxiety get lower OPT scores among the students in the same levels of proficiency?" the

students were divided into two equal groups in the same level of proficiency and compared their levels of test anxiety and OPT scores.

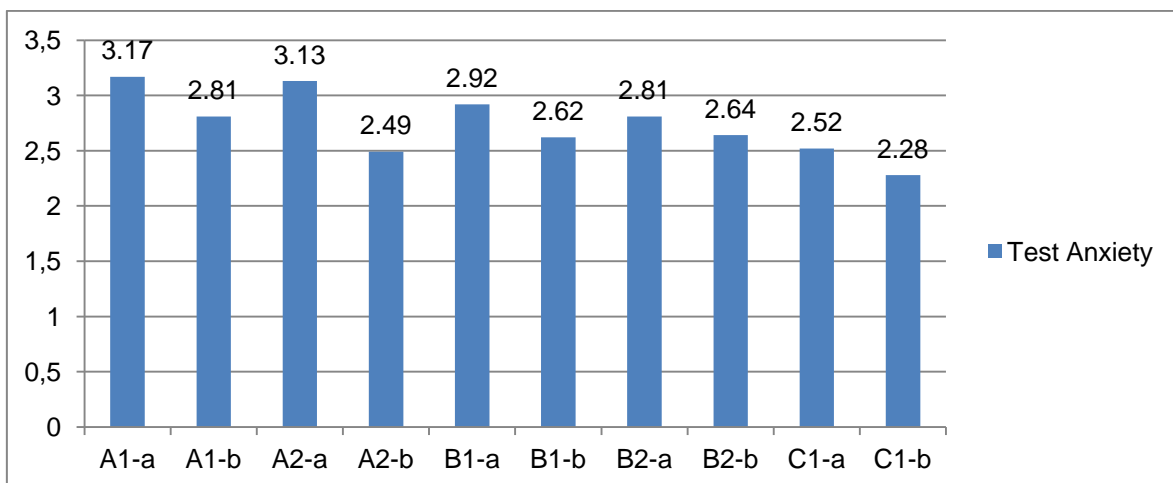
Graph 4.1 and 4.2 depict how the level of test anxiety and OPT scores of the students change. It's clear for the levels of proficiency that A1-a, A2-a, B1-a, B2-a and C1-a students had lower OPT means but higher levels of test anxiety (A1-a, OPT=10.43 and TA=3.17; A2-a, OPT=29.24 and TA=3.13; B1-a, OPT=50.12 and TA=2.92; B2-a, OPT=70.95 and TA=2.92; C1-a, OPT=91.05 and TA=2.52).

**Graph 4.1: Means of OPT scores for levels of proficiency**



As for their counterparts, the students in A1-b, A2- b, B1- b, B2- b and C1- b levels of proficiency got higher OPT scores and lower levels of test anxiety (A1-b, OPT=14.48 and TA=2.81; A2-b, OPT=35.95 and TA=2.49; B1-b, OPT=56.93 and TA=2.62; B2-b, OPT=79.12 and TA=2.64; C1-b, OPT=96.95 and TA=2.28).

**Graph 4.2: Means of Test Anxiety for levels of proficiency**





The results revealed that, test anxiety levels of the students had an effect on their academic achievement. The students with high or low level of test anxiety differed in their language learning performance. The data suggested that the higher degree of test anxiety the students had, the lower OPT scores or academic performance they got. Therefore, for the first research question, it can be concluded that students with high or low level of test anxiety had different academic achievement. Thus, the null hypothesis which stated that students with high or low level of test anxiety did not differ in their academic achievement was rejected.

### **4.3. Is there any difference between test anxiety levels of the students and their gender, age and language learning duration?**

#### **4.3.1. Is there any difference between test anxiety levels of the students and their genders?**

For this research question, Pearson's Chi-Square independence test was carried out to define the difference between test anxiety levels of the participants and their genders. Cramer's V value was also interpreted to name the strength of the association between the two variables.

Crosstabulation of gender and categories of test anxiety level is presented in table 4.11, which shows that the male students mostly had comfortably low level of test anxiety (N=69). The students in mid level had (N=38) frequency and moderately high level of test anxiety got (N=30) occurrences among the male students. Regarding the female participants, moderately high level of test anxiety got the highest (N=34) occurrences. The females in mid level of test anxiety had (N=30) frequency and only (N=9) students showed comfortably low level of test anxiety among the female students.

Table 4.10 demonstrates that test anxiety variable has 3 and gender has 2 categories, so  $(3 \times 2 =)$  6 different combinations may occur in the data. The frequencies of the combinations are presented in the table. Chi-Square independence test for test anxiety and gender illustrates that the p-value is .000. This means that there's a 0% chance to find the observed degree of association between the variables to accept the null hypothesis. Regarding the significance test, the Pearson Chi-Square value, df (=degrees of freedom) and p-value showed

that there was a significant association between test anxiety degrees and levels of proficiency of the students,  $\chi^2(2) = 30.69$ ,  $df=2$ ,  $p<.01$ ,  $n=210$ .

**Table 4.10: Gender and categories of test anxiety level crosstabulation**

			<i>Comfortably low</i>	<i>Mid (Normal or average)</i>	<i>Moderately high</i>	<i>Total</i>
<b>Gender</b>	<b>Male</b>	Count	69	38	30	137
		% within Gender	50.4%	27.7%	21.9%	100.0%
	<b>Female</b>	Count	9	30	34	73
		% within Gender	12.3%	41.1%	46.6%	100.0%
<b>Total</b>		Count	78	68	64	210
		% within Gender	37.1%	32.4%	30.5%	100.0%

$\chi^2(2) = 30.69$ ,  $df=2$ ,  $p<.01$ ,  $n=210$

Since both of the variables have more than 2 categories. Cramer's V was calculated to measure the strength of the association between levels of test anxiety and genders of the participants. Table 4.11 indicates that Cramer's V value is .382, which means that there is a moderate association between test anxiety levels and genders of the students. Consequently, there are reasonable test anxiety differences among the students with reference to their genders.

**Table 4.11: Symmetric measures for test anxiety and gender**

		<i>Value</i>	<i>Approx. Sig.</i>
<b>Nominal by Nominal</b>	<b>Phi</b>	.382	.000
	<b>Cramer's V</b>	.382	.000
<b>N of Valid Cases</b>		210	

Mean levels of test anxiety for gender is illustrated in Table 4.12. There were 137 males who had (M=2.578 and SD=.589) mean of test anxiety. The number of female students was 73 and they got (M=2.894 and SD=.582) mean of test anxiety. The table explains that the female students had higher levels of test anxiety than the males.

As for the gender differences in OPT scores, Table 4.13 reveals that the male students had a higher OPT performance (M=54.61 and SD=30.337) than the females (M=51.47 and SD=27.795).

**Table 4.12: Gender and means of test anxiety levels of the participants**

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Test Anxiety</i>	<i>Male</i>	137	2.578	.589
	<i>Female</i>	73	2.894	.582

Thus, it can be presumed that the male participants of the study were slightly better than the females in terms of their OPT achievement.

**Table 4.13: Gender and means of OPT scores of the participants**

	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
<i>OPT</i>	<i>Male</i>	137	54.61	30.337	2.592
	<i>Female</i>	73	51.47	27.795	3.253

The findings disclosed that, gender had an effect on test anxiety levels of the students. There was a significant difference in test anxiety levels of the students with reference to their gender. For the research question, it can be concluded that test anxiety levels of the students was not independent from their genders. Therefore, the null hypothesis which stated that there was no difference in test anxiety levels of the students with reference to their genders was rejected.

#### **4.3.2. Is there any difference between test anxiety levels of the students and their ages?**

Descriptive statistical analysis was carried out for this question. Pearson's Chi-Square independence test was administered to label the difference between test anxiety levels of the participants and their ages. Thanks to Cramer's V value, the strength of the association between the two variables was defined.

Crosstabulation of age and categories of test anxiety levels of the participants is presented in table 4.14, which demonstrates the youngest students were 18 years old, but their frequency was just 2 and they were in A1 level of proficiency with high level of test anxiety. The age 23 had the most frequent occurrence with 40 and 75.5 % of them were in B1, B2 and C1 levels of proficiency with low or mid levels of test anxiety. 25 was the oldest age with 31 frequencies, 71 % of them had low level of test anxiety in C1 level of proficiency.

Chi-Square independence test for test anxiety and age demonstrates that the p-value is .000, which means that there's a 0% possibility to find the observed

degree of relationship between the variables (test anxiety and age of the participants) for the null hypothesis.

**Table 4.14: Age and test anxiety cross tabulation**

		<i>Comfortably low</i>	<i>Normal or average</i>	<i>Moderately high</i>	<i>Total</i>	
<b>Age</b>	<b>18</b>	Count		2	2	
		% within Age		100.0%	100.0%	
	<b>19</b>	Count	10	14	24	
		% within Age	41.7%	58.3%	100.0%	
	<b>20</b>	Count	1	10	8	19
		% within Age	5.3%	52.6%	42.1%	100.0%
	<b>21</b>	Count	4	11	14	29
		% within Age	13.8%	37.9%	48.3%	100.0%
	<b>22</b>	Count	11	14	8	33
		% within Age	33.3%	42.4%	24.2%	100.0%
	<b>23</b>	Count	17	14	9	40
		% within Age	42.5%	35.0%	22.5%	100.0%
	<b>24</b>	Count	23	4	5	32
		% within Age	71.9%	12.5%	15.6%	100.0%
	<b>25</b>	Count	22	5	4	31
		% within Age	71.0%	16.1%	12.9%	100.0%
	<b>Total</b>	Count	78	68	64	210
		% within Age	37.1%	32.4%	30.5%	100.0%

$$\chi^2(14) = 70.863, df=14, p<.01, n=210$$

Concerning the significance test, the Pearson Chi-Square value, df and p-value showed that there was a significant association between test anxiety levels of the students and their ages,  $\chi^2(14) = 70.863, df=14, p<.01, n=210$

As seen in the crosstabulation of age and categories of test anxiety levels table, both of the variables have more than 2 categories. Therefore, Cramer's V was carried out to measure the strength of the association between test anxiety levels of the participants and their ages. Table 4.15 discloses that Cramer's V value is .411, which means that there was a moderate to strong association between test anxiety levels of the students and their ages. Consequently, there are moderate to strong test anxiety differences among the students with reference to their ages.

