



RESEARCH ARTICLE

Vol. 3. Issue.3.,2016 (July-Sept.)

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2628(Print):2349-9451(online)

TEST ANXIETY AMONG DISPLACED EFL LEARNERS IN KHANIK PROVINCE
KURDISTAN

ATHEER LATEEF KHAMMO¹, CISE CAVUSOGLU²

¹Kurdistan Region, Iraq

²Assist. Prof. In English Language Teaching, Near East University, Northern Cyprus



ABSTRACT

The major principle of this study was to find out the level of test anxiety among displaced EFL learners in basic schools in Khanik province in Kurdistan Region / Iraq. It also considered examining the possible differences among the variables of test anxiety and study performance, and the learners' characteristics of age, gender and grade. Test Anxiety Questionnaire (TAQ, Nist and Diehl, 1990), which consisted of 10 items of five-point Likert scale, was used to collect data from 88 displaced EFL learners in basic schools in Kurdistan. These participants were selected from 8th and 9th grade displaced EFL learners in basic schools in Khanik province. The data collections were analyzed by using descriptive statistics and t-test and ANOVA. The findings of the research revealed that displaced EFL learners in these two different grades had test anxiety (TA), whereas, female learners reported to be more anxious than male learners were and 9th grade students were found to be the most anxious learners. However, young learners scored to have a least TA than old learners in this study.

Keywords: Test anxiety, displaced learners, Yazidi people, Kurdistan

©KY PUBLICATIONS

INTRODUCTION

According to Larson (2009), Anxiety is a phenomenon that human beings routinely encounter within their daily experience. It is considered to be one of the most prevalent and pervasive human emotions, with a large sector of the world's populations suffering from excessive and overbearing levels (p. 3). Furthermore, Olatoye (2009) describes anxiety as an emotional factor that shows itself in circumstances in the form of worry and restlessness. However, Huberty (2009), defined anxiety as a normal human emotion and it emerges most often when a person is anxious about uncertain results of an event or set of conditions. While it can be detrimental in a school environment, good communication and support can help reduce its negative impact on the learners (Huberty, 2009).

Besides anxiety in general, Khammo (2015), found that "Test anxiety (TA) is a difficult EFL learners' situation that has psychological, mental, emotional and physical elements to it" (p. 106). However, Olatoye (2009) defines TA as an experience, which expresses itself in the candidate's mind and behavior in the form of

fear of failure, levels of worry, negative self-evaluation, and uncertainty, self-blame for perceived shortcomings, social evaluation, and negative prediction of what will be the outcome of a test. Furthermore, Rezazadeh and Tavakoli (2009) state "test anxiety refers to a special case of general anxiety consisting of phenomenological, physiological, and behavioral response" (p. 69). Additionally, Aydin (2013) notes that TA as an affective state has significant influence on the learning process, while Zeidner (1998) claims that TA is normally evoked in educational settings when a learner believes that his or her academic, motivational, and social aptitude and abilities are gone over by stressed stemming from the state test. Tope (2011) notes that TA refers to the fear a learner exhibits before, during or after taking a test. Asghari et al. (2012) also indicate that TA has an important role in people's educational, professional and emotional lives. Therefore, the levels and effects of test anxiety should be carefully investigated, especially for displaced EFL learners in Kurdistan.

The aim of the study and the research questions

The study aims at measuring the anxiety level of students in relation to exams among displaced EFL learners in Kurdistan. The study also will investigate whether there are any significant differences in the perspectives of different group's displaced EFL learners concerning test anxiety in basic schools. In addition to this, the study also tries to find out the attitude of students towards test anxiety. With this goal in mind, these are the questions that the study would like to address:

1. What is the level of TA among displaced EFL learners who learn English as a foreign language in Kurdistan?
2. Do students differ in their experiences with test anxiety as a function of gender, age and grade level?

Review of literature

Anxiety: Anxiety neither is an enemy of learning and reason nor is it the panacea to cure the ills of democracy. Anxiety serves to motivate learning by increasing interest, the desire for information, and information gathering itself. However, Al-Sibai (2005) defines anxiety as a real incidence that has had a highly negative impact on foreign language learners. Whereas, Loghmani and Ghonsooly (2012) identify anxiety as one of the most widespread emotional conditions that students experience in any learning situation. When this sort of emotional factor manifests itself in relation to an examination or evaluation, it is defined as test anxiety (TA).

