

# Factors Affecting The Level Of Test Anxiety Among Efl Young Learners In The Flyers Speaking Test

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**ABSTRACT:** *Test anxiety has long been considered the main cause of negative effects on test results of young language learners, especially in the speaking test. There have been many studies on test anxiety around the world as well as in Vietnam. However, little has been conducted in the context of EFL young learners. This study aimed to understand the factors affecting the level of EFL young learners' anxiety test in the Flyers speaking test. A total of 129 young learners from different foreign languages centers in the Mekong Delta in Vietnam participated in this study. Questionnaires and interviews were conducted to collect data, which were then analysed using descriptive statistics and content analysis. The participants reported that they dealt with certain test anxiety and actually had several psychological reactions. Moreover, most of the contestants expressed anxiety due to pressure from their families. In general, the findings of this study share similar findings of previous research on the important role of test anxiety among EFL young learners and the controversial opinions about influential factors that test anxiety affects test results. Findings also show that parents need to be trained to deal with anxiety before exams to help their children achieve their academic goals with less stress and anxiety before the exams. Implications were suggested.*

**Key words:** *Speaking anxiety, test anxiety, Flyers Test, factors affecting test anxiety*

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## I. Introduction

### 1.1 Theoretical background

English has played a vital role as a crucial instrument in globalization, resulting in concerns for ways to master this international language, which is often officially acknowledged via certificates. In the EFL learning context as Vietnam, speaking English has always been more and more a critical skill for EFL learners (Toubot et al., 2017; Shi, 2012). However, Vietnamese learners can be good at such other skills as reading, writing, and listening but they seem to be poor at the speaking skill (Mudassar et al., 2014). This is partly because they do not have enough opportunities to get access to the target language, and other affecting factors like biological factors, social factors and psychological factors impede the speaking of ESL learners. The situation is worsened in case of EFL learners attending speaking tests. Among those tests, Flyers (one of Cambridge English Qualifications, which is a fun, activity-based English test for children, both spoken and written) is very common in Vietnam. However, test anxiety has long been considered as a main cause for negative impacts on young test-takers' performance (John, 2018), especially in the speaking test because of their oral direct contact with examiners.

Various research aimed at improving testing scores in general, and factors affecting testing results, including test anxiety. Test anxiety has been defined as the emotional, physiological, and behavioral responses surrounding the potential consequences of a negative evaluation on an upcoming test or exam (Zeidner, 1998). Recent work by Lowe (2008) and colleagues suggests that biopsychosocial factors, including biological (e.g., physiological arousal), psychological (e.g., emotional or cognitive factors), and social (e.g., parent pressure), contribute to the development and expression of test anxiety (Lowe & Lee, 2008; Lowe et al., 2008). Research has shown that test anxiety correlates negatively with performance on aptitude and achievement measures (Hembree, 1988; McDonald, 2001). These findings suggest that individuals perceive testing as a threatening experience and feel that they do not have the resources to perform well on the test. Therefore, the results of those who are anxious about the test may not be a true reflection of their true abilities.

So far, several studies on the test anxiety have been conducted, but few studies focus on the foreign language test anxiety, especially on young test-takers.

### 1.2 Contextual background

In Vietnam, mastering English, especially gaining international certificates such as TOEFL, IELTS (for academic purposes), TOEIC (for officers), or series of MOVERS, FLYERS (for young learners) have benefited

test-takes in many ways. However, those certificates sometimes could not reflect true capacity of the candidates due to many factors, including test anxiety.

Many studies on test anxiety investigated academic evaluation, which is described as a fear of failing tests among adult language learners, while research activities focusing on young learners are fairly limited. Previous studies (Aydin, 2020; Toubot, 2017) considered that test anxiety is a significant factor that affects the foreign language learning process and that there is a serious lack of research on test anxiety among EFL learners at elementary schools. Many studies on test anxiety among adult language learners (Cakici, 2016; Rasor, 1998) have been performed, while only a few studies have dealt with overall test anxiety. In Vietnam, research in the area of foreign language test anxiety is very limited although a number of studies on foreign language anxiety have been identified (Nguyen & Nguyen, 2021; Tran & Baldauf, 2012; Tran, & Baldauf, 2013; Tran & Moni, 2015; Le, 2016.). The researchers indicate that Foreign Language Anxiety mainly originated from learner-related factors. Although FLA had both positive and negative impacts, the students reported suffering from anxiety more than benefiting from it.

Given the high prevalence of test anxiety among school-aged children (Segool, Carlson, Goforth, Von Der Embse, & Barterian, 2013) and the disruptive effects of test anxiety on children's academic careers (Ergene, 2003), more child-based studies are needed to fill the gap in our knowledge of the impact of test anxiety in this early stage of education. Furthermore, teachers should be aware of these causes of anxiety to decide which actions to take in order to prevent their students from anxiety (Nguyen, Chau, Nguyen, & Thuy, 2021). Therefore, the researchers attempted to conduct the research entitled "Factors Affecting the Level of Test Anxiety among EFL Young Learners in the the Flyers Speaking Test." The study examined two research questions: (1) What factors affect the level of test anxiety of EFL young learners in the Flyers Speaking Test? and (2) To what extent does test anxiety affect EFL young learners' performance in the Flyers Speaking Test?

### **1.3. Research aims**

The study aimed at finding out the factors affecting the level of test anxiety among EFL young learners in the Flyers Speaking Test, and to what extent test anxiety affects their performance in the Flyers Speaking Test.