**Table 4.15: Symmetric Measures for test anxiety and age**

		<i>Value</i>	<i>Approx. Sig.</i>
<i>Nominal by Nominal</i>	<i>Phi</i>	.581	.000
	<i>Cramer's V</i>	.411	.000
<i>N of Valid Cases</i>		210	

To summarize, the data suggested that the younger students generally had higher levels of test anxiety than the older. While test anxiety levels of the younger students were generally between moderately high and normal level of test anxiety, the older students usually had between comfortably low and normal level of test anxiety. Thus, the null hypothesis which stated that there was no difference between test anxiety levels of the students and their ages was rejected.

**4.3.3. Is there any difference between test anxiety levels of the students and their language learning duration?**

For the research question, descriptive statistical analysis was administered and Pearson's Chi-Square test was carried out to define the difference between test anxiety levels and language learning duration of the students. Cramer's V value was interpreted to identify the strength of the association between the variables.

**Table 4.16: Test anxiety and language learning duration cross tabulation**

		<i>Language learning duration</i>								<i>Total</i>	
		<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>		
<i>Test Anxiety</i>	<i>Comfortably low</i>	Count	0	0	2	2	5	23	26	20	78
		% within Test Anxiety	0%	0%	2.6%	2.6%	6.4%	29.5%	33.3%	25.6%	100.0%
									%	%	%
<i>Normal or average</i>		Count	0	6	11	12	16	16	6	1	68
		% within Test Anxiety	0%	8.8%	16.2%	17.6%	23.5%	23.5%	8.8%	1.5%	100.0%
											%
<i>Moderately high</i>		Count	3	13	17	18	8	5	0	0	64
		% within Test Anxiety	4.7%	20.3%	26.6%	28.1%	12.5%	7.8%	0%	0%	100.0%
											%
<i>Total</i>		Count	3	19	30	32	29	44	32	21	210
		% within Test Anxiety	1.4%	9.0%	14.3%	15.2%	13.8%	21.0%	15.2%	10.0%	100.0%
									%	%	%

$\chi^2(14) = 1.276, df=14, p<.01, n=210.$

The table 4.16 demonstrates that the students who had low level of test anxiety got generally higher language learning experience (12, 13 and 14 years) than their counterparts. The mid level test anxiety students had frequently 9, 10, 11 and 12 years of practice in English. With reference to high level of test anxiety, 8, 9 and 10 years of language learning experiences were overriding.

Language learning duration of the participants differed according to their levels of proficiency. A1 level of proficiency had the least language learning duration years; 3 times 7, 19 times 8, 9 times 9, 8 times 10 and 3 times 11 years occurrences among the level. A2 level of proficiency had the peak frequency of 9 years with 21 occurrences. The students in B1 level of proficiency got the highest rate of year 10, with 14 students. B2 level of proficiency obtained the most frequent occurrence of years 12 and 13 with 17 students. Finally, the students in C1 level of proficiency had the most abundant rate of year 14 with 21 occurrences.

Language learning years of the participants increased from A1 to C1 level of proficiency. The students in A1 level of proficiency had the least language learning experience among the participants. The means of the levels of proficiency were for “the basic users” A1 (M=8.73) and A2 (M=9.8); for “the independent users” of English B1 (M=11.11) and B2 (M=12.21) and as for “the proficient users” C1 (M=13.35).

Chi-Square independence test for test anxiety and language learning duration shows that the p-value is .000, which denotes that there's a 0% possibility to find the observed degree of relationship between the variables for the null hypothesis. Concerning the significance test, the Pearson Chi-Square value, df and p-value showed that there was a significant association between test anxiety levels of the students and their ages,  $\chi^2(14) = 1.276$ ,  $df=14$ ,  $p<.01$ ,  $n=210$ .

**Table 4.17: Symmetric Measures for test anxiety and language learning duration**

		<i>Value</i>	<i>Approx. Sig.</i>
<i>Nominal by Nominal</i>	<i>Phi</i>	.779	.000
	<i>Cramer's V</i>	.551	.000
<i>N of Valid Cases</i>		210	

As seen in the crosstabulation of age and categories of test anxiety level table, both of the variables have more than 2 categories. Thus, Cramer’s V was

administered to measure the strength of the association between test anxiety levels of the participants and their language learning duration. Table 4.17 reveals that Cramer's V value is .551, which means that there is a strong association between test anxiety levels of the students and their language learning duration. As a result, there are strong test anxiety differences among the students with reference to their language learning duration.

The findings revealed that the participants who had low level of test anxiety got normally higher language learning experience (12, 13 and 14 years) than their counterparts. The students in mid level of test anxiety group had generally 9, 10, 11 and 12 years of practice in English. With respect to high level of test anxiety 8, 9 and 10 years of language learning experiences were dominant. Therefore, the null hypothesis which accepted there was no difference between test anxiety levels of the students and their language learning duration was rejected.

#### **4.4. Is there any difference for levels of proficiency in coping strategies used to overcome test anxiety?**

For this question, descriptive analysis (mean, frequency, the minimum and maximum values of the variables etc.) was carried out to define different coping strategies for the levels of proficiency to deal with test anxiety. Lazarus and Folkman (1985) reported eight solutions as coping strategies; problem-focused coping, wishful thinking, detachment, seeking social support, focusing on the positive, self-blame, tension reduction and keep to self.

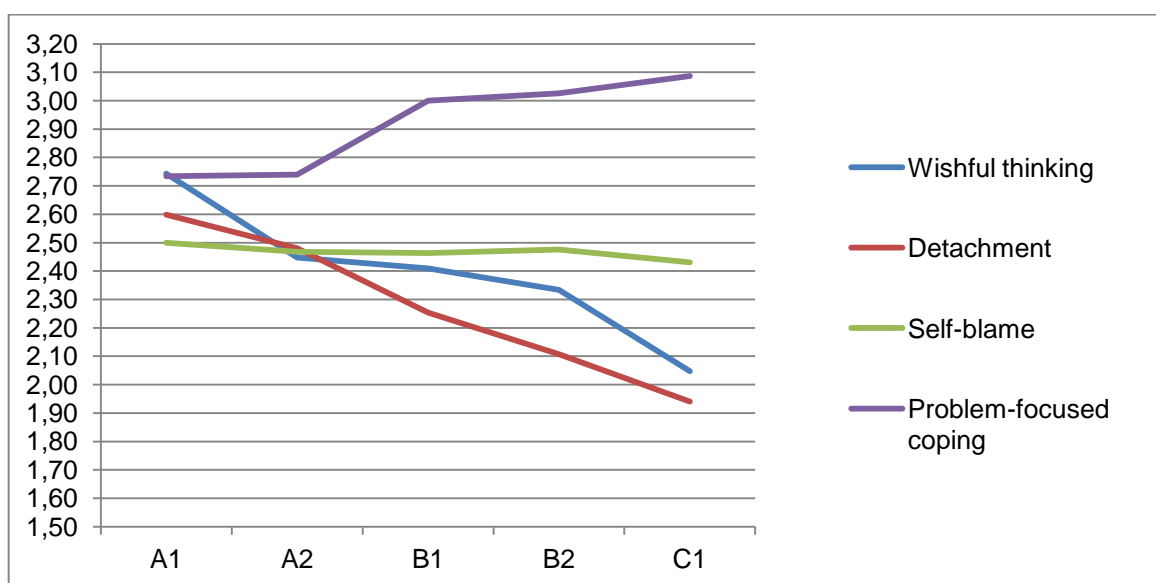
There are mainly two subgroups for the coping strategies which are adaptive and maladaptive ways of coping with test anxiety. Problem-focused coping, seeking social support and focusing on the positive were evaluated as adaptive coping strategies because they were particularly used to overcome test anxiety problem instead of avoiding the matter. With reference to maladaptive coping strategies; wishful thinking, detachment, self-blame, tension reduction and keep to self were named in this group, since they were generally used to keep away from the anxiety provoking task or to forget it.

As illustrated in Graph 4.3, problem-focused coping, which is an adaptive coping strategy, had the tendency of increasing from A1 to C1 level of proficiency. Wishful thinking, a maladaptive strategy, showed a sharp decline from A1 to A2, then a

slight decrease from B1 to B2 and there was again a steep drop off to C1 level. Detachment, a maladaptive strategy, displayed continuous decline from A1 to C1 level of proficiency. Self-blame, a maladaptive strategy indicated a steady occurrence from A1 to C1 level of proficiency.

For the explained four coping strategies, there were one adaptive and three maladaptive strategies. While A1 and A2 level students showed maladaptive coping strategies more than the other levels of proficiency, the pupils in B1, B2 and C1 level of proficiency employed higher degree of adaptive coping strategies.

**Graph 4.3: Occupied coping strategies for levels of proficiency (1)**



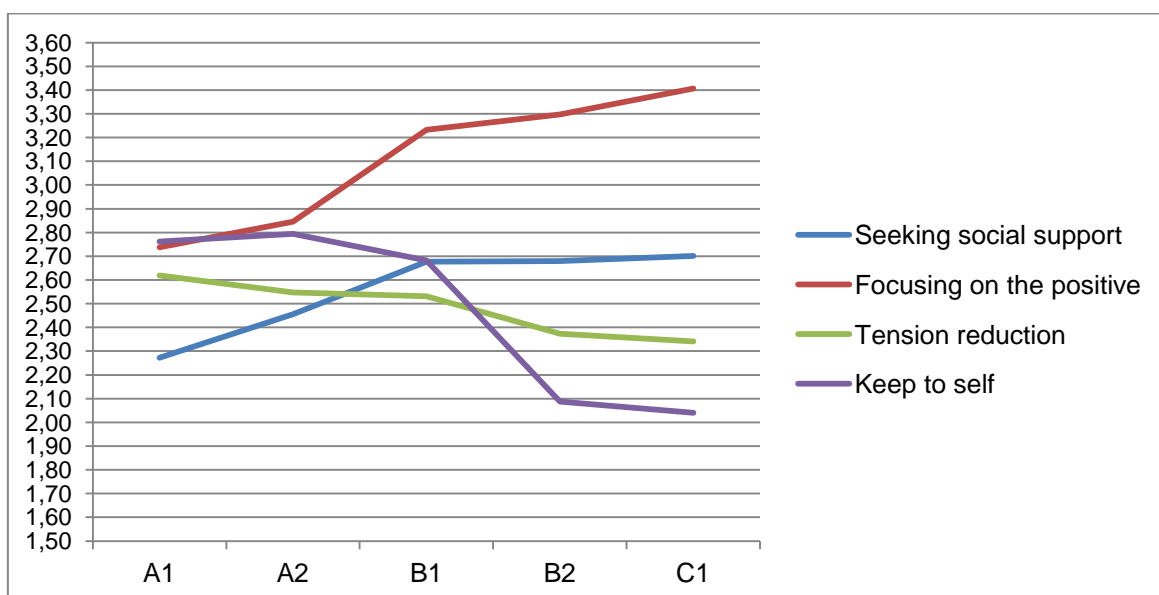
As Graph 4.4 indicates, seeking social support, an adaptive strategy, increased slightly from A1 to A2, and then showed a sharp increase from B1 to B2 level of proficiency, and then there was again a slight raise for the students in C1 level of proficiency. Focusing on the positive, an adaptive strategy, showed a slight raise from A1 to A2, then a sharp increase from A2 to B1 and there was again a slight move up to B2 and C1 level of proficiency.