Causes of anxiety: According to Rana and Mahmood (2010), the specific factors that cause anxiety are not explicit, but there is confirmation that younger people have a tendency to have high levels of common anxiety that further increase during evaluations. There is substantial evidence that some learners have biological tendencies to have high levels of anxiety, which make them more susceptible to TA. Furthermore, in a study about language anxiety, Beltrán (n.d.) found that learning a foreign language might involve a number of confrontations and challenges for EFL learners. Emotional factors appear to be permanently involved in such a procedure. Therefore, these factors can be measured in second language acquisition and learning. According to Tseng (2012), the main causes of anxiety are:

- (a) Low self-esteem, (b) competitiveness, (c) state (situation-specific) anxiety or personality characteristics, (d) lack of group membership, (e) overt, explicit error correction, (f) speaking English in front of the class, (g) little declarative (explicit) knowledge, (h) lack of class preparation, and (i) uneven allocation of turns. (p. 77)

Similarly, Subaşı (2010) found that there were a number of factors leading to anxiety, such as lack of vocabulary, low English ability and memory disassociation. Lee (n.d.) argues that low confidence and competitiveness can be two major features causing language anxiety. Learners with high confidence can achieve better than learners who have low confidence. However, Hashemi and Abbasi (2013) show that every factor or state that produces possibilities or improves the chances of revealing their lacks and language imperfections in front of others is possible to cause language anxiety for ESL/EFL learners. This condition could be either classroom communication in the appearance of an open class meeting, group participation or class, presentation, or giving a short chat in any community event expected to challenge the learners' communicative abilities, (Khammo, 2014, pp. 17-18).

Test anxiety: Excessive test anxiety and poor study behavior are two specific areas that have been shown to have an impact upon academic success of students. According to Tope (2011), test anxiety is one of the most important factors that lead learners to score poorly in tests. One of the problems of the educational and academic system and learners is the test format (Tooranposhi, 2011). In their study, Trifoni and Shahini (2011) reveal that TA usually influences learners before and especially during tests. They found that some of the factors that cause TA are connected to lack of training for the tests and/ or insufficient test training, fear of negative evaluation, bad results of previous tests, time limitations and stress, the number of topics included in the test, and the complexity of course content. Additionally, TA gives rise to physical and emotional problems. Furthermore, Abdi et al. (2012) state that TA refers to the kind of anxiety, which makes a person hesitant and uncomfortable about his or her own abilities and as a result to decrease the ability to manage with the stress of the exam and evaluation process.

In this regard, Afzal (2012) describes test anxiety as a serious problem for learners because it hinders with their ability to think and do well throughout the exams. Moreover, Zaheri, Shahoei and Zaheri (2012) note that test anxiety can be explained as physiological, cognitive, and emotional responses produced by stress experienced throughout the measurement and it is a sense has a negative role in the learners' feelings towards cures. Stober (2004) claims that test anxiety decreases learners' educational achievement, life quality and internal enthusiasm and it makes difficult for them to concentrate.

Displaced people/EFL learners : The definition of internally displaced persons (IDPs) most commonly used comes from the United Nation's (UN) Guiding Principles on Internal Displacement. The Guiding Principles define IDPs as "persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border." Furthermore, European Commission, (2015) defined that an internally displaced person (IDP) is someone who was forced to flee his/her home but who did not cross a state border. IDPs benefit from the legal protection of international human rights law and, in armed conflict, international humanitarian law. People flee from their hometowns because of conflicts, violence, human rights violations but also natural disasters are forcing millions of people to leave their homes and to flee from destruction and persecution. The majority of refugees and IDPs live in the developing world, which means that they find refuge in countries and among people who already struggle with poverty and hardship. Their survival usually depends on the availability of assistance which is provided by local communities and international organisations, (European Commission, 2015). In August, 2014 (Islamic State of Iraq and Syria) forces drove some 400,000 Yezidi people out of their hometown of Sinjar, where they were forced towards the Sinjar Mountains in order to protect their lives and most of them fled to Kurdish places in Kurdistan Region/Iraq. Presently, they are still under persecution and the threat of genocide by ISIS in the northwestern Iraq.