### **1.4. Significance of the study**

The study was conducted with the expectation that its findings would contribute to enrich educational studies in the field of foreign language test anxiety. The study results could provide suggestions for foreign language centers, EFL teachers, and FLYERS candidates on factors affecting the level of test anxiety, and how they can affect candidates' performance in the speaking test. In particular, FLYERS candidates and their parents could have references to avoid the negative effects from test anxiety. EFL teachers could have references to prepare their young learners prior to the FLYERS exam in order to maintain and promote their good states to perform well in speaking test. Foreign language centers which provide FLYERS preparation courses could have references to include necessary preparations including essential factors boosting test-takers' true ability.

## **II. Literature Review**

### **2.1 Foreign language test anxiety**

Pintrich and Schunk (2002, p. 300) defined test anxiety as "a set of phenomenological, physiological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation." It is the harsh emotions that have physiological and behavioral concomitants that one experiences in evaluative situations. When test anxiety occurs many cognitive and attentional processes interfere with effective task performance (Dusek, 1980). The effects of test anxiety have been reported in a variety of studies in general education as well as in second/foreign language education (Hembree 1988; Gregersen et al. 2014; Sawyer 2005; Vitasari et al. 2010). Covington et al. (1986) proposed that the worry component of anxiety might interfere with test performance.

In the field of second/foreign language learning, language tests are often used as screening mechanisms in selecting potential candidates for educational institutions (Zang, 2004; Oh, 1992). MacIntyre et al. (1997) posited that the interrelation between anxiety and language learning outcomes forms a vicious circle; that is, high anxiety levels lead to poor learning outcomes, and poor learning outcomes lead back to higher anxiety levels. A knowledge of English is obligatory and achieving competence in the language is a prerequisite to graduate or for choosing a good class or good school. With this pressure in mind, learners are more likely to experience anxiety in the classroom (Liu, 2006; Mak, 2011).

Young (1991) noted that if a test includes material not taught in the curriculum or types of questions for which students had not done before, they felt worried. Two other causes of test anxiety containing fear of having bad grades and limited time for the test are established by Ohata (2005). Moreover, Bachman and Palmer (1996) found that test anxiety can be stimulated by incomplete test-taker characteristics such as topical awareness, language expertise, personal characteristics, and strategic competence; test anxiety can also be related to the ability of learners, task complexity, and lack of preparation for a test. In the same line, language proficiency and language history were found to have an effect on students' test anxiety (Rotenberg, 2002).

Specifically, learners' lower research skills, have been described as the best predictor of test anxiety by Rasor and Rasor (1998), while Horwitz (2001) indicated that inadequate language learning is a cause rather than a consequence of test anxiety. A relationship between the level of test anxiety and the situational variables such as environments, a form of exam halls, and sitting arrangements was concluded by Lee (1988) and Bushnell (1978).

## **2.2 Speaking anxiety**

Speaking anxiety plays a crucial role affecting the fluency of the individual's oral communication. McCroskey (2012) defined speaking anxiety as the fear or apprehension of communicating with another person or persons, whether actual or expected. Du (2009) also defined speaking anxiety as one of the mental issues that L2 acquirers suffer. From their perspectives, Casado and Dereshiwsky (2001) admitted that although second language college students are mentally matured, they are somewhat immature regarding communication abilities. They reported that the student's incapability in expressing themselves or lack of mutual understanding may lead to anxiety when speaking a foreign language.

Gaibani and Elmenfi (2016) defined speaking anxiety as "a type of shyness characterized by fear about communicating with people." Almost all the researchers who worked under the concept of psychological or biological determinism would expect to report that speaking anxiety was a matter of hard-wired biology. Hard-wired Speaking Anxieties (HSAs) are born that way with much tendency of being anxious irrationally at the probability of having to communicate with any slight degree of burden. Extreme determinists would hold that (HSAs) as pathological cases beyond any help or treatment. Behaviour scientists on the other side, argued that speaking anxiety created by situational factors could be changed or understood or dealt with in a certain way to remove the fear and attenuating anxiety.

Meijer (2001) argued that in certain testing situations, test anxiety may obscure students' real capacity. Other researchers have further argued for the 4-construct model: tension, test irrelevant thinking, bodily symptoms, and worry (Sarason 1984); or worry, emotionality, interference, and lack of confidence (Stober 2004). Disagreement among these researchers arises as to how each component of test anxiety impacts test performance.

## **2.3 Factors affecting test anxiety**

There have been research on affecting factors leading to test anxiety. They recognized that there are certain factors with significant effects on test anxiety among foreign language learners. According to Salami (2013), the variables can be divided mainly into three categories: (1) subject variables such as age, gender, grade, economic and educational background (Madsen 1982; Putwain 2007; Rasor & Rasor 1998), and achievement and proficiency levels (Horwitz, 2001); (2) independent variables such as attitudes towards EFL learning, study skills, test validity, techniques (Shohamy, 1982), testing environment (Bushnell 1978), test length and formats (Mandelson, 1973), and time limit (Madsen & Murray 1984), and (3) extraneous variables such as teachers, course books, and language teaching methods and techniques (Rotenberg, 2002).

In their study, Selkirt, Bouchey and Eccles (2011) carried out research on the interaction between students' domain-specific expectancies and values as a predictor of test anxiety. They found that few gender differences recorded. In the study on the relationship between test anxiety and achievement among elementary school students, Koçkar, Kılıç, and Şener (2002) found that higher test anxiety caused lower academic achievement.