Tension reduction, a maladaptive strategy, indicated a continuous but small decline from A1 to C1 level of proficiency. Keep to self, a maladaptive strategy, exhibited a slight drop off from A1 to B1, and then a steep decline for B2 and a minor falling down for C1 level of proficiency.



Table 4.18 demonstrates the commonly used coping strategies by the EFL students in different levels of proficiency. The table reveals that, there were certain differences in coping strategies used to overcome test anxiety.

**Graph 4.4: Occupied coping strategies for levels of proficiency (2)**



For A1 level of proficiency, keep to self (M=2.86), wishful thinking (M=2.74), focusing on the positive (M=2.74), problem-focused coping (M=2.73) were mostly used coping strategies. With regard to A2 level of proficiency; focusing on the positive (M=2.85), keep to self (M=2.79), tension reduction (M=2.61) and problem-focused coping (M=2.74) were commonly used coping strategies to cope with test anxiety.

**Table 4.18: Means of coping strategies for levels of proficiency**

<i>Maladaptive Coping Strategies</i>						<i>Adaptive Coping Strategies</i>		
<i>Level</i>	<i>Wishful thinking</i>	<i>Detachment</i>	<i>Self-blame</i>	<i>Tension reduction</i>	<i>Keep to self</i>	<i>Problem-focused coping</i>	<i>Seeking social support</i>	<i>Focusing on the positive</i>
<b>A1</b>	2.74	2.60	2.50	2.72	2.86	2.73	2.37	2.74
<b>A2</b>	2.45	2.48	2.47	2.61	2.79	2.74	2.46	2.85
<b>B1</b>	2.41	2.25	2.46	2.53	2.68	3.00	2.68	3.23
<b>B2</b>	2.33	2.11	2.48	2.41	2.49	3.03	2.78	3.30
<b>C1</b>	2.05	1.94	2.43	2.34	2.04	3.09	2.90	3.41
<b>Mean</b>	2.40	2.28	2.47	2.52	2.57	2.92	2.64	3.10

With respect to B1 level of proficiency students, focusing on the positive (M=3.23) problem-focused coping (M=3.00), seeking social support (M=2.68) and keep to self (M=2.68) were pretty frequent coping strategies. With reference to the

students in B2 level of proficiency, focusing on the positive (M=3.30) problem-focused coping (M=3.03) and seeking social support (M=2.78) were commonly preferred coping ways for overcoming test anxiety.

As for the students in C1 level of proficiency, focusing on the positive (M=3.41) problem-focused coping (M=3.09) and seeking social support (M=2.90) were generally agreed coping strategies to deal with test anxiety.

The data analysis revealed that there were certain differences among the students in different levels of proficiency in terms of the coping strategies they used to cope with the tests and exams they encountered. Thus, the null hypothesis which stated that there was not any difference for the levels of proficiency in coping strategies used to overcome test anxiety was rejected.

To sum up, in this chapter, the data was analyzed and the results of the study were explained to be able to clarify the findings of the study. The data suggested that the students with low level of test anxiety had the highest OPT scores. The participants with normal-level of test anxiety got middle level of OPT achievement. The students with moderately high level of test anxiety had the lowest OPT scores. The female students had higher levels of test anxiety and lower OPT scores than the males. The younger students generally had higher levels of test anxiety than the older. The students who had low level of test anxiety got generally higher language learning duration than their counterparts.

Adaptive coping strategies, which are problem-focused coping, seeking social support and focusing on the positive, were exceedingly used by the students in B1, B2 and C1 levels of proficiency. With regard to maladaptive coping strategies; wishful thinking, detachment, tension reduction and keep to self were used more frequently by the participants in A1 and A2 levels of proficiency. There was no a big difference for the coping strategy of self-blame for all the levels of proficiency. The adaptive coping strategies of focusing on the positive, problem-focused coping and seeking social support were the most commonly used coping strategies for all the levels of proficiency. As for the maladaptive ones, the most frequent coping strategies were keep to self, tension reduction and self-blame. The male and female participants showed similarities in terms of their commonly used coping strategies.

## **5. DISCUSSION AND CONCLUSIONS**

In this chapter, the findings of the data will be discussed. The implication of findings on EFL teaching settings and the suggestions for the future studies will be explained.

### **5.1. Discussion of The Findings**

This study explored the difference between test anxiety degrees and academic achievement of the university EFL students in different levels of proficiency and their coping strategies which they use to overcome test anxiety. Thanks to Discroll's Westside Test Anxiety Scale (WTAS), test anxiety levels of the students were verified. Lazarus and Falkman's Ways of Coping Scale (WOCS) was used to specify which coping strategies were commonly used by the students in different levels of proficiency. The Oxford Placement Test (OPT) scores of the students were taken into consideration to determine their success in language learning. The findings of the data for the research questions and null hypotheses will be discussed one by one.

#### **5.1.1. Discussion of how the students with high or low level of test anxiety differ in their academic achievement**

The data analysis revealed that there were certain differences among the participants in terms of their levels of test anxiety and academic achievement. The students with low level of test anxiety had the highest OPT scores and the participants with moderately high level of test anxiety had the lowest OPT scores. 31 % of the participants were found in "high level of test anxiety" group. This finding showed similarity with the studies by Alvarez, Aguilar, and Lorenzo (2012) which revealed that 35 % of university students show high or extremely high test anxiety levels during exams and Ergene (1994) which highlighted that 30 % of the students have very high test anxiety that has a very vital influence on their academic achievements and cause serious problems such as the students' dropouts and lack of concentration.

A consistent relationship between test anxiety and academic achievement was replicated in the study. Thus, the study showed significant differences between test anxiety and academic performances of the students in different levels of

proficiency. The findings of the study are consistent with those scholars (Cerbin, 2011; Faroogi et al., 2012; Klinger et al., 2014 and Fernandez-Castillo & Caurcel, 2015) who highlighted the result that higher test anxiety was one of the leading causes of poorer test performance for the students.

In spite of the contradicting studies (Önen, 2004 and Soric, 1999) which showed no relationship between test anxiety and academic performance, the finding of the Pearson's Chi-Square independence test, regarding significant relationship between test anxiety and academic achievement is also consistent with the studies by Kaçkar, Kılıç & Şener, (2002) and Önem, (2011) which indicated that the high test anxious students had poorer academic performance. While the students in A1 level of proficiency had the highest level test anxiety, the students in C1 level of proficiency got the lowest level of test anxiety. The higher levels of proficiency the students were the lower level of test anxiety they had.

The Cramer's V value also revealed that there was a strong association between test anxiety levels of the students and their academic achievement, which was supported by Green et al. (2015) who highlighted test anxiety as a predictor of success.

The data suggested that, the higher test anxiety the students had, the lower OPT scores or academic performance they got and test anxiety levels of the students had an effect on their academic achievement. Therefore, students with high or low level of test anxiety differed in their academic achievement.

#### **5.1.2. Discussion of whether there is any difference between test anxiety levels of the students and their individual differences**

The findings of the study revealed that there were significant differences between test anxiety levels of the students and their gender, age and language learning duration.

The data analysis showed that there was a significant difference between test anxiety levels of the students and their gender. This finding of the study supports the findings in literature (Lewis and College, 1987; Conners et al., 2009; Zarei et al., 2010; Faroogi et al., 2012) which showed that the female students were more test anxious than the males.

There were 137 males who had ( $M=2.578$ ) test anxiety level. The number of female students was 73 and they got ( $M=2.894$ ) test anxiety mean. The findings showed that the male students mostly had comfortably low level of test anxiety ( $N=69$ ), while the frequency for the females was only ( $N=9$ ) students. This finding is also in agreement with the studies (Zeidner, 1990; Bandalos et al., 1995; Çankaya, 1997; Yerin, 2003; Civil, 2008; Zarei et al., 2010; Ergene, 2011; Akman Yeşilel, 2012; Zhang and Henderson, 2013) which revealed that the female students had higher level of test anxiety than the males.

Although the finding of the study regarding gender differences in test anxiety is consistent with the many studies in literature, it contradicts with the findings of Lowe (2015) who stated that there was no significant relation between test anxiety and gender. She indicated that the female students did not differ from the males in terms of their test anxiety levels.

The Pearson's Chi-Square independence test and Cramer's V value also indicated that there was a strong association between test anxiety levels of the students and their gender. The findings disclosed that gender had an effect on test anxiety levels of the students and gender of the students was a predictor of test anxiety. The finding regarding a significant difference in test anxiety levels of the students with reference to their gender was supported by the authors (Klinger et al., 2014; Erzen and Odacı, 2014; Lowe, 2015 and Crişan & Copacib, 2015) who stated that test anxiety levels of the students was not independent from their genders.

The findings of the study presented that there was significant difference between test anxiety levels of the students and their ages. The youngest students had the highest level of test anxiety. These findings confirm the findings of a great deal of the previous studies (Zeidner, 1998; Civil, 2008; Ergene, 2011; Faroogi et al., 2012; Zhang and Henderson, 2013; Genç, 2013; Klinger et al., 2014 and Crişan & Copacib, 2015) which suggested that the younger students had higher test anxiety than the older.

Statistical analysis also revealed the result that there was a significant association between test anxiety levels of the students and their ages. This finding was also approved by (Connors et al., 2009; Akman Yeşilel, 2012 and Lowe, 2015) who highlighted that the older the students were the less test anxiety they had.

The data demonstrated that the students who had low level of test anxiety got generally higher language learning experience than their counterparts. Language learning years of the participants increased from A1 to C1 level of proficiency. The students in A1 level of proficiency had the least language learning experience among the participants. The results of the study were familiar with the findings in literature (Connors et al., 2009; Ergene, 2011; Faroogi et al., 2012; Zhang and Henderson, 2013; Genç, 2013 and Crişan & Copacib, 2015) which revealed that the inexperienced students showed higher level of test anxiety than the experienced ones.

The descriptive data analysis also showed that there was a significant association between test anxiety levels of the students and their language learning duration. The finding that there were strong test anxiety differences among the students with reference to their language learning duration was supported by the authors (Klinger et al., 2014 and Lowe, 2015) who stated that knowledge of the context had a positive effect on the test anxiety levels of the students.