Yezidi people: According to Edward (2006), the Yezidis are an ancient and proud people from the heart of Mesopotamia, the birth place of civilization and the birth place of many of the world's religions. The Yezidi religion, which is the third largest religion in Iraq after Islam and Christianity, was initiated in Mesopotamia during the Sumerian period four thousand years before BC, however, the Yezidi community is home-grown to Iraq, with religious practice dating back to the Sumerian period in Mesopotamia, approximately 2000 BCE, Christian Peacemaker Teams in Iraq (2005). They are a unique ethnic group, with a religion, language, and culture different from the Arab and Kurdish cultures among whom they live. Yezidis are mostly based in Iraq but are also found in Syria, Turkey and Iran. There are Yezidis also in Armenia, Georgia. Especially during the latest unrest in the region, many have been forced to flee their homeland and many now reside in Sweden, Denmark, France, UK, Germany and other countries.

METHODOLOGY

Design: The current study was designed as a survey study with a quantitative methodology. Test Anxiety Questionnaire (TAQ, Nist and Diehl, 1990), which consisted of 10 items of five-point Likert scale, was used to

collect data from 88 displaced EFL learners in basic schools in Kurdistan to find out the levels of test anxiety (TA) among displaced EFL learners in basic school English as a Foreign Language (EFL) learners.

Population, sampling and the sample: Participants in the present study were selected randomly among displaced EFL learners studying at two different grade levels (eighth grade and ninth grade) in the basic schools in Khanik province in Kurdistan. Khanik Province is a small city in the Dohuk Governorate in Kurdistan (Khammo, 2015). About 25,000 local people and 70,000 displaced people who fled from ISIS came to live in this city. They are currently a minority group in the city. The following table will show the reader the distribution of population of the current study.

Table 1: Distribution of participants based on gender, grade level and age of learners

	Frequency	Percentage	Frequency
gender			
Male		51	60 %
Female		37	40 %
Grade level			
8 grade		30	34.1 %
9 grade		58	65.9 %
Learners' age			
13_14		28	31.8 %
15_16		38	43.2 %
17_18		22	25 %

Data collection procedures: To collect data from displaced EFL learners on their TA levels, the Test Anxiety Questionnaire (TAQ, Nist and Diehl, 1990) was used to obtain the goal of the present study. In order to facilitate students' understanding of the items in the TAQ and increase the validity of the questionnaire, the TAQ was translated into Kurdish language by the researcher and the final version was TAQs were distributed to the learners during their English language lessons by the researcher himself. Information about the aims of the study and guidelines on how to fill in the questionnaires was provided to the displaced EFL learners in advance by the researcher. Finally, the researcher gave the participants 30 minutes to fill in the TAQ. This time was divided into two parts; first 10 minutes were given to answer and fill up demographic information part and then 20 minutes were given to respond to the TA items.

Instruments: The instrument that was used to collect descriptive data consisted of two parts: The first part aimed at collecting information about the participants' background and demographic data for the purposes of comparison. With the tremendous influx of displaced students, it is important to determine if demographic variables are related to test anxiety and study behavior. The demographic information collected from the participants included gender, age and grade level. The second part of the instrument included the TAQ developed by Nist and Diehl (1990) see appendix A. This part aimed to find out the levels of TA among displaced EFL learners in Kurdistan. The TAQ consisted of 10 statements. The participants were asked to state the frequency of experiencing the given conditions on a five point Likert-scale (never, sometimes, usually, often, and always). Nist and Diehl (1990) score the level of TAQ as follows;

The Test Anxiety Score can be calculated by summing the scores for each item of the questionnaire. The scores will range from 10 to 50. A low score (10-19) indicates that you do not suffer from test anxiety. In fact, if your score was extremely low (close to 10), a little more anxiety may be healthy to keep you focused and to get your blood flowing during exams. Scores between 20 –35 indicate that, although you exhibit some of the characteristics of test anxiety, the level of

stress and tension is probably healthy. Scores over 35 suggest that you are experiencing an unhealthy level of anxiety.