Gardner and MacIntyre (1993) claimed that language anxiety was the best single correlate of achievement. In a similar vein, Ganschow et al's (1994) study demonstrated that students with high levels of anxiety exhibited poorer language skills. Ganschow and Sparks (1996) also reported that students with low anxiety levels outperformed those with high anxiety levels overall. This study identified three interrelated constructs: class anxiety, test confidence, and test anxiety, and supported a negative association between class anxiety and test confidence, as well as between test anxiety and test confidence. Both forms of anxiety are closely correlated, with cognitive test anxiety being a significant negative predictor and test confidence.

In terms of affecting factors to speaking test anxiety of FLYERS test takers, in this study, four main groups of factors were researched: (1) Psychological reactions/irrelevant thinking; (2) Fear of negative assessment/ Achievement pressure; (3) Physical reactions and (4) Other affective factors leading to anxiety.

## **2.4 Flyer tests**

The Cambridge Young Learners English (YLE) Tests are tests of English for speakers of other languages, specifically aimed at 7–12-year-old children learning English worldwide. The tests are available in three levels of proficiency: Starters, Movers, and Flyers. Starters is "designed for children as young as seven years old," Movers is "made for children as young as eight years old," and Flyers is "designed for children as young as twelve years old" (UCLES, 2003a: 3). Each test has three components: Listening, Reading and

Writing, and Speaking. Based on the modality and level, each part also includes 4–7 pieces (task kinds). In most cases, the tasks get more demanding as well as the language they elicit becomes more complex.

The Flyers tests begin with an unassessed exchange to provide a greeting and verify the student's name. Flyers contain four parts with all but one identical in format on the two tests. Flyers speaking test identifies differences between two (almost) identical picture cards, describes a picture sequence that conveys a chronological story, and answers personal questions. The items measure vocabulary, grammatical structures, and the discourse level skills involved in organizing language beyond the level of a single utterance. One of the Flyers items also requires the ability to read prompts presented on an information card in order to ask and answer questions.

## **2.5. Related studies**

Several studies have explored the factors affecting test anxiety among EFL Young Learners in speaking tests. Evidence from those related studies showed several factors of test anxiety in English speaking tests.

In the context of Turkey, Aydin (2006) published "Test anxiety in foreign language learning" with three outcomes discovered: The learners, for example, are exposed to test anxiety. Second, low levels of proficiency among learners, teachers' negative attitudes toward test applications, students' attitudes toward language learning, test invalidity, fear of negative evaluation, negative test experiences, time limitations and pressure, the difficulty of course content, and parental expectations all contribute to test anxiety. Third, test anxiety produces physical and psychological problems that significantly impact motivation, motivation, and achievement, increases learning failures, prevents students from effectively transfer their true performance to test results, and reduces their motivation in language learning. It was suggested that foreign language teachers be aware of the level of test anxiety, its causes, and outcomes. In the similar context, in 2010, Aydin did the research on: "The effects of young EFL Learners' perceptions of tests on test anxiety. The research showed that EFL learners suffer from test anxiety due to several reasons: fear of failure on examinations, their parental expectations, their negative past experiences and their perceptions of the lack of study skills. Apart from the reasons mentioned above, EFL learners seemed to suffer from test anxiety because of the fear of negative evaluations by their teachers and classmates, whereas they believed that an emotional factor, the lack of self-confidence, provokes anxiety.

Aydin (2013) focused specifically on the levels of anxiety among children and young adolescents who learn English as a foreign language (EFL) at elementary schools in Turkey and the relationship between the levels of test anxiety and five variables: gender, age, grade, achievement level, and economic background. The study has provided several major findings, the first of which is that EFL students in elementary schools had a low level of test anxiety. In primary schools, tests produce a limited quantity of affective and negative physical effects on kids. Female students are more aware of tense situations during exams, while males feel more worried during studying for tests. On the other hand, the older the students are, the more they are bothered about exams, depressed after tests, uneasy before exams, and experience fears of failure. Finally, test anxiety has a facilitating effect on students' achievement. That is, the students with high achievement levels are more aware of anxiety-provoking situations, do not feel more uneasy, compare themselves less to their peers, and have a better performance than the students with lower levels of achievement.

In 2020, Aydin examined the sources of test anxiety among foreign language learners to find the effects of test anxiety on EFL learners, and explore the strategies used by learners to overcome test anxiety. The study found three major results. The first conclusion is that EFL learners experience test anxiety for a variety of reasons, including fear of failure, parental expectations, previous experiences, a lack of study skills, fear of negative evaluation, a lack of self-confidence, low test performance, test administration procedure problems, high achievement goals, and poor language proficiency. The second conclusion is that learners have physical problems, experiment issues, and affective aspects. The third finding is that EFL students choose a limited set of methods to reduce test anxiety. They mostly prefer breathing exercises, listening to music, praying, and talking to friends, family members, and school counselors within this context.

Ying (2018) confirmed that the cognitive test anxiety factor was a significant negative predictor of language achievement. Most students did express their anxiety toward oral English, especially speaking skills in the classroom, a result that is in line with previous researchers' findings on the effects of students' anxiety on oral test performance (Hewitt and Stephenson, 2012; Phillips, 1992).

In the context of Bangladesh, Saha (2014) conducted that emotions affect the older learners' performance more than the younger learners because the older learners are more anxious about taking tests and about other students' performance and preparing for tests. Researchers like McDonald (2001), Hill and Wigfield (1984) and Hambree (1988) also focus on the influence of an 'individual's history of learning and 'age' on test anxiety and personal performance. They also suggest that test anxiety tends to increase with age because previous negative experiences might trigger 'negative emotional reactions to failure and lower personal performance.