The more language learning experience the students have the easier the tests will be for them. When the learners have enough practice to learn the language, they may be more relaxed during the exams. As a result of this, it will be easier for them to reduce or control their levels of test anxiety.

### **5.1.3. Discussion of whether there is any difference for the levels of proficiency in coping strategies used to overcome test anxiety**

The data analysis revealed that there were certain differences among the students in different levels of proficiency in terms of the coping strategies they used to overcome test anxiety. To begin with, adaptive coping strategies; problem-focused coping, seeking social support and focusing on the positive, were highly used by B1, B2 and C1 level students. This finding is similar to Kondo's (1997) findings, which showed that the coping strategies of the university students as positive thinking, 45.9%; preparation, 31.1% and concentration, 23.0%.

The data also revealed that the students in B2 and C1 levels of proficiency used adaptive coping strategies more than their counterparts in A1 and A2 levels of proficiency. This finding of the study is consistent with the study by Zeidner (1995) which stated that exam performance was positively associated with problem-

focused coping. There are also other studies which highlighted similar findings; such as (Zuckerman & Gagne, 2003) which found that adaptive strategies had correlation with higher self-esteem and positive mood and (Cassady & Johnson, 2002) which stated that adaptive coping strategies improved academic performance.

There was no big difference between the males and females in terms of the coping strategies they used to deal with test anxiety. However, the female participants showed slightly higher levels of maladaptive coping strategies than males, which is consistent with previous research (Hong & Karstensson, 2002 and Baker, 2003) which stated that females had just a bit higher level of maladaptive coping strategies than males.

The findings of the study were in agree with Önen (2004) who reported that the students who had adaptive coping strategies showed less test anxiety and were more successful; and Aysan et. al (2001) who suggested that students with high test anxiety levels couldn't use so effective coping mechanisms. The finding of negative relationship between anxiety levels and the success in coping strategies was also in consistent with Petek's (2008) findings which revealed that there was negative correlation between English instructors' stress levels and their success in coping strategies.

The adaptive coping strategies of focusing on the positive, problem-focused coping and seeking social support were the most commonly used coping strategies for the all students in different levels of proficiency. This finding was also supported by Bekleyen (2009) who pointed that practicing % 38; asking for help % 26 and thinking positively % 19 are common coping strategies for foreign language listening anxiety.

With reference to the maladaptive ones, the most frequent coping strategies were keep to self, tension reduction and self-blame. The results were similar to Lazarus and Folkman's (1984) findings which shed some light on two issues; managing or changing the problem with the environment causing anxiety (problem-focused coping), and regulating the emotional response to the problem (emotion-focused coping) were two different coping ways for anxiety provoking tasks. The finding regarding the male and female participants showed similarities in terms of their

commonly used coping strategies contradicted with the study of Baker (2003) which revealed that the women used the maladaptive coping strategies more commonly than the men.

## **5.2. Conclusion**

There are some test-anxiety-provoking factors, such as low level of proficiency or competence in English, negative attitudes of teachers towards test applications, students' approaches towards language learning, test invalidity, fear of negative evaluation, previous negative experiences on tests, time limitation and pressure, the difficulty of course contents. Test anxiety spoils educational lives of English learners by causing physical and psychological problems, affecting motivation, concentration and achievement negatively, increasing errors in learning process, preventing to transfer their real performance to test results and studying efficiently and decreasing the interest towards language learning.

The finding of the study suggested that, the higher test anxiety the students had, the lower OPT scores or academic performance they got. Test anxiety levels of the students had an influence on their academic achievement. Due to test anxiety, the students cannot show their real level of language competence in the exams, Test anxiety spoils daily lives and physical well-beings of the students in different levels of proficiency. One of the negative pressures on the shoulders of students is the necessity of performing well in a test which makes the exams anxiety provoking tasks. Consequently, test anxiety has a role of predicting language learning achievement of the students in different levels of proficiency; a little anxiety helps the students to perform well in a test, but high level of test anxiety spoils the real performances of the students. The students in B2 and C1 levels of proficiency had lower level of test anxiety than their counterparts in A1, A2 and B1 levels of proficiency, since they have much more language competence and are good at language learning.

When the students have advanced English, they may have lower test anxiety, since they rely on their English knowledge. With reference to A1 and A2 proficiency levels, they have poor English and they have lots of uncertainty about the language, since they have a little competence of language. Competence



makes the learning easier and has a positive influence on the test perceptions of the students.

The data showed that there was a significant difference between test anxiety levels of the students and their gender. In the society, the female students are generally expected to be more successful than the males. This perception loads a big burden on the females and causes higher level of test anxiety. In the research setting, the number of the females was pretty lower than the males, so they are on the center of attention for the school administration, which also puts some pressure on them. As for their characteristics, the females are more emotional and sensitive than the males. They sometimes can exaggerate their emotions, which causes them to overestimate the exams and have higher levels of test anxiety.

The findings of the study also highlighted that the youngest students had the highest level of test anxiety. The younger students generally have less test experience and language learning competence, which causes them to have higher levels of test anxiety. When the students have enough experience for the tests, they know how to study, what the important topics are and they can cope with the exams. However, the inexperienced young students have generally higher level of test anxiety, since they have a lot of question related to the exam and they cannot overcome the exam.

Ways of coping scale results revealed that adaptive coping strategies; problem-focused coping, seeking social support and focusing on the positive, were highly used by B1, B2 and C1 proficiency level students who were more successful in the tests. When the students employed adaptive coping strategies (i.e. studying, analyzing the situation, planning, getting professional or emotional support etc.) they tend to become more successful in the exams. On the contrary, when they accept maladaptive coping strategies, they generally try to avoid the tests or forget about the anxiety provoking examinations. They refuse to face the problem and they give up instead of struggling with the problem.

Since test anxiety spoils everyday lives of the undergraduate EFL students and has a destroying effect on their academic achievement, they generally tend to struggle with test anxiety and develop their own coping strategies to reduce its disturbing and offensive consequences.

### **5.3. Implications for Foreign Language Teaching**

The findings of this study have some implications for helping foreign language teaching professionals and academic circles in defining the test anxiety degrees of the university EFL students in different levels of proficiency. First of all, effective and timely counseling and appropriate interventions could be introduced for the students in different levels of proficiency, especially for high-test-anxious ones.

Test anxiety is accepted as one of the most important problems as it has an effect on the psychological well-being and motivation of the university students. Hence, universities need to consider test anxiety as a thread for desired teaching outcomes. They ought to provide suitable interventions for test anxiety to help the students to overcome the anxiety provoking tests. Thanks to these interventions, the students in different levels of proficiency may increase their academic performance and be more successful in learning English.

To be able to use the proper coping strategies is a challenging issue for the students. Accordingly, they had better get professional help to define the most effective coping strategies to struggle with test anxiety. Adaptive coping strategies; focusing on the positive, problem-focused coping and seeking social support, need to be included into the programs of counseling services for the students in different levels of proficiency. The students ought to be informed about maladaptive coping strategies to keep them away from being used, since they are insufficient coping ways, such as; keep to self, tension reduction and self-blame.

While developing curriculum for the students in different levels of proficiency, assessing their success and developing materials to be used in classes, test anxiety and coping strategies should be taken into consideration for better results.

### **5.4. Suggestions for Future Studies**

As a result of the limitations of the study and its findings, there are some recommendations for the future studies.

Firstly, the data about the levels of test anxiety of the participants and their commonly used coping strategies was collected with the help of two self-report questionnaires. So, the own beliefs and values of the students may have an important effect on their acceptance of test anxiety and their coping strategies. Thus, it may be helpful to evaluate test anxiety and coping strategies of the

students with other alternative instruments to be able to compare and double check the variables.

The study had a quantitative research design, so there may be some missing qualitative characteristics of the participants. Though it is difficult to carry out, it might be helpful to include some of the data collecting methods like interviews, observation and case studies. For future research, besides the relationship among test anxiety, coping strategies and academic achievement, other similar factors such as study strategies, coping trainings and test anxiety reduction interventions can be also taken into consideration to determine overall achievement of the university EFL students in different levels of proficiency.

In the study, there were 210 undergraduate EFL students from the same university in Ankara and the study was not a longitudinal one, so it was lack of the possible changes of the variables in time. A similar study can be conducted with larger participants and settings.

## REFERENCES

- Abdel-Aziz L. T., Eid N. M., & Safan S. M. (2012). Test-anxiety and skills of time-management among faculty nursing students, *Journal of American Science*; 8(4), 261-69.
- Akman, D. B. (2012). Test anxiety in ELT classes. *Frontiers of Language and Teaching*, (3), 24-31.
- Álvarez, J., Aguilar, J. M., & Lorenzo, J. J. (2012). Test anxiety in university students: relationships with personal and academic variables. *Electronic Journal of Research in Education*.
- American Psychiatric Association (APA). (2013). *Diagnostic and statistical manual of mental disorders* (Fifth ed.). Arlington, VA: American Psychiatric Publishing.
- Arch, E. (1987). Differential responses of females and males to evaluative stress: anxiety, self-esteem, efficacy and willingness to participate. *Advances in test anxiety research* ( 5), 97– 106.
- Auerbach, S. M., & Gramling, S. I. (1997). *Stress management*. Psychological Foundations.
- Aydın, F. (2010). *Academic motivation, self efficacy and test anxiety as the predictors of academic success*. Unpublished Master Dissertation, Institute of Social Sciences, Hacettepe University. Ankara.
- Aydın, S., Yavuz, F. & Yeşilyurt, S. (2006). Test anxiety in foreign language learning. *Sosyal Bilimler Dergisi*, (1), 145-159.
- Aysan, F. (1991). Coping strategies used by a group of high school students. *Journal of Buca Faculty of Education*, (12), 87-96.
- Aysan, F. & Bozkurt, N. (1998). Bir grup üniversite öğrencisinin kullandığı başa çıkma stratejileri ile depresif eğilimleri ve olumsuz otomatik düşünceleri arasındaki ilişki. X. Ulusal Psikoloji Kongresi. 16 Eylül 1998.
- Aysan, F., Thompson, D., & Hamarat, E. (2001) Test anxiety, coping strategies, and perceived health in a group of high school students: a Turkish sample, *The Journal of Genetic Psychology*, 162(4), 402-411.
- Baker, J. J. (2003). *Dispositional coping strategies, optimism, and test anxiety as predictors of specific responses and performance in an exam situation*. Unpublished Doctoral Dissertation. Texas Tech University.
- Bandalos, D. L., Yates, K., & Thorndike-Christ, T. (1995). Effects of math self-concept, perceived self-efficacy, and attributions for failure and success on test anxiety. *Journal of Educational Psychology*,(87), 611–623.
- Barlow, David H. (2000). Unraveling the mysteries of anxiety and its disorders from the perspective of emotion theory. *American Psychologist*, (1), 1247–1263.
- Beck, A.T., Emery, G. & Greenberk, R.L. (1985). *Anxiety disorders and phobias: a cognitive perspective*, New York: Basic Books.