Data analysis procedures: Data collected through the survey was analyzed by using the Statistical Package for the Social Sciences (SPSS) Version 20. Descriptive statistics, namely mean scores, standard deviations, frequencies and percentages were calculated for all items. T-test and ANOVA tests were used to find out the significant differences between the TA scores of groups of participants based on the variables identified in the research questions. They were addressing the relationship between these variables and student characteristics such as gender, age, and grade level. Finally, post-hoc analysis was carried out where significant differences were found.

Findings and discussion

This section will present the findings of the survey on test anxiety among displaced EFL learners in basic schools in Khanik province in Kurdistan Region / Iraq. Group comparisons will be illustrated for displaced EFL learners based on their levels of TA and their gender, grade level and age. Results of statistical tests will be discussed in relation to possible significant differences among groups of learners who forced to flee from the threat of ISIS. Finally, a discussion of the findings will be provided with regard to the review of relevant literature about the current study about test anxiety and displaced learners in basic school.

The level of test anxiety among displaced EFL learners in Kurdistan

The results of the present analysis of data collection on TA among displaced EFL learners in basic schools in Kurdistan specified that general, the learners have a moderate level of TA ($M = 27.43$, $SD = 19.32$).

Table 2: Level of TA among Kurdish EFL learners in basic schools

Mean	Std. Deviation	N	Level of TA
27.43	19.32	88	Moderate

The present analysis displayed that from 88 displaced EFL learners that participated in the study, some participants had higher levels of TA and others had low and moderate levels of TA. These samples were divided into three groups according to their levels of TA. The following table shows the levels of TA and number of participants for each level.

Table 3: Distribution of participants and levels of TA

Levels of TA among displaced learners	N	Percentage
Low level of TA	26	29.5 %
Moderate level of TA	55	62.5 %
High level of TA	7	8 %
Total	88	100 %

As shown in Table 3, about 62.5 % displaced EFL learners had a moderate level of TA, meaning that more than half of the learners in the study were moderately anxious when taking tests at the school with learners who, escaped from their home, frightened of killing.

The results of the present study according to different variables of the study indicated that the age of learners scored to have effects on the learners' experience while they were taking tests at the school ($M = 1.93$, $SD = .75$), it means that old and young learners were anxious about tests, as seen in the table 4.

Table 4: Level of TA among displaced EFL learners in based in their variables

Variables	Mean	Std. Deviation
Age	1.93	.75
Grade level	1.65	.48
Gender	1.42	.50

The results of the present study revealed that the most important factor that displaced EFL learners faced in relation to TA was worrying when they were taking tests at the school. In this point, the item 10 that received the highest mean score was whether the applicants failed to choose the correct answer before starting tests ($M = 3.57$, $SD = 1.42$). Whereas, item 7 and 4 showed that EFL learners' thoughts about the difficulty and the main idea of the questions in the test paper while they were taking important tests, these features showed that students reported increasing levels of worry about tests ($M = 3.18$, $SD = 1.47$ and $M = 3.00$, $SD = 1.31$ respectively). Furthermore, learners also appeared to be highly worried about the outcome of the test, as seen in the table 5.

Table 5: Items with the highest mean scores in the TAQ

TAQ items		Mean	SD
Q10	I have trouble choosing answers.	3.57	1.42
Q7	I remember the information that I blanked once I get out of the testing situation.	3.18	1.47
Q4	I read through the test and feel that I do not know any of the answers.	3.00	1.31
Q6	My mind goes blank during a test.	2.97	1.30
Q5	I panic before and during a test.	2.55	1.40
Q9	I make mistakes on easy questions or put answers in the wrong places.	2.49	1.30
Q1	I have visible signs of nervousness such as sweaty palms, shaky hands, and so on right before a test.	2.27	1.24
Q8	I have trouble sleeping the night before a test.	2.26	1.37
Q2	I have "butterflies" in my stomach before a test.	1.88	1.28
Q3	I feel nauseated before a test.	1.81	1.15

Levels of TA based on different variables: In order to understand the relationship between certain variables and TA, further analysis of significance tests were carried out. In the following sections, these variables will be investigated one by one.