In another context, Dilek (2016) found that test anxiety and gender are significantly correlated. This result demonstrated that female EFL learners experienced more anxiety than males. One explanation for the

gender differences in TA is that males and females experience similar levels of test worry, but females have higher levels of the emotionality component, producing higher general test anxiety scores (Deffenbacher, 1980; Mueller, 1980). Young (1999) averred that anxiety impairs performance in language classes. There was a widespread consensus that highly anxious students obtain lower exam scores than more relaxed students. A high level of anxiety will be associated with low academic performance (Luigi et al., 2007). Moreover, Torgrim, (2006) showed that girls had higher worry about test and manifest dream anxiety than had the boys. This result is in general in accordance with observations made in earlier studies where worry- and cognitive-related anxiety factors.

Karing (2013) examined that judgment of children's test anxiety is necessary because test anxiety is a serious problem for many children attending elementary and secondary school in different countries (e.g. Ergene, 2003; Lowe & Lee, 2008). In addition, test-anxious children are at risk of developing more pervasive anxiety disorders such as generalized anxiety disorder and social phobia (e.g. Beidel & Turner, 1988; King, Mietz, Tinney, & Ollendick, 1995; King et al., 2000). The researchers found that teachers and mothers underestimated highly test-anxious children's level of emotionality as well as their worry cognitions. Consequently, children may not receive adequate help with respect to their test anxiety. Taking a few deep breaths before a test may benefit children's well-being, in terms of their immediate psychological state and academic performance (Kiat, 2016).

In fact, previous studies only focused on single factors or groups of factors affecting learners' speaking fluency. In other words, those studies are done individually or together, and in different contexts. However, these factors have not been taken in the context of the Flyers speaking test and have not been carried out on elementary school students. In particular, in Vietnam, there is a lack of research on the factors affecting speaking fluency in the Speaking test and especially the Flyers speaking test of primary school students. Therefore, this research could address these gaps and could help educators figure out which key factors are to improve learners' fluency in Flyers speaking exams.

### **III. Methodology**

#### **3.1. Research questions**

In order to investigate the factors affecting the level of test anxiety among EFL young learners in FLYERS speaking test, the researcher attempted to find the answers for the following two questions:

- (1) What factors affect the level of test anxiety among EFL young learners in the Flyers Speaking Test?
- (2) To what extent does test anxiety affect EFL young learners' performance in the Flyers Speaking Test?

#### **3.2. Research design**

The research employed a descriptive, mixed methods approach, using both quantitative and qualitative methods (Gay, Mills & Airasian, 2012), in which the both parts were equally conducted because of their suitability to the focus of the study. The data were collected from a survey via a questionnaire, and a semi-structured interview. First, the questionnaire was employed to investigate factors affecting the level of test anxiety among young learners taking the FLYERS speaking test, and explore its impact on their performance in the test. Then, the qualitative research conducted via using semi-structured interview was implemented to triangulate and strengthen the validity and reliability of the data gathered from the questionnaire as well as clarify some aspects that were not discovered yet in the questionnaire.

#### **3.3. Data analysis**

Based on the purpose of the study, 129 FLYERS test takers/ EFL young learners were invited to participate in the study. Data were collected using a questionnaire and semi-structured interviews. A total of 129 data sets of the questionnaire were analysed using descriptive statistics. As for the semi-structured interviews, responses of fourteen participants were transcribed, translated into English, and analysed thematically. Specifically, the researchers made a protocol to familiarize and coded the data in specific themes. Similarities and differences among students' responses were recognized. Evidence for each theme was provided by using direct citation of students' answers in which each student was addressed under a pseudonym to preserve anonymity and confidentiality.

### **IV. Results and Discussion**

#### **4.1 What factors affect the level of test anxiety among EFL young learners in the Flyers Speaking Test?**

##### **4.1.1 Results from the questionnaire**

*A Descriptive Statistics Test* was run to measure the mean score, maximum, minimum and standard deviation of the factors affecting the level of test anxiety among EFL young learners in Flyers Speaking Test. The results are demonstrated in Table 4.1.

**Table 4.1** Descriptive statistics of the factors affecting the level of test anxiety among EFL young learners in the Flyers Speaking Test

	N	Minimum	Maximum	Mean	Std. Deviation
Wholemean	129	1.14	4.22	2.80	.615
Valid N (listwise)	129				

Table 4.1 shows that the mean score of the factors affecting the level of test anxiety among EFL young learners in Flyers Speaking Test (M=2.8; SD=.615) was equivalent to an average level of agreement or neutral level. This means that in general, the agreement towards the affecting factors to the respondents’ test anxiety in their FLYERS speaking test was not high. In addition, the Min score was 1.14 and the Max Score was 4.22 indicated that participants perceived the affecting factors to the level of test anxiety differently, which might result from their own experiences of learning and taking speaking test.

Next, a *Descriptive Statistics Test* was further conducted to examine the mean scores of four clusters including Psychological Reactions, Fear of Speaking Tests, Physical Reactions, and other affective factors leading to anxiety. The results are presented in Table 4.2.