- Bekleyen , N. (2009). Helping teachers become better English students: causes, effects, and coping strategies for foreign language listening anxiety. *System*. 37( 4), 664–675.
- Benson, J. (1998). Developing a strong program of construct validation: a test anxiety example. *Educational Measurement: Issues and Practice*, (17), 10-17.
- Berthold, M. (2011). Reliability of quick placement tests: how much faith can we place on quick paper or internet based placement tests. *Australian Journal of Teacher Education*, 35(6), 1-23.
- Bouras, N. & Holt, G. (2007). *Psychiatric and behavioral disorders in intellectual and developmental disabilities* (2nd ed.). Cambridge University Press.
- Bradley, R. T., McCraty, R., Atkinson, M., Tomasino, D., Daugherty, A., & Arguelles, L. (2010). Emotion self-regulation, psychophysiological coherence, and test anxiety: results from an experiment using electrophysiological measures. *Applied Psychophysiology and Biofeedback* 35(4), 261-283.
- Cassady, J. C., (2004). The impact of cognitive test anxiety on text comprehension and recall in the absence of external evaluative pressure. *Applied Cognitive Psychology*. (18), 311–325.
- Cerbin, B. (2011). Reducing test anxiety. UW-La crosse center for advancing. *Teaching & Learning*, (2), 84-97.
- Chapell, M. S., Blanding, Z. B., Silverstein, M. E., Takahashi, M., Newman, B., Gubi, A., & McCann, N. (2005). Test anxiety and academic performance in undergraduate and graduate students. *Journal of Educational Psychology*, 97(2), 268-274.
- Civil, Ş. (2008). *İstanbul Anadolu yakası Kadıköy ilçesinde bulunan resmi ve özel ilköğretim 8.sınıf öğrencilerine uygulanacak olan OKS sınavının öğrenciler üzerinde oluşturduğu sınav kaygısının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi. Yedi Tepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Conley, K. M. & Lehman, B. J. (2012). Test anxiety and cardiovascular responses to daily academic stressors. *Stress and Health* (28), 41–50.
- Crişan, C. & Copacib, I. (2015). The relationship between primary school childrens' test anxiety and academic performance. *Procedia - Social and Behavioral Sciences* (180), 1584–1589.
- Çankaya, Ö. (1997). *The relationships among test anxiety, self-esteem, and academic achievement grade students*. Unpublished Master Dissertaion, METU, Ankara.
- Deloatch, R., Bailey, B. P. & Kirlik, A. (2016). Measuring effects of modality on perceived test anxiety for computer programming exams. *SIGCSE '16*, March 02-05, Memphis, TN, USA.
- Dendato K. M. & Diener, D. (1986) Effectiveness of cognitive/relaxation therapy and study-skills training in reducing self-reported anxiety and improving the academic performance of test-anxious students. *Journal of Counseling Psychology*, 33(2), 131-135.

- DordiNejad A. (2011). On the relationship between test anxiety and academic performance. *Procedia Social and Behavioral Sciences* (2), 3774-3778.
- Driscoll, R., Holt, B. & Hunter, L. (2005). Accelerated desensitization and adaptive attitudes interventions and test gain with academic probation students. *ERIC Digest*, ED494905.
- Driscoll, R. (2007). *Westside test anxiety scale validation*. American Test Anxiety Association.
- Dörnyei, Z. (2005). *The psychology of the language learner, individual differences in second language acquisition*. London.
- Du X, (2009). The affective filter in second language teaching, *Asian Social Science*, 5(8), 32-45.
- Dutke, S., & Stöber, J. (2001). Test anxiety, working memory, and cognitive performance: Supportive effects of sequential demands. *Cognition & Emotion*, 15(3), 381-389.
- Elliot, A. J., & McGregor, H. A. (1999). Test anxiety and the hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, (76), 628-644.
- Egbochuku, E. & Obodo, B. (2005). Effects of systematic desensitization therapy on the reduction of test anxiety among adolescents in Nigerian schools. *Journal of Instructional Psychology* 32(4), 298-304.
- Ergene, T., (1994). Sınav kaygısı ile başa çıkma programının etkinliği, *Psikiyatri, Psikoloji ve Psikofarmakoloji (3P) Dergisi*, 2(1), 9-16.
- Ergene, T. (2011). The relationships among test anxiety, study habits, achievement, motivation, and academic performance among Turkish high school students. *Education and Science*. (36), 160-168.
- Erzen, E. & Odacı, H. (2014). Kimler daha fazla sınav kaygısı yaşıyor? Kişisel, akademik ve aileye dayalı bazı değişkenlere göre bir araştırma. *International Journal of Human Sciences*, 11(2), 401-419.
- Fakehy M. & Haggag, M. (2016). The effectiveness of a training program using neuro - linguistic programming (NLP) to reduce test anxiety in consideration of biological feedback. *International Journal Behavioural Research Psychology*. 4(1), 173-177.
- Farooqi, Y. N., Ghani, R. & Spielberger, C. D. (2012). Gender differences in test anxiety and academic performance of medical students. *International Journal of Psychology and Behavioral Sciences*. 2 (2), 38-43.
- Fernández-Castillo, A. & Caurcel, M. J. (2015). State test-anxiety, selective attention and concentration in university students. *International Journal of Psychology*, 50(4), 265–271.
- Folkman, S., & Lazarus, R. S. (1980). An analysis of coping in a middle-aged community sample. *Journal of Health and Social Behaviour*, (21), 219–239.
- Folkman, S., & Lazarus, R. S. (1985). If it changes it must be a process: Study of emotion and coping during three stages of a college examination. *Journal of Personality and Social Psychology*,(48), 150–170.

- Genç, M. (2013). İlköğretim öğrencilerinin sınıf ve cinsiyete göre sınav kaygı düzeylerinin belirlenmesi. *CBÜ Sosyal Bilimler Dergisi*, 11(1), 25-43.
- Graziano, A. M & Raulin, M.L. (2007). *Research methods, a process of inquiry*. (Sixth Edition). Pearson International Edition.
- Green, M., Angoff, N. & Encandela, J. (2015). Test anxiety and United States medical licensing examination scores. *The Clinical Teacher*, (12), 1-5.
- Gregor, A. (2005). Examination anxiety: live with it, control it or make it work for you? *School Psychology International*,(2), 617-635.
- Hancock D. R. (2001). Effects of test anxiety and evaluative threat on student's achievement and motivation. *The Journal of Educational Research* 94(5), 284-290.
- Hembree, R. (1988). Correlates, causes, and treatment of test anxiety. *Review of Educational Research*, (58), 47-77.
- Horwitz, E. K., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70 (2), 125-132.
- Horwitz, E. K. & D. J. Young. (1991). Language anxiety: from theory and research to classroom implication. Englewood Cliffs, NJ: Prentice Hall.
- Kaçkar, A., Kılıç, B. & Şener, S. (2002). İlköğretim öğrencilerinde sınav kaygısı ve akademik başarı. *Çocuk Ve Ergen Ruh Sağlığı Dergisi*, 9 (2), 100-105.
- Kapıkıran, Ş. (2002). Üniversite öğrencilerinin sınav kaygısının bazı psiko-sosyal değişkenlerle ilişkisi üzerine bir inceleme. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 11 (1), 34-43.
- Karatas, H., Alci, B., & Aydın, H. (2013). Correlation among high school students' test anxiety, academic performance and points of university entrance exam. *Academic Journal*, 8, 919-926.
- Kassim, M. A., Hanafi, R. M., & Hancock, D. R. (2008). Test anxiety and its consequences on academic performance among university students. *Advance in Psychology Research*. (53), 75-95.
- Kathleen, M.T. & Onwuegbuzieb, A. J. (2003). Study coping and examination-taking coping strategies: the role of learning modalities among female graduate students. *Personality and Individual Differences* (35), 1021-1032.
- Kavakci, O., Semiz, M., Kartal, A., Dikici, A., & Kugu, N. (2014). Test anxiety prevalence and related variables in the students who are going to take the university entrance examination. *The Journal of Psychiatry and Neurological Sciences* (27), 300-307.
- Kaymakçioğlu, Ç. (2001). *Effects of perceived stress, social support, expectancies and coping style on depression and anxiety*. Unpublished Master Dissertation. Boğaziçi University, İstanbul.
- Keogh, E., & French, C. C. (2001). Test anxiety, evaluative stress, and susceptibility to distraction from threat. *European Journal of Personality*, (15), 123-141.
- Khosravi M, & Bigdely I. (2008). The relationship between personality factors and test anxiety among university students, *Journal of Behavioral Science*, 2(1),13-24.

- Klinger E. A. (2014). Motivation and test anxiety in test performance across three testing contexts: The CAEL, CET, and GEPT. *TESOL Quarterly* 48(2), 105-117
- Kondo, D. S. (1994). Strategies for reducing public speaking anxiety in Japan. *Communication Reports*,(2)1, 20-26.
- Kondo, D. S. (1997) Strategies for coping with test anxiety, anxiety, stress, and coping, *Procedia Social and Behavioral Sciences* 10(2), 203-215,
- Krashen, S.D. (1981). *Second language acquisition and second language learning*. New York: Prentice Hall.
- Kumar, R. (2012). *Research methodology a step-by-step guide for beginners*. (3<sup>rd</sup> edition) SAGE Publications..
- Latas M, Pantić M, & Obradović D. (2010). Analysis of test anxiety in medical students, *Med Preg*, 63(11), 863-66.
- Lazarus, R.S., & Folkman, S. (1984) *Stress, appraisal, and coping*. New York: Springer Publishing Company.
- Lightbown, P. M. & Spada, N. (2011). *How languages are learned* (3rd Ed.) London: Oxford University Press.
- Lowe, P. A. (2015). Should test anxiety be measured differently for males and females? examination of measurement bias across gender on measures of test anxiety for middle and high school, and college students. *Journal of Psycho-educational Assessment*, 33(3), 238–246.
- MacIntyre, P. D., & Gardner, R. C. (1991). Investigating language class anxiety using the focused essay technique. *The Modern Language Journal*,75(3), 296-304.
- Mccarthy, j. M. & Goffin, R. D. (2005). Selection test anxiety: exploring tension and fear of failure across the sexes in simulated selection scenarios. *International Journal of Selection and Assessment*. 13(4), 123-125.
- Mccarthy, j. M. & Goffin, R. D. (2005). Selection test anxiety: exploring tension and fear of failure across the sexes in simulated selection scenarios. *International Journal of Selection and Assessment*. 13(4), 123-125.
- McDonald, A. S. (2001). The prevalence and effects of test anxiety in school children. *Educational Psychology* 21(1), 89-101.
- Meijer, J. (2001). Learning potential and anxious tendency: Test anxiety as a bias in educational testing. *Anxiety, Stress, and Coping*, (14), 337-362.
- Moneta, G. B., Spada, M. M. & Felicitas, M. (2007). Approaches to studying when preparing for final exams as a function of coping strategies. *Personality and Individual Differences* (43), 191–202
- Önem, E. (2011). *İngilizcenin yabancı dil olarak öğreniminde sınav kaygısıyla başarı düzeyi arasındaki ilişki ve bir öğretim yaklaşımı*. Yayımlanmamış Doktora Tezi. Ankara Üniversitesi. Sosyal Bilimler Enstitüsü. Ankara.
- Palmer, S. & Dryden, W. (1995). *Counselling for stress problems*. London, SAGE.