Gender: When individual items were analysed, the results of the independent samples t-test showed that there were only 2 items in the TAQ that were significantly different related to gender and TA. Significant differences were found between male and female displaced EFL learners according to test anxiety while they were taking test or before taking tests at school. Furthermore, participants of the current study reported that they experienced certain bodily symptoms more than others, such as sweaty palms, shaky hands and nauseated. According to Asghari et al. (2012), in the middle years of elementary school, gender differences in TA begin to emerge, and female learners tend to talk about higher TA levels compared to male learners starting from basic school through high school and college. In addition, worry in female learners appeared to be considerably higher related to low avoidance managing. According to Rastegar, Akbarzeh, and Heidari (2010), regarding TA and gender, the results of their study indicate that females are more test anxious than males. However, they found that no significant relationship existed between foreign language classroom anxiety and gender. Rezazadeh and Tavakoli (2009) also found that female learners experienced significantly higher levels of foreign language anxiety than males while they were taking language tests.

Based on the results of the study, female learners were found to be more anxious than male learners among displaced EFL learners who live in Kurdistan. Female learners had visible signs of nervousness statistically more often male learners (item 1, $M = 2.62$, $SD = 1.30$) than male learners before taking tests ($M = 2.02$, $SD = 1.14$), $t(86) = -2.31$, $p < 0.027$. Furthermore, in the current study, there were gender differences found in learners' experienced levels of bodily symptoms $t(86) = -2.31$, $p < 0.000$. Before taking tests, female learners (item 3, $M = 2.27$, $SD = 1.37$) reported that they were more unwell and anxious than males ($M = 1.47$, $SD = .83$), as shown in table 6.

Table 6: Items with significant differences between groups of students based on gender

TAQ items	gender	N	M	SD	T	Df	Sig.
-----------	--------	---	---	----	---	----	------

Q1	I have visible signs of nervousness such as sweaty palms, shaky hands, and so on right before a test.	Male	51	2.02	1.14	-2.31	86	.027
		Female	37	2.62	1.30			
Q3	I feel nauseated before a test.	Male	51	1.47	.83	-3.40	86	.000
		Female	37	2.27	1.37			

Grade level. In order to know whether there are any significance differences among the participants' TA based on their grade levels, an independent sample t-test was used to find and analyse the results. This was a significant variable as earners are required to pass grade level achievement tests, also known as high-stakes tests, in order to graduate. As a result of the attention focused on passing important tests throughout one's educational career, a great deal of pressure is added to the achievement and scores (Morris, 2010).

Table 7: Items with significant differences between groups of students based on grade level

	TAQ items	Grade	N	M	SD	T	df	Sig.
Q4	I read through the test and feel that I do not know any of the answers.	8 grade	30	2.60	1.28	-2.10	86	.047
		9 grade	58	3.21	1.29			
Q10	I have trouble choosing answers.	8 grade	30	2.97	1.30	-2.92	86	.035
		9 grade	58	3.86	1.39			

As shown in the table 7, the results of the present study indicated that the displaced EFL learners at the 9th grade were found to be more anxious and worried while they were taking tests than the 8th grade learners' at the school. It means that 9th grade students suffered more from TA due to their grade level, experience and knowledge than 8th grade students. In item 4, the findings of the study showed that the participants at the 8th grade (M = 2.60, SD = 1.28) felt more comfortable and relaxed than 9th graders (M = 3.21, SD = 1.29) while they were taking tests. In addition, learners were worried about giving correct answers during examinations, $t(86) = -2.10, p < 0.047$. Similarly, in item 10, displaced EFL learners at the 9th grade (M = 3.86, SD = 1.39) were suffering from choosing the right answer at the testing time, whereas the learners at the 8th grade (M = 2.97, SD = 1.30) had more chance to choose the correct answer and that they were not suffering, $t(86) = -2.92, p < 0.035$. It means that learners at the 9th grade are more anxious and worried than 8th learners during the tests at the school. In the contrast of the current study, Khammo (2015), found that the EFL learners at the 8th grade were more anxious and uncomfortable about testing than 9th grade learners.