**Table 4.2** Descriptive statistics of the four clusters of factors affecting the level of test anxiety

Items	Clusters	N	Min	Max	Mean	Std. Deviation
1.	Psychological reactions	129	1.15	4.62	2.8	.63
2.	Fear of speaking test	129	1.21	4.57	3.0	.68
3.	Physical reactions	129	1.00	4.50	2.4	.79
4.	Other affective factors	129	1.00	5.00	2.8	.87
	Valid N (listwise)	129				

Table 4.2 shows that the mean scores of the four clusters of factors affecting the level of test anxiety ranged from 2.4 to 3.0 in the five-point Likert scale, which was equivalent to an average level of agreement or neutral level, or to be more exact the result was a bit at a low level of agreement. It indicates that the young test takers in FLYERS speaking test perceived few threats, or the level of test anxiety was not high to them. To be more specific, the cluster of “Fear of speaking test” (M=3.0; SD=.68) was the highest score amongst the four clusters, indicating that EFL young learners in FLYERS speaking test perceived that Fear of speaking test led to their test anxiety. Followed by the factors of “Psychological reactions” (M=2.8; SD=.63) and “Other affective factors” (M=2.8; SD=.87), which was somehow still at neutral level. This means that, in general, the participants hold neutral view on these two group of affecting factors to their test anxiety. The lowest score of agreement was 2.4, which belong to the last group of affecting factors, the “Physical reactions” (M=2.4; SD=.79) towards the level of test anxiety of the EFL young test takers in FLYERS speaking test. This initial score indicated that the young participants did not have special physical reactions, showing their test anxiety in their speaking test.

In order to have a closer look on each group of factors, a *Descriptive Statistics Test* was calculated to find out the total mean scores of the level of speaking test anxiety of EFL Young Learners; the mean score of each cluster included in the questionnaire. Accordingly, the four clusters will be presented orderly.

The first cluster is the factor “Psychological reactions” (M=2.8; SD=.63) with max, min and mean scores illustrated in table 4.3.

**Table 4.3** Descriptive statistics of the factor “Psychological reactions”

Items	Psychological reactions	N	Min	Max	Mean	Std. Deviation
1.	If I knew I was going to take an English speaking test beforehand, I would have felt more confident and relaxed.	129	1	5	3.74	1.048
2.	I start feeling very uneasy just before getting a speaking test result.	129	1	5	2.91	1.302
3.	If examinations could be done away with, I think I would actually learn more.	129	1	5	2.98	1.326
4.	I seem to be overwhelmed by anxiety while working on speaking tests	129	1	5	2.34	1.241
5.	The harder I work at taking a test or studying for one, the more	129	1	5	2.35	1.177

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	confused I get.					
6.	I get depressed after taking a test	129	1	5	2.55	1.275
7.	As soon as an exam is over, I try to stop worrying about it, but I just can't.	129	1	5	2.68	1.358
8.	I have an uneasy, upset feeling before taking an examination.	129	1	5	2.3	1.143
9.	I really do see why some people get so upset about tests.	129	1	5	3.14	1.297
10.	I would rather write a paper than take a speaking test for my mark in a course.	129	1	5	2.27	1.204
11.	During exams, I wonder if I will ever get through a good high school.	129	1	5	3.1	1.402
12.	On exams I take the attitude, "If I don't know it now, there's no point in worrying about it".	129	1	5	3.22	1.371
13.	During examinations, I find myself thinking of things unrelated to the actual course material.	129	1	5	2.64	1.362
	Valid N (listwise)	129				

Table 4.3 shows that the mean scores of the factor “Psychological reactions” (M=2.8; SD=.63) were in three levels of agreement. The first and unique response showing agreement was item 1 (M=3.74; SD=1.084), in which respondents agreed that “If I knew I was going to take an English speaking test beforehand, I would have felt more confident and relaxed.”. The next group of response was in neutral view on 7 items of this cluster, which ranged from 2.68 (item 7- “keeping worrying after speaking test”) to 3.22 (item 12- about “worrying brings no result”). They are about “uneasy before speaking test”, “without taking exam, better learning”, “sympathy for test anxiety with others”, “threat of following failure to another entrance exam”, and “only think about irrelevant knowledge”. The third group of responses was disagreement with the left 5 items in this cluster, ranging from under 2.6 to 2.3. The EFL young test takers of FLYERS denied that they were “overwhelmed by anxiety”, “the harder work on test, the more confused”, “depressed after test”, “uneasy, upset prior to test”, and “choosing a written test than an oral one”.

The second cluster is the factor “Fear of speaking test” (M=3.0; SD=.68) with max, min and mean scores illustrated in Table 4.4.

*Table 4.4* Descriptive statistics of the factor “Fear of speaking test”

Items	Fear of speaking test	N	Min	Max	Mean	Std. Deviation
14.	I wish Flyers speaking test did not bother me so much	129	1	5	3.09	1.293
15.	During an examination, I get so nervous that I forget facts I really know.	129	1	5	2.27	1.267
16.	During tests, I find myself thinking of the consequences of failing	129	1	5	2.69	1.345
17.	. Even when I am well prepared for a test, I feel very anxious about it	129	1	5	3.27	1.295
18.	18. If I were to take an English speaking test, I would worry a great deal before taking it.	129	1	5	2.64	1.268
19.	While taking an English speaking test, I find myself thinking of how much brighter the other students are than I am.	129	1	5	2.43	1.316
20.	When taking a test, my emotional feelings do not interfere with my performance.	129	1	5	3.22	1.399
21.	Thinking about the mark I may get in a course interferes with my studying and my performance on tests.	129	1	5	2.65	1.373
22.	Thoughts of doing poorly interfere with my performance on tests.	129	1	5	2.84	1.349
23.	After taking a test, I feel I could have done better than I actually did.	129	1	5	3.55	1.25
24.	It seems to me that examination periods should not be made such intense situations.	129	1	5	2.91	1.355
25.	Getting a good mark on one speaking test seems to increase my confidence on the following.	129	1	5	4.25	1.031