- Pekrun, R., Götz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: a program of qualitative and quantitative research. *Educational Psychologist*, (37), 91-106.
- Petek, E. (2008). *An investigation on stress factors and coping strategies of English instructors working at the English preparatory schools of METU and Ankara University*. Unpublished Master Dissertation. METU, Graduate School of Social Sciences, Ankara.
- Pollitt, A. (2009). *The Oxford online placement test: the meaning of OOPT scores*. London: Oxford University Press.
- Poyraz, C. & Bozkurt, S. (2013). Investigating the relationship between test anxiety and math anxiety in primary 7th grade students. *Mediterranean Journal of Educational Research*, 144(1), 813-819.
- Putwain, D., & Daly, A. L. (2014). Test anxiety prevalence and gender differences in a sample of English secondary school students. *Educational Studies* (40), 554-570.
- Putwain, D. W., Connors, L., & Symes, W. (2010). Do cognitive distortions mediate the test anxiety (examination performance) relationship? *Educational Psychology* 30(1), 11-26.
- Raune, J. M. (2008). *Essentials of research methods a guide to social science research*. London: Blackwell Publishing.
- Reza S. M., Akbar, S. A. & Keykhani, A. (2003). Cognitive behavioral approach and neuro-linguistic programming in to controlling test anxiety. *Journal of Mental Health* 17(18), 34-47.
- Sanders, D. & Wills, F. (2003). *Counselling for anxiety problems*. London: SAGE Publication.
- Sapp, M. (1995). Three treatments for reducing the worry and emotionality components of test anxiety with undergraduate and graduate college students: cognitive-behavioral hypnosis, relaxation therapy, and supportive counseling. *Journal of College Student Development* 37(1), 79-87.
- Sapp, M. (1999). *Test anxiety, applied research, assessment, and treatment interventions*. (2nd Edition), New York: University Press of America.
- Sarason I. G. (1984) Stress, anxiety, and cognitive interference: reactions to tests. *Journal of Social Psychology* 46(4), 929-938.
- Sarason, I. G. & Sarason, B. R. (1990). *Test anxiety, handbook of social and evolutionary anxiety*. New York: Plenum.
- Saravanan, C., Kingston, R. & Gin, M. (2014). Is test anxiety a problem among medical students: a cross sectional study on outcome of test anxiety among medical students? *International Journal of Psychological Studies*; 6(3), 345-351.
- Saravanan, C. & Gin, M. (2014). Is test anxiety a problem among medical students: a cross sectional study on outcome of test anxiety among medical students? *International Journal of Psychological Studies*; 6(3), 345-351.

- Scovel, T. (1978). The effect of affect on foreign language learning: a review of the anxiety research. *Language Learning*, 28(1), 129-142.
- Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals* 33(5), 512-521.
- Stöber, J., & Pekrun, R. (2004). Advances in test anxiety research. *Anxiety, Stress, and Coping*, 17(3), 205-211.
- Stowell, J. R., Tumminaro, T. & Attarwala, M. (2008). Moderating effects of coping on the relationship between test anxiety and negative mood. *Stress and Health* (24), 313–321.
- Tartar, N. (2014). *An investigation of the relationship between test anxiety and test performance of 8th grade students*. Unpublished Master Dissertation, Çağ University, Institute of Social Sciences, Mersin.
- Totan, T. & Yavuz, Y. (2009). The validity and reliability study of the Turkish version of Westside test anxiety scale. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 9(17), 95-109.
- Tseng, S. F. (2012). The factors cause language anxiety for ESL/EFL learners in learning speaking. *An Interdisciplinary Journal* 63(2012), 75-90.
- Volkmer, R. E., & Feather, N. T. (1991). Relations between type a scores, internal locus of control and test anxiety. *Personality and Individual Differences*, 12, 205–209.
- Wachelka D, & Katz R.C. (1999) Reducing Test anxiety and improving academic self-esteem in high school and college students with learning disabilities. *Journal of Behavioral Therapy Psychiatry* 30(3), 191-198.
- Yan, X. & Horwitz, E.K. (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language Learning* 58(1), 151-183.
- Yerin, O. (2003). The effect of school level and gender on test anxiety. *Eğitim ve Bilim*, 28, 3-8.
- Zarei, E., Fini, A. S. & Fini, H. K. (2010). A comparison of effect of group counseling methods, behavioural, cognitive and cognitive-behavioural to reduce students test anxiety in the University of Hormozgan. *Procedia Social and Behavioral Sciences* 5. 2256–2261.
- Zeidner, M. (1989). Test anxiety bias scholastic aptitude test performance by gender and socio-cultural group. *Journal of Personality Assessment*, 55, 145–160.
- Zeidner, M. (1990). Does test anxiety bias scholastic aptitude test performance by gender and socio-cultural group? *Journal of Personality Assessment*, 55, 145–160.
- Zeidner, M. (1995). Adaptive coping with test situations: a review of the literature. *Educational Psychologist*, 30, 123-133.
- Zeidner, M. (1998). *Test anxiety, the state of the art*. New York: Kluwer Academic Publishers.

- Zohar, D. (1998). An additive model of test anxiety: Role of exam-specific expectations. *Journal of Educational Psychology*, 90, 330–340.
- Zoller, U. & Ben-Chain, D. (1990). Gender differences in examination type, test anxiety, and academic achievement in college science education: a case study. *Science Education* 74(6), 597-608.
- Zuckerman, M. & Gagne, M. (2003). The COPE revised: proposing a 5-factor model of coping strategies. *Journal of Research in Personality*, 37, 169–204.





**APPENDICES**

**APPENDIX 1.**  
**APPROVAL OF THE COMMITTEE ON ETHICS**



T.C.  
HACETTEPE ÜNİVERSİTESİ  
Rektörlük

Sayı : 35853172/ 433-665

11 Mart 2016

**EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE**

İlgi: 29.02.2016 tarih ve 550 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Rıdvan TÜRKMEN**'in **Doç. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü "**İngilizce Öğrencilerinin Sınav Kaygıları ve Akademik Başarıları Arasındaki İlişkinin İncelenmesi ve Bu Öğrencilerin Baş Etme Stratejileri**" başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **08 Mart 2016** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU  
Rektör a.  
Rektör Yardımcısı

**APPENDIX 2.**  
**VOLUNTARY PARTICIPANT FORM**

**İNGİLİZCE ÖĞRENCİLERİNİN SINAV KAYGILARI VE AKADEMİK BAŞARILARI ARASINDAKİ İLİŞKİ VE BAŞ ETME STRATEJİLERİ**

**GÖNÜLLÜ KATILIM FORMU**

Bu çalışma, Doç. Dr. Nuray ALAGÖZLÜ danışmanlığında ben Rıdvan TÜRKMEN tarafından yürütülen “**İngilizce Öğrencilerinin Sınav Kaygıları Ve Akademik Başarıları Arasındaki İlişkinin İncelenmesi ve Bu Öğrencilerin Baş Etme Stratejileri**” isimli yüksek lisans tez çalışmasıdır. Çalışmanın amacı, Avrupa Dilleri Öğretimi Ortak Çerçeve Programına (CEFR) göre farklı seviyelerdeki (A1, A2, B1, B2 ve C1) katılımcıların sahip oldukları sınav kaygısı düzeylerini tespit etmek, bu kaygı düzeylerinin öğrencilerin akademik başarılarına etkisini incelemek ve bu öğrencilerin sınav kaygısıyla baş edebilmek için kullandıkları baş etme stratejilerini karşılaştırmak için bilgi toplamaktır. **Çalışmanın yapılabilmesi için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.** Çalışmaya katılım tamamıyla gönüllülük temeline dayanmaktadır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Anket sorularına verdiğiniz cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler sadece bilimsel yayımlarda kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, çalışmanın herhangi bir aşamasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çalışmadan çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı ve çalışmadan çıkmak istediğinizi söylemeniz yeterli olacaktır. Bu çalışmayla ilgili olarak yaşadığınız sorunları veya tereddütlerinizin giderilmesi için her zaman yardımınıza hazır olacağız. Bunun yanında her türlü soru, sorun ve sıkıntılarınızı bizimle paylaşabilir ve bizden fikir danışabilirsiniz. Bu açıdan form altında verilen iletişim bilgileri sizlere yardımcı olacaktır. Bu çalışmaya gönüllü olarak katıldığınızı belirtmek için aşağıdaki bilgileri doldurup imzanızı atmanızı rica ederiz.

Eğer bu formda sözü edilen kurallar dışında davranıldığı veya katılımcı olarak gizliliğiniz ihlal edildiği takdirde Hacettepe Üniversitesi Senato Etik Komisyonu ile iletişime geçebilirsiniz.

Hacettepe Üniversitesi Senato Etik Komisyonu  
Hacettepe Üniversitesi, Beytepe Kampüsü  
Rektörlük 1. Kat  
06800, Ankara  
Tel: 312-305 2001

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.*** Tarih ---- / ---- / 2016

**Katılımcı:**

Adı, soyadı:  
Adres:  
İmza:

**Sorumlu Araştırmacı:**

**Adı, soyadı:** Doç. Dr. Nuray ALAGÖZLÜ

**Adres:** Hacettepe Üniversitesi, Eğitim Fakültesi,  
Yabancı Diller Eğitimi Bölümü

**Tlf:** 312-297 85 75

**e-posta:**  
nurayalagozlu@gmail.com

**İmza:**

**Yardımcı Araştırmacı:**

**Adı, soyadı:**Rıdvan TÜRKMEN

**Adres:** Hacettepe Üniversitesi  
Yabancı Diller Eğitimi Bölümü

**Tlf:** 312-297 85 75

**e-posta:**  
ridvanturkmen06@gmail.com

**İmza:**

**APPENDIX 3.**  
**WESTSIDE TEST ANXIETY SCALE (ENGLISH)**

Dear Student,

The aim of this questionnaire is to determine the test anxiety levels of the university students in different levels of proficiency. The collected data will be used just for a Master Thesis. Please read each item below and indicate, by circling the appropriate category from **1** to **5**, to what extent you agree with the items. Thank you for your contribution.