Age: In order to understand whether there were any differences among groups of learners based on their ages, one-way ANOVA and post-hoc LSD tests were used. One-way ANOVA results revealed that there was only one item where significant differences were observed among groups of learners based on age of the learners. For this item, which was about the students' worry of choosing answers during the test (item 10), ($F [2, 85] = 3.32, p = 0.041$), the EFL learners at the age of 15-16 (M = 3.97, SD = 1.35) were found to be statistically more anxious, nervous and apprehensive than the learners at the age of 17-18 (M = 3.41, SD = 1.35). Participants at the age of 13-14 (M = 3.11, SD = 1.26) were found to have the lowest level of anxiety and worry while they were choosing the answers of the question during testing. Details of this analysis can be seen in the tables 8 and 9. Furthermore, Aydin (2013) mentioned that the older the learners the more they are worried about tests, are unhappy after testing and uncomfortable before, and likely to be afraid of failure. For instance, learners in the senior school are more apprehensive about accepted exams, and are affected more negatively by the conditions of their performance than learners in primary and middle school.

Table 8: Differences between TAQ score based on age of learners

	TAQ item	ages	N	Mean	Std. Deviation
Q10	I have trouble choosing answers	13_14	28	3.11	1.26
		15_16	38	3.97	1.35
		17_18	22	3.41	1.59

Total	88	3.56	1.42
-------	----	------	------

Table 9:Items with significant differences between groups of students based on age

TAQ item		Sum of Squares	df	Mean Square	F	Sig.
Q10 I have trouble choosing answers	Between Groups	12.75	2	6.37	3.32	.041
	Within Groups	162.97	85	1.92		
	Total	175.72	87			

According to the findings of Post-hoc tests, there appeared to be significant differences between 13-14-year old participants and 15-16-year old participants in their TA levels. (see table 10).

Table 10:Post-hoc test results for age of learners

Dependent Variable	(I) age	(J) age	Mean Difference	Std. Error	Sig.
Q10 I have trouble choosing answers	13_14	15_16	-.86654*	.34486	.014
		17_18	-.30195	.39449	.446
	15_16	13_14	.86654*	.34486	.014
		17_18	.56459	.37095	.132
	17_18	13_14	.30195	.39449	.446
		15_16	-.56459	.37095	.132

Summary of findings: The main purpose of this study was to look at the TA behavior of displaced EFL learners at basic schools in Khanik province in Kurdistan Region. Based on the findings and the results of the questionnaire, the following main results were obtained from data analysis:

- It was revealed that displaced EFL learners in basic schools in Kurdistan had test anxiety while they were taking tests. However, the results showed that there were significant differences between TA levels experienced based on different variables.
- Female learners reported that they felt more anxious and fear while taking tests compared to males, which meant that displaced female learners had more TA than male learners while they were taking tests at the school.
- The results of the study showed that learners in the 9th grade were the most anxious group about taking tests.
- Furthermore, the study found that learners at the age of 15-16 scored to have more TA than the other groups while taking tests.

Based on these findings, it can be argued that TA is a learnt phenomenon as older displaced EFL learners with higher grade levels scored to have more TA at the time of testing than any of the other groups in the study.

Recommendations

According to the findings of the current study, some recommendations can be presented for further practice:

- EFL curriculum designers and language educators should review their principles for assessment and evaluation of learning in the basic schools in 8th and 9th grades in Kurdistan because one of the major findings of this study revealed that TA is learnt in school. More importantly, it is affected by the previous performances of students in tests and it also affects students’ performances in future tests due to fear of negative consequences (Khammo, 2015).
- UN and other organizations should help displaced learners and prepare all things related to the education and opening extra schools for these group of learners who left their home from threatening and forcing of ISIS in 2014. However, they should open special courses about psychology for them and explaining how to decrease anxiety and fear.
- UN and other organizations should reserve humanitarian projects for children in conflict regions, providing them with contact to go to schools where they can learn in a safe environment, as well as

with psychological support to heal their traumatic war experiences. Such project should include Yezidi populations in Kurdistan region and should especially focus on TA if we want these groups to succeed academically as well as in life.

- Iraqi governments and Kurdish authorities should give more chance to displaced people to work and share in local community and make them feel happy without any fear. They should provide opportunities for displaced children to occupy their free time with learning.
- Local people should help them to share in their social activities without any differences between these two groups of people.
- EFL educators should try to avoid focusing too much on assessment and evaluation through tests and should integrate other communicative ways of evaluating foreign language performance in order to make them succeed in their academic period at school.
- Teachers and parents should be aware that female EFL learners may need more support in dealing with symptoms of TA in order to make them relaxed before taking test.
- EFL learners in Kurdistan should be made aware of what TA is and training in overcoming TA should be part of the academic course in the basic school program.
- Consistent measurements of TA should be made part of the basic school education in order to inform teachers, parents and educational administrators about TA levels of learners (Khammo, 2015) training in relation to TA and ways to deal with it should be given to all teachers, particularly EFL teachers, to enable them to help their students.
- EFL learners as test takers should be adequately informed about the demands of the tests. They should be provided with previous information about the test structure and format about test material. Basically, they must have access to samples of the test before taking midterm or final tests at the school.