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26.	Thoughts of failing the speaking test, this interferes with my performance on next tests.	129	1	5	2.93	1.359
27.	I do not study any harder for speaking exam than for the rest of my course work	129	1	5	2.85	1.225
Valid N (listwise)		129				

Table 4.4 with the mean scores of the factor “Fear of speaking test” (M=3.0; SD=.68) was also in three levels of agreement despite the fact that they were at highest level agreement amongst the four clusters. The first pair of items showing agreement was item 25 (M=4.25; SD=1.031) and item 23 (M=3.55; SD=1.25). The two items respectively are about “good scores on speaking test could lead to good scores in later tests”, and “after speaking test, I think I could perform better”. The next and major group of responds was at neutral views with 10 items (14, 16, 17, 18, 20, 21, 22, 24, 26, 27) with mean scores in neutral range (from M=2.64 of item 18 to M=3.27 of item 17). The factors in the 10 items are “despite careful preparation, test anxiety comes”, “emotional feelings not interfere performance”, “bothersome from Flyers speaking test”, “Thoughts of failing interferes performance”, “intensive testing period”, “no need for more preparation on speaking exam”, “Thoughts of doing poorly interfering performance on tests”, “During tests, thinking of failing consequences”, “Thoughts of speaking mark interfering performance”, “worry prior to English speaking test”. The last pair of responds was disagreement, which was item 19 (M=2.43; SD=1.316), testing whether EFL young learners think “other students are brighter”, and item 15 (M=2.27; SD=1.267) testing whether “nervousness leading to forgetting things”.

The third cluster is the factor “Physical reactions” (M=2.4; SD=.79) with max, min and mean scores illustrated in Table 4.5.

*Table 4.5 Descriptive statistics of the factor “Physical reactions”*

Items	Physical reactions	N	Min	Max	Mean	Std. Deviation
28.	While taking an English speaking test, I perspire a great deal.	129	1	5	2.43	1.316
29.	After tests, I am so tense that my stomach gets upset.	129	1	5	2.1	1.103
30.	I feel my heart beats very fast during exams.	129	1	5	2.1	1.103
31.	Before a speaking test, I find my hands or arms trembling.	129	1	5	2.52	1.269
32.	I freeze up on things like English speaking tests.	129	1	5	2.19	1.158
33.	I feel the need for "cramming" before an exam.	129	1	5	2.88	1.317
Valid N (listwise)		129				

Table 4.5 with the mean scores of the factor “Physical reactions” (M=2.4; SD=.79) was the only cluster receiving the disagreement amongst the four clusters. As shown in the table, only item 33 (M=2.88; SD=1.317) was at neutral level of agreement. It was to check whether EFL young learners think test takers need "cramming" before an exam. The remaining items (31, 28, 32, 29, 30) were at “disagree” level (from M=2.10 of items 29 & 30 to M=2.52 of item 31). This means that for the majority of EFL young learners taking the FLYERS speaking test, they did not get the test anxiety via physical reactions such as stomach getting upset, perspiring a great deal, heart beating very fast, hands or arms trembling before speaking test, and freezing up. The last cluster is the factor “Other affective factors” (M=2.8; SD=.87) with max, min and mean scores illustrated in Table 4.6.

*Table 4.6 Descriptive statistics of the factor “Other affective factors”*

Items	Other affective factors	N	Min	Max	Mean	Std. Deviation
34.	The test time limit affected my anxiety about taking the Speaking test	129	1	5	2.4	1.259
35.	Less study materials affect my anxiety when taking the Speaking test	129	1	5	2.6	1.296
36.	I think I could do much better on tests if I could take them alone and not feel pressured by a time limit	129	1	5	3.09	1.323
37.	The school authorities should recognize that some students get more nervous about tests than others and that this affects their performance.	129	1	5	3.21	1.223
Valid N (listwise)		129				



As shown in the table 4.6, the mean scores of the factor “Other affective factors” (M=2.8; SD=.87) was at “neutral” level. Among the 4 items in this cluster, actually item 37 (M=3.21; SD=1.223) and item 36 (M=3.09; SD=1.323) were at “neutral” level. They were about the role of school authorities and the pressured by a time limit/ doing test alone, which could lead to test anxiety. The other 2 items including item 34 (M=2.4; SD=1.259) and item 35 (M=2.6; SD=1.296) was disagreed by young respondents. They were about the insufficiency of study materials and test time limit leading to test anxiety.

#### **4.1.2 Findings from the interview**

The data from the semi-structured interviews revealed significant insights into how EFL young learners perceived the factors affecting the level of test anxiety in FLYERS Speaking Test. The collected data were classified into four main themes (1) Whether EFL young learners in FLYERS Speaking Test struggled with test anxiety (2) Reasons for test anxiety (3) Indications of test anxiety (4) Other affecting factors to test anxiety or solutions for test anxiety.

Regarding whether EFL young learners in FLYERS Speaking Test struggled with test anxiety, 11 out of 14 interviewees (equivalent to 78,6%) responded that they got test anxiety. In addition, the level of test anxiety in those young learners was different from each other. On the contrary, three male students (coded number 7, 11 and 12) expressed that they were not anxious at all.