**Your Level of Proficiency:** A1 \_\_\_\_\_ , A2 \_\_\_\_\_ , B1 \_\_\_\_\_ , B2 \_\_\_\_\_ , C1 \_\_\_\_\_

**Gender:** \_\_\_\_\_ Female \_\_\_\_\_ Male      **Age:** \_\_\_\_\_

**How long have you been learning English?** \_\_\_\_\_ years.

**Your Oxford Placement Test (OPT) scores?**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

<b>1</b> not at all or never true	<b>2</b> slightly or seldom true	<b>3</b> moderately or sometimes true	<b>4</b> highly or usually true	<b>5</b> extremely or always true		
1. The closer I am to a major exam; the harder it is for me to concentrate on the material.	1	2	3	4	5	5
2. When I study, I worry that I will not remember the material on the exam.	1	2	3	4	5	5
3. During important exams, I think that I am doing awful or that I may fail.	1	2	3	4	5	5
4. I lose focus on important exams, and I cannot remember material that I knew before the exam.	1	2	3	4	5	5
5. I finally remember the answer to exam questions after the exam is already over.	1	2	3	4	5	5
6. I worry so much before a major exam that I am too worn out to do my best on the exam.	1	2	3	4	5	5
7. I feel out of sorts or not really myself when I take important exams.	1	2	3	4	5	5
8. I find that my mind sometimes wanders when I am taking important exams.	1	2	3	4	5	5
9. After an exam, I worry about whether I did well enough.	1	2	3	4	5	5
10. I struggle with writing assignments, or avoid them as long as I can. I feel that whatever I do will not be good enough.	1	2	3	4	5	5



**APPENDIX 4.**  
**WESTSIDE SINAV KAYGISI ÖLÇEĞİ (TÜRKÇE)**

Değerli Öğrenci,

Bu ölçekle toplanan veriler, sınav kaygısı ve akademik başarı arasındaki ilişkiyi incelemek için yüksek lisans tez çalışmasında kullanılacaktır. Lütfen aşağıdaki maddeleri okuyun ve sınav öncesinde, esnasında ve sonrasında bu maddelerde açıklanan düşüncelere ne oranda sahip olduğunuzu ilgili kutucuğu işaretleyerek belirtiniz. Katkılarınızdan dolayı çok teşekkürler.

**Yaşınız:** \_\_\_\_\_

**Cinsiyetiniz:** Bayan \_\_\_\_\_ Erkek \_\_\_\_\_

**İngilizce Yeterlilik Seviyeniz:**

A1 \_\_\_\_\_ A2 \_\_\_\_\_ B1 \_\_\_\_\_ B2 \_\_\_\_\_ C1 \_\_\_\_\_

**Kaç senedir İngilizce öğreniyorsunuz?** \_\_\_\_\_ yıldır.

**Oxford Yerleştirme Sınavı (OPT) puanınız/puanlarınız nedir?**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

1 Hiçbir Zaman	2 Nadiren	3 Bazen	4 Genellikle	5 Her Zaman	
1. Önemli bir sınav yaklaştıkça sınav konu kapsamına yoğunlaşmakta zorlanıyorum.	1	2	3	4	5
2. Çalışırken konuları sınav esnasında hatırlamayacağımdan endişeleniyorum.	1	2	3	4	5
3. Önemli sınavlar esnasında, çok kötü yaptığımı ya da sınavdan kalabileceğimi düşünüyorum.	1	2	3	4	5
4. Önemli sınavlarda odaklanamıyorum ve sınavdan önce bildiğim konuları hatırlayamıyorum.	1	2	3	4	5
5. Sınav sorularının cevaplarını sınav bittikten sonra hatırlıyorum.	1	2	3	4	5
6. Önemli bir sınavdan önce o kadar çok endişeleniyorum ki sınavda elimden gelenin en iyisini yapamayacak kadar bitkin düşüyorum.	1	2	3	4	5
7. Önemli sınavlar esnasında kendimi mutsuz hissediyorum ve kendimde olmuyorum.	1	2	3	4	5
8. Önemli sınavlar esnasında bazen zihnimin dalıp gittiğini hissediyorum.	1	2	3	4	5
9. Bir sınavdan sonra yeterince iyi yapıp yapmadığım hakkında endişeleniyorum.	1	2	3	4	5
10. Yazma ödevlerinde zorlanıyorum, ya da mümkün olduğunca yazma ödevlerinden kaçınıyorum. Ne yaparsam yapayım yeterince iyi yapamadığımı düşünüyorum.	1	2	3	4	5

## APPENDIX 5.

### WAYS OF COPING SCALE (ENGLISH)

Dear Student,

The aim of this questionnaire is to determine the coping strategies of the university students in different levels of proficiency. The collected data will be used just for a Master Thesis. Please read each item below and indicate, by circling the appropriate category, to what extent you used it before, during and after exams. Thank you for your contribution.

**Your Level of Proficiency:** A1\_\_\_\_ , A2 \_\_\_\_ , B1 \_\_\_\_ , B2 \_\_\_\_ , C1 \_\_\_\_

**Gender:** \_\_\_\_ Female \_\_\_\_ Male      **Age:** \_\_\_\_\_

**How long have you been learning English?** \_\_\_\_\_ years.

**Your Oxford Placement Test (OPT) scores?**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

	<b>0= Never Used 2= Use quite a bit</b>	<b>1= Use Somewhat 3= Used a great deal</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Just concentrated on what I had to do next — the next step.		0	1	2	3
2	I tried to analyze the problem in order to understand it better.		0	1	2	3
3	Turned to work or substitute activity to take my mind off things.		0	1	2	3
4	I felt that time would make a difference — the only thing to do was to wait.		0	1	2	3
5	Bargained or compromised to get something positive from the situation.		0	1	2	3
6	I did something which I didn't think would work, but at least I was doing something.		0	1	2	3
7	Tried to get the person responsible to change his or her mind.		0	1	2	3
8	Talked to someone to find out more about the situation.		0	1	2	3
9	Criticized or lectured myself.		0	1	2	3
10	Tried not to burn my bridges, but leave things open somewhat.		0	1	2	3
11	Hoped a miracle would happen.		0	1	2	3
12	Went along with fate; sometimes I just have bad luck.		0	1	2	3
13	Went on as if nothing had happened.		0	1	2	3
14	I tried to keep my feelings to myself.		0	1	2	3
15	Looked for the silver lining, so to speak; tried to look on the bright side of things.		0	1	2	3
16	Slept more than usual.		0	1	2	3
17	I expressed anger to the person(s) who caused the problem.		0	1	2	3
18	Accepted sympathy and understanding from someone.		0	1	2	3
19	I told myself things that helped me to feel better.		0	1	2	3
20	I was inspired to do something creative.		0	1	2	3
21	Tried to forget the whole thing.		0	1	2	3
22	I got professional help.		0	1	2	3

	<b>0= Never Used</b> <b>2= Use quite a bit</b>	<b>1= Use Somewhat</b> <b>3= Used a great deal</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
23	Changed or grew as a person in a good way.		0	1	2	3
24	I waited to see what would happen before doing anything.		0	1	2	3
25	I apologized or did something to make up.		0	1	2	3
26	I made a plan of action and followed it.		0	1	2	3
27	I accepted the next best thing to what I wanted.		0	1	2	3
28	I let my feelings out somehow.		0	1	2	3
29	Realized I brought the problem on myself.		0	1	2	3
30	I came out of the experience better than when I went in.		0	1	2	3
31	Talked to someone who could do something concrete about the problem.		0	1	2	3
32	Got away from it for a while; tried to rest or take a vacation.		0	1	2	3
33	Tried to make myself feel better by eating, drinking, smoking, using drugs or medication.		0	1	2	3
34	Took a big chance or did something very risky.		0	1	2	3
35	I tried not to act too hastily or follow my first hunch.		0	1	2	3
36	Found new faith.		0	1	2	3
37	Maintained my pride and kept a stiff upper lip.		0	1	2	3
38	Rediscovered what is important in life.		0	1	2	3
39	Changed something so things would turn out all right.		0	1	2	3
40	Avoided being with people in general.		0	1	2	3
41	Didn't let it get to me; refused to think too much about it.		0	1	2	3
42	I asked a relative or friend I respected for advice.		0	1	2	3
43	Kept others from knowing how bad things were.		0	1	2	3
44	Made light of the situation/-refused to get too serious about it.		0	1	2	3
45	Talked to someone about how I was feeling.		0	1	2	3
46	Stood my ground and fought for what I wanted.		0	1	2	3
47	Took it out on other people.		0	1	2	3
48	Drew on my past experiences; I was in a similar situation before.		0	1	2	3
49	I knew what had to be done, so I doubled my efforts to make things work.		0	1	2	3
50	Refused to believe that it had happened.		0	1	2	3
51	I made a promise to myself that things would be different next time.		0	1	2	3
52	Came up with a couple of different solutions to the problem.		0	1	2	3
53	Accepted it, since nothing could be done.		0	1	2	3
54	I tried to keep my feeling from interfering with other things too much.		0	1	2	3
55	Wished that I could change what had happened or how I felt.		0	1	2	3
56	I changed something about myself.		0	1	2	3
57	I daydreamed or imagined a better time or place than the one I was in.		0	1	2	3

	<b>0= Never Used</b> <b>2= Use quite a bit</b>	<b>1= Use Somewhat</b> <b>3= Used a great deal</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
58	Wished that the situation would go away or somehow be over with.		0	1	2	3
59	Had fantasies or wishes about how things might turn out.		0	1	2	3
60	I prayed.		0	1	2	3
61	I prepared myself for the worst.		0	1	2	3
62	I went over in my mind what I would say or do.		0	1	2	3
63	I thought about how a person I admire would handle this situation and used that as a model.		0	1	2	3
64	I tried to see things from the other person's point of view.		0	1	2	3
65	I reminded myself how much worse things could be.		0	1	2	3
66	I jogged or exercised.		0	1	2	3



## APPENDIX 6.

### BAŞ ETME YOLLARI ÖLÇEĞİ (TÜRKÇE)

Değerli Öğrenci,

Bu ölçekle toplanan veriler, sadece yüksek lisans tez çalışması için kullanılacaktır. Lütfen aşağıdaki maddeleri okuyun ve sınav öncesinde, esnasında ve sonrasında bu maddelerde açıklanan düşüncelere sahip olduğunuzu ilgili kutucuğu işaretleyerek belirtiniz. Katkılarınızdan dolayı çok teşekkürler.