Conclusion: The case of Yezidi community in Iraq presents an example of how IDPs can be influenced by several life threatening issues that may happen outside of their control. When test taken in schools are considered, it can be argued that the testing situation may evoke feelings of fear and anxiety as well as bringing out physical symptoms in test takers. Moreover, it can affect their performances during the test itself, which may have real consequences for them in later life. By identifying where and how TA takes place among this particular group of learners, the current study has paved the way to design intervention and support programs for the displaced EFL learners to enable them to adapt to their new environments and to perform to the best of their abilities.

Acknowledgement: I would like to thank all the people who participated in this study in Khanik province.

References

- Abdi, H. M., Bageri, S., Shoghi, S., Goodarzi, Sh., & Hosseinzadeh, A. (2012). The role of metacognitive and self-efficacy beliefs in students' test anxiety and academic achievement. *Australian Journal of Basic and Applied Sciences*, 6(12), 418-422.
- Afzal, H., Afzal, S., Siddique, S. A. & Naqvi, S. A. (2012). Measures used by medical to reduce test anxiety. *Journal of Pakistan Medical Association*, 6(9), 982- 986.
- Al-Sibai, D. M. (2005). *L2 anxiety of Saudi female university students enrolled in speaking courses*. Retrieved October 25, 2013, from <http://faculty.ksu.edu.sa/dinaalsibai/Research%20Papers/13.%20Speech%20Anxiety>.
- Asghari, A., Kadir, R.A, Elias, H. & Baba, M. (2012). Test anxiety and its related concepts: A brief review. *GESJ: Education Science and Psychology*, 3(22), 3-8.
- Aydin, S. (2013). Factors affecting the level of test anxiety among EFL learners at elementary schools. *E-International Journal of Educational Research*, 4(1), 63-81.
- Beltrán, M. A. (n.d.). *Anxiety effects on EFL learners when communicating orally*. Retrieved July 29, 2013, from <https://www.google.com.cy/search?q=Anxiety+Effects+on+EFL+Learners+When+Communicating+ora>