For example, student 7 said “*I did not have test anxiety. I was rather self-confident attending the exam.*” Sharing the same view with student 7, student 12 also thought that self-confidence helped him to avoid test anxiety. Similarly, student 11 explained “*I did not feel test anxiety at all for speaking because speaking is as easy as a pie*”.

Even for the young learners who encountered the problem, the levels of test anxiety were dissimilar. While some asserted that they (student 3-female-, students 4, 6-male) were so anxious, others (student 8-female) feel just a bit. The 7 remaining test takers answered that they had test anxiety, without indicating the level.

In terms of reasons for test anxiety, the common responses were because of fear of failing the speaking test, low speaking points affecting their own plan for exclusive classes, and so on. Especially, there were so many candidates encountered test anxiety because they were fearful of strange examiner (students 2, 3, 4, 5, and 9). There were several reasons from students as following:

Student 1/female shared that “*If you get a low score, your friends will laugh at you. I'm afraid I'll fail the exam.*” She also confessed that she fears of judges, even “*I am so afraid that I dare not speak*”

Student 2/ male also admitted similar reason that “*I'm afraid I won't pass the exam. I'm afraid that I won't be able to come home and be yelled at by my parents. If you don't pass, you won't be able to enter specialized class,...*”

Student 3/female only said that “*I can't do it, I'm afraid of falling.*”

Student 4/male worried that “*I am worried about not be able to speak, forgot everything in the exam!*” and “*I'm worried I don't get enough points; not allowed to enter the selected class.*”

Student 5/ female responded “*I'm afraid of getting low marks. If so, I could not enter the chosen class.*”

Student 6/male answered “*I am worried that I will fail. If I fail the exam, I will not be given a gift as my mom promised.*” and “*I'm afraid I won't get the degree.*”

Student 8/ male thought “*I'm just afraid that I'll get a low score.*”

Student 9/ female had several worries “*I'm afraid I can't do my work well; then I will be sad. I'm afraid, I'm afraid of not doing well in the exam. I'm afraid to forget the lesson.*”

Student 10/ female shared her worries “*I'm afraid I'll get a low score, I'll fail. This is since I reviewed lessons rather close to the exam date because I was so busy. Because I'm busy, I don't study English*”. Moreover, she “*Fear of not having enough knowledge to prepare for the exam. Because this FLYERS exam is a bit difficult, I'm afraid the score will be low.*”

Student 13/female explained her reasons for test anxiety “*Studying for exams is not enough.*”

Regarding indications of test anxiety, the interviews recorded variety of physical reactions such as perspire (hands, body, arms, legs, feet), upset stomach being anxious/tense, fast beating heart, trembling hands/arms/legs. Moreover, some EFL young learners reported that test anxiety is indicated via their impact on young test takers' eating and sleeping prior to the day of speaking test. Merely 2 (student 11/male and student 12/male) out of 14 (accounted for 14,3%) young students did not have any indications for test anxiety. The remaining test takers all encountered different level of physical reactions of test anxiety. Following is some example:

Student 1/female admitted that “*My hands and feet shake, and it was difficult to hold pen and write some notes*”. And “*The stomach is a little bit uncomfortable.*”

Student 3/ female said that “*My face was panic. I sweat, my heart beats fast. I was so scared; hands and feet shaking, heart beating fast, upset stomach.*” She shared that though she can sleep well, but she could not eat well.

Students 2, 4, 5, 6, 10 also shared similar reactions. Especially student 10/female, apart from those common reactions, she also experienced bad sleep.

On the other hand, few students like student 11/male with high level of self-confidence explained that perspiring was because the sun is too sunny. He responded that he had good sleep and normal eat.

For other affecting factors to test anxiety or solutions for test anxiety, the respondents mentioned learning material, the preparation for knowledge for the speaking test, the encouragement from parents, teachers. They shared:

Regarding materials for FLYERS speaking test revision as a factor affecting level of test anxiety, 7 (they are students 2,3, 5,6,7,8,14) out of 14 students responded they had enough material for revision. Among them, students 2, 3 and 5 had to search for more materials, while students 6, 7, 8 and 14 relied entirely on available materials without finding anymore to review and practice. In this aspect, only student 1 thought that the materials were insufficient and she needed to search for more. Student 4 and 5 though thought that materials were enough, their knowledge for the speaking test was not sufficient.

In terms of the encouragement from parents and teachers, the majority of EFL young learners relied on their parents' encouragement. There were 8 students (1,2,3,4,5,9,10,14) appreciating care and encouragement from their parents, which could efficiently calm down their test anxiety. There was only student 1 admitted that her teacher encouraged her during her revision class for FLYERS. On the contrary, students 3, 6 and 8 denied care and encouragement from their parents and teachers.

Student 6/ male shared "Parents only force their children to study. They do not encourage their children at all." Similarly, Student 8/ male argued that "Parents and teachers do not help their children and students less worry. I'll take care of myself and I'll be fine on my own". Sharing similar view on the test taker needs to take care of themselves, Student 9/female "I'm just testing myself." But she also admitted "If my parents encourage me, I feel less worried."

For possible solutions for test anxiety, the majority of participants agreed that parents played a vital role. For example, Student 14/female expressed that "Families should encourage their children to be more calm, such as saying: I will do it, keep calm and do the test, making the mood of the test takers less anxious". Similarly, student 10/female said "If my parents encourage me and take me to eat, because eating is my joy, I feel better." Another recorded solution for test anxiety was that FLYERS candidates should be free of pressure. This view was shared by students 9, 11, 12 and 13. Student 9/female admitted "I don't have any pressure when taking the exam; I'm just testing myself". Students 11, 12 and 13 stated that they had "no achievement pressure."