Yaşınız: \_\_\_\_\_

Cinsiyetiniz: Bayan \_\_\_\_\_ Erkek \_\_\_\_\_

İngilizce Yeterlilik Seviyeniz:

A1 \_\_\_\_\_ A2 \_\_\_\_\_ B1 \_\_\_\_\_ B2 \_\_\_\_\_ C1 \_\_\_\_\_

Kaç senedir İngilizce öğreniyorsunuz? \_\_\_\_\_ yıl.

Oxford Yerleştirme Sınavı (OPT) puanınız/puanlarınız nedir?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

	<b>0= Hiç Kullanmam</b> <b>2= Çoğunlukla Kullanırım</b>	<b>1= Bazen Kullanırım</b> <b>3= Her zaman Kullanırım</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1	Yalnızca bir sonraki adımda yapmam gereken şeye konsantre oldum.		0	1	2	3
2	Problemi daha iyi anlamak için onu analiz etmeye çalıştım.		0	1	2	3
3	Dikkatimi sorulardan uzaklaştırmak için işe veya yerine geçecek başka bir faaliyete koyuldum.		0	1	2	3
4	Yapılacak tek şeyin beklemek olduğunu düşündüm ve her şeyi zamana bıraktım.		0	1	2	3
5	Bu durumdan olumlu bir şey çıkarabilmek için pazarlık ettim ya da ödün verdim.		0	1	2	3
6	İşe yaramayacağını düşündüğüm halde bir şeyler yaptım, en azından bir şeyler yapıyordum.		0	1	2	3
7	Sorumlu olan kişiyi fikrini değiştirmesi için ikna etmeye çalıştım.		0	1	2	3
8	Durum hakkında daha fazla bilgi edinmek için biriyle konuştum.		0	1	2	3
9	Kendi kendimi eleştirdim veya kendime kızdım.		0	1	2	3
10	Köprüleri yıkamaya, bazı kapıları açık bırakmaya çalıştım.		0	1	2	3
11	Bir mucize olmasını ümit ettim.		0	1	2	3
12	Kaderime razı oldum, sadece bazen çok şanssızım.		0	1	2	3
13	Sanki hiçbir şey olmamış gibi devam ettim.		0	1	2	3
14	Duygularımı kendime saklamaya çalıştım.		0	1	2	3
15	Olayların iyi yanını görmeye çalıştım.		0	1	2	3
16	Her zamankinden fazla uyudum.		0	1	2	3
17	Soruna neden olan kişiye ya da kişilere öfkemi gösterdim.		0	1	2	3
18	Başka birinin sempati ve anlayışını kabul ettim.		0	1	2	3

	<b>0= Hiç Kullanmam</b> <b>2= Çoğunlukla Kullanırım</b>	<b>1= Bazen Kullanırım</b> <b>3= Her zaman Kullanırım</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
19	Kendi kendime, kendimi daha iyi hissettiren şeyler söyledim.		0	1	2	3
20	Yaratıcı bir şeyler yapmak için esinlendim.		0	1	2	3
21	Her şeyi unutmaya çalıştım.		0	1	2	3
22	Bir uzmandan psikolojik yardım aldım.		0	1	2	3
23	İyi yönde değiştim ya da olgunlaştım.		0	1	2	3
24	Bir şey yapmadan önce, ne olabileceğini görmek için bekledim.		0	1	2	3
25	Arayı düzeltmek (telafi) için özür diledim veya bir şeyler yaptım.		0	1	2	3
26	Bir harekât planı yaptım ve onu izledim.		0	1	2	3
27	Kendi isteğim yerine, daha az iyi olanına razı oldum.		0	1	2	3
28	Bir şekilde duygularımı dışa vurdum.		0	1	2	3
29	Problemi kendimin açtığını fark ettim.		0	1	2	3
30	Bu deneyimden, başlangıcındaki halime göre daha iyi bir noktada çıktım.		0	1	2	3
31	Problemlerle ilgili somut bir şeyler yapabilecek biriyle konuştum.		0	1	2	3
32	Bir süreliğine sorundan uzaklaştım; dinlenmeye veya tatil yapmaya çıktım.		0	1	2	3
33	Yiyerek, içerek, sigara kullanarak, uyuşturucu ya da ilaç kullanarak kendimi daha iyi hissetmeye çalıştım.		0	1	2	3
34	Büyük bir rizikoyu göze aldım veya çok riskli şeyler yaptım.		0	1	2	3
35	Çok fazla aceleci davranmamaya veya ilk önsezimi izlememeye çalıştım.		0	1	2	3
36	Yeni bir inanç buldum.		0	1	2	3
37	Gururumu korudum ve metin oldum.		0	1	2	3
38	Yaşımda neyin önemli olduğunu yeniden keşfettim.		0	1	2	3
39	Sorunun olumlu bir hale dönmesi için bir şeyleri değiştirdim.		0	1	2	3
40	Genelde insanlarla beraber olmaktan kaçındım.		0	1	2	3
41	Beni etkilemesine izin vermedim, sorun hakkında çok fazla düşünmeyi reddettim.		0	1	2	3
42	Saygı duyduğum bir akrabamdan veya arkadaşımından tavsiye istedim.		0	1	2	3
43	Ne kadar kötü şeyler olduğunu başkalarından sakladım.		0	1	2	3
44	Durumu hafife aldım, bu konuda çok ciddi olmayı reddettim.		0	1	2	3
45	Biriyle nasıl hissettiğim hakkında konuştum.		0	1	2	3
46	Boyun eğmedim ve istediğim şey için savaştım.		0	1	2	3
47	Hıncımı diğer insanlardan çıkardım.		0	1	2	3
48	Geçmiş tecrübelerimi kullandım, daha önce de benzer bir durum yaşamıştım.		0	1	2	3

	<b>0= Hiç Kullanmam 2= Çoğunlukla Kullanırım</b>	<b>1= Bazen Kullanırım 3= Her zaman Kullanırım</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
49	Ne yapılması gerektiğini biliyordum, bu yüzden işleri yoluna koymak için çabalarımı iki katına çıkardım.		0	1	2	3
50	Bunun olduğuna inanmayı reddettim.		0	1	2	3
51	Kendi kendime, bir dahaki sefere olayların daha farklı olacağına dair söz verdim.		0	1	2	3
52	Problem için birkaç tane farklı çözüm buldum.		0	1	2	3
53	Yapılacak bir şey olmadığı için durumu kabul ettim.		0	1	2	3
54	Duygularımın diğer şeylere çok fazla engel olmasını önlemeye çalıştım.		0	1	2	3
55	Olan şeyi veya nasıl hissettiğimi değiştirebilmeyi istedim.		0	1	2	3
56	Kendimle ilgili bazı şeyleri değiştirdim.		0	1	2	3
57	O anda olduğundan daha iyi bir zamanda veya yerde olmayı düşledim veya hayal ettim.		0	1	2	3
58	Sorunun çekip gitmesini veya bir şekilde sona ermesini diledim.		0	1	2	3
59	Meselenin nasıl sonuçlanabileceğine dair hayaller kurdum ve dilekler diledim.		0	1	2	3
60	Dua ettim.		0	1	2	3
61	Kendimi en kötü için hazırladım.		0	1	2	3
62	Aklımda, ne söyleyeceğimin veya ne yapacağımın üstünden geçtim.		0	1	2	3
63	Takdir ettiğim birinin bu durumu nasıl ele alacağını düşündüm ve bunu örnek aldım.		0	1	2	3
64	Meseleleri diğer kişinin bakış açısından görmeye çalıştım.		0	1	2	3
65	Meselelerin daha ne kadar kötü olabileceğini kendi kendime hatırlattım.		0	1	2	3
66	Koşuya, yürüyüşe çıktım veya egzersiz yaptım.		0	1	2	3

## APPENDIX 7. ORIGINALITY REPORT

The screenshot shows a Turnitin Originality Report for a document titled "THE RELATIONSHIP BETWEEN TEST ANXIETY AND ACADEMIC ACHIEVEMENT" by RIDUAN TURKUMEN. The overall similarity score is 17%. The report highlights two main sections of the document with a 1% similarity score each. The first section is the English title, and the second is the Turkish title. The right-hand side of the report provides a "Match Overview" table listing the sources of the matches.

**THE RELATIONSHIP BETWEEN TEST ANXIETY AND ACADEMIC ACHIEVEMENT OF ENGLISH LANGUAGE STUDENTS AND THEIR COPING STRATEGIES**

**İNGİLİZCE ÖĞRENCİLERİNİN SINAV KAYGILARI VE AKADEMİK BAŞARILARI ARASINDAKİ İLİŞKİ VE BAŞ ETME STRATEJİLERİ**

Match Number	Source	Similarity Percentage
1	Submitted to Higher Ed... Student paper	1%
2	"Individual and Group ... Publication	1%
3	David Shinji Kondo, "St... Publication	1%
4	karkent.ac.uk Internet source	1%
5	Karadeniz, sirin, "Effect... Publication	1%
6	ccsnet.org Internet source	<1%
7	ebc.beun.edu.tr Internet source	<1%
8	"Models and Theoretic... Publication	<1%



## CURRICULUM VITEA

### Personal Information

<i>Name Surname</i>	Rıdvan TÜRKMEN
<i>Birth of Place</i>	MALATYA
<i>Birth of Date</i>	03.11.1982

### Educational Background

<i>High School</i>	Mersin 75 <sup>th</sup> Year Anatolian Teacher Training High School	2002
<i>Bachelor of Arts</i>	Middle East Technical University	2006
<i>Master</i>	Hacettepe University	2016
<i>Foreign Languages</i>	English; Reading (C2), Writing (C2), Speaking (C1) German; Reading (B1), Writing (B1), Speaking (B1)	

### Working Experiences

<i>Affiliation</i>	Turkish Armed Forces	2007-.....
--------------------	----------------------	------------

### Academic Studies

#### Publications

B1 Level Undergraduate EFL Students' Acceptance of Moodle Technology. 5th International Conference on Language, Literature and Culture. 12-14 May, 2016, Burdur, Turkey
---

#### Seminars and Workshops

Validating a set of descriptors of language proficiency, Council of Europe (2015)
---

### Contact

<i>e-mail</i>	ridvanturkmen06@gmail.com
---------------	---------------------------

<i>Jury Date</i>	30 June 2016
------------------	--------------