- lly&aq=f&oq=Anxiety+Effects+on+EFL+Learners+When+Communicating+orally&aqs=chrome.0.57.1240&sourceid=chrome&ie=UTF-8
- Christian Peacemaker Teams in Iraq, (2005). Iraq's Yezidis A Religious and Ethnic Minority Group Faces Repression and Assimilation.
- Edward C. C. (2006). Yezidis New Year 6756. London Ontario
- European Commission, (2015). Refugees and internally displaced persons. Echo Factsheet.
- Guiding Principles on Internal Displacement, E/CN.4/1998/53/Add.I, February 11. New York: United Nations.
- Hashemi, M., & Abbasi, M. (2013). The Role of the Teacher in Alleviating Anxiety in Language Classes. *International Research Journal of Applied and Basic Sciences*, 4(3), 640-646.
- Huberty, T. J. (2009). *Test and performance anxiety*. Retrieved April 9, 2014, from http://www.nasponline.org/resources/principals/Anxiety_NASSP_Oct09.pdf
- Khammo, A. L. (2015). Test Anxiety among Kurdish EFL Learners in Basic Schools in Kurdistan. *International Journal of English Language & Translation Studies*. 3(3), 105-120.
- Larson, H. A., & et al. (2009). *Reducing test anxiety among third grade students through the implementation of relaxation techniques*. Retrieved November 5, 2013, from <http://jsc.montana.edu/articles/v8n19.pdf>.
- Lee, M. (n.d.). *Differences in the learning anxieties affecting college freshman students*. Retrieved November 5, 2013 from <http://www.nus.edu.sg/celc/research/books/3rdsymposium/169to182-lee.pdf>
- Loghmani, Z., & Ghonsooly, B. (2012). The interrelationship between EFL learners' levels of reading anxiety and their levels of cognitive test anxiety: An analysis of EFL learners' speed of processing an IELTS reading test. *International Journal of Linguistics*, 4(3), 191-210.
- Morris, A. (2010). *Strategies teachers use to help students with test anxiety in limited resource environments. A Master's Research Project Presented to The Faculty of the College of Education Ohio University, Ohio*. Retrieved April 11, 2014, from <http://www.ohio.edu/education/academic-programs/teacher-preparation/department-of-teacher-education/masters-programs/loader.cfm?csModule=security/getfile&PageID=2185264>
- Olatoye, R. A. (2009). Students' test anxiety, motivation for examinations and science achievement in junior secondary schools in Ogun State, Nigeria. *International Journal of Psychology and Counselling*, 1(10), 194-198.
- Rana, R. R., & Mahmood, N. (2010). The relationship between test anxiety and academic achievement. *Bulletin of Education and Research*, 32(2), 63-74.
- Rastegar, M., Akbarzeh, M., & Heidari, N. (2010). *The Relationship between Demotivation, Test Anxiety, and Foreign Language Classroom Anxiety among Iranian EFL Students*. Retrieved December 13, 2013, from <http://www.hindawi.com/isrn/education/2012/215605/>
- Rezazadeh, M., & Tavakoli, M. (2009). Investigating the relationship among test anxiety, gender, academic achievement and years of study: A case of Iranian EFL university students. *English Language Teaching*, 2(4), 68-74.
- Riasati, M. J. (2011). Language learning anxiety from EFL learner's perspective. *Middle East Journal of Scientific*, 7(6), 907-914.
- Stober, J. (2004). Dimensions of test anxiety: Relations to ways of coping with pre-exam anxiety and uncertainty. *Anxiety, Stress, & Coping*, 17, 213-226.
- Subaşı, G. (2010). What are the main sources of Turkish EFL students' anxiety in oral practice? *Turkish Online Journal of Qualitative Inquiry*, 1(2), 29-49.
- Tooranposhi, M. G. (2011). A new approach for test anxiety treatment, academic achievement and metacognition. *International Journal of Information and Education Technology*, 1(3), 221-230.
- Tope, O. (2011). *Age, sex and test anxiety as predictors of examination malpractices among secondary school students*. Retrieved September 18, 2013, from <http://naijaprojects.blogspot.com/2011/04/age-sex-and-test-anxiety-as-predictors.html>

- Trifoni, A. & Shahini, M. (2011). How does exam anxiety affect the performance of university students? *Mediterranean Journal of Social Sciences*, 2(2), 93-100.
- Tseng, S. F. (2012). The factors cause language anxiety for ESL/EFL learners in learning speaking. *WHAMPOA - An Interdisciplinary Journal*, 63, 75-90.
- Zaheri, F., Shahoei, R & Zaheri, H. (2012). Gender differences in test anxiety among students of guidance schools in Sanandaj, Iran. *Wudpecker Journal of Medical Sciences*, 1(1), 1-5.
- Zeidner, M. (1998). *Test anxiety in educational contexts: concepts, findings, and future directions*. Retrieved September 18, 2013 from <http://psycnet.apa.org/psycinfo/2007-04736-010>.

Appendix A

Test Anxiety Questionnaire, TAQ (Nist and Diehl,1990) English version of TAQ

Directions

- Put a tick (✓) in the column that you choose
- When you have completed the questionnaire, please return it as soon as you could.

1. Gender: Male Female
2. Grade level: 8th 9th
3. Age of learners : 13-14 years 15-16 years 17-18 years

No.	Questionnaire's item	Never	Sometimes	Usually	Often	Always
1	I have visible signs of nervousness such as sweaty palms, shaky hands, and so on right before a test.					
2	I have "butterflies" in my stomach before a test.					
3	I feel nauseated before a test.					
4	I read through the test and feel that I do not know any of the answers.					
5	I panic before and during a test.					
6	My mind goes blank during a test.					
7	I remember the information that I blanked once I get out of the testing situation.					
8	I have trouble sleeping the night before a test.					
9	I make mistakes on easy questions or put answers in the wrong places.					
10	I have trouble choosing answers.					