## 4.2 To what extent does test anxiety affect EFL young learners' performance in Flyers Speaking Test?

### 4.2.1 Results from the questionnaire

The items focusing on how test anxiety affect EFL young learners in FLYERS speaking test were selected to check how can test anxiety affect EFL young learners' performance in Flyers Speaking Test in five aspects, including the periods of pre-test, while-test and post-test, test form and possible pressure. The selected items are pre-test (2,8,14,21,27,31,33); while-test (4,5,9,12,13,15,16,17,19,20,28,30); post-test (6,7,23,29); test form (10,18,24,32) and possible pressure (11,22,25,26).

First, a *Descriptive Statistics Test* was conducted to examine the mean score of the impact of test anxiety on speaking test. The results are presented in Table 4.7

Table 4.7 Descriptive statistics of the mean score of the impact of test anxiety on speaking test

	N	Min	Max	Mean	Std. Deviation
MeanImpact	129	1.10	4.40	2.8	.663
Valid N (listwise)	129				

Table 4.7 shows that the mean score of the impact of test anxiety on speaking test (M=2.8; SD=.663) was equivalent to an average level of agreement or neutral level. This means that in general, the agreement towards the affecting factors to the respondents' test anxiety in their FLYERS speaking test was not high. This means that in general, the agreement towards the impact of test anxiety on speaking was not high. In addition, the Min score was 1.10 and the Max Score was 4.40 indicated that participants perceived the impact of test anxiety on speaking test differently, which might result from their own experiences of learning and taking speaking test.

Then, a *Descriptive Statistics Test* was conducted to examine the mean scores of each five new clusters of how test anxiety affecting performance. The results are presented in Table 4.8.

Table 4.8 Descriptive statistics of the five clusters of how test anxiety affecting performance.

Items		N	Min	Max	Mean	Std. Deviation
1	PreTest	129	1.14	5	2.74	0.76
2	WhileTest	129	1.08	4.33	2.68	0.7
3	PostTest	129	1	5	2.72	0.88
4	TestForm	129	1	4.5	2.5	0.86
5	Pressure	129	1	5	3.28	0.86
Valid N (listwise)		129				

Table 4.8 shows that the mean scores of the five clusters of how test anxiety affecting performance ranged from 2.50 to 3.28 in the five-point Likert scale, which was equivalent to an average level of agreement or neutral level, or to be more exact the result was a bit at a low level of agreement. It indicates that young test takers in FLYERS speaking test had a high tendency to keep a neutral view or disagree to the five clusters of how test anxiety affecting performance. Among the five clusters of how test anxiety affecting performance, the cluster of “pressure” (M=3.28; SD=.86) was scored highest, followed by the clusters of “PreTest” (M=2.74; SD=.76), “PostTest” (M=2.72; SD=.88), and “WhileTest” (M=2.68; SD=.70), and the disagreement was recorded for the cluster of “Test Form” (M=2.50; SD=.86). Therefore, it could be interpreted from the result that EFL young test takers in FLYERS speaking test somehow had pressure, causing test anxiety. The remaining clusters were not much influential to their performance in FLYERS speaking test.

#### 4.2.2 Findings from the interview

The data from the semi-structured interviews revealed significant insights into how EFL young learners perceived the factors affecting the level of test anxiety in FLYERS Speaking Test. The collected data were classified into two main themes (1) Impact of test anxiety on performance in Speaking Test, and (2) Impact of test anxiety on result of Speaking Test.

The first issue discussed was about impact of test anxiety on performance in Speaking Test. The common impacts were harming memory, forgetting vocabulary, sentence structures, knowledge learned, and so on. Students 1, 2, 3, 4, 6 and 7 responded that during speaking test period, test anxiety made them forget vocabulary, sentence structures, knowledge learned. Indifferently, students 2, 4, 6 and 14 admitted that because of test anxiety, they observed that their voices changed, they could not speak as well as normally; or even they could not fully answer the questions. In contrast, student 7/ male expressed a free of test anxiety “*When I took the speaking test with the examiner, I don't worry. I'm quite comfortable*”

Regarding impact of test anxiety on performance in Speaking Test, findings from the interview revealed that although majority of EFL young learners perceived test anxiety and its impacts on speaking performance, they would argue that test anxiety had limited impacts on FLYERS speaking test result. For statements recognizing the impact of test anxiety on speaking test, student 1/female admitted that “*Test anxiety affects test results and I think if I don't worry, I'll do better in the exam.*” Student 2/male agreed “*If you don't worry, it will definitely be better*”, but he added “*Worrying too much about the exam will affect test taker, but not much.*” Student 3/female answered “*If I was not in the exam room, but in the normal class, I think I can answer better.*” Similarly, student 4, 5, 8 and 9 shared the idea of “*Having worries but not much. If I don't worry I think I will do better on the test*”.

While recognizing the impact of test anxiety, the young test takers denied the huge impact on testing result. For example, student 9/female and 10/female admitted that they felt nervous in the Speaking test, but “*Test anxiety does not affect the test results; I can still answer*”. In a similar way, student 14/female responded “*feeling nervous for the Speaking test. Although anxiety affects the speaking test process, it does not affect the results of the speaking test*”

There were 3 out of 14 students (21,4%) totally in disagreement with the impact of test anxiety on testing result. Student 7/male said “*I had no worry, no pressure. I'm a bit shaky, but I'm also quite confident and quite comfortable when I take the exam. When I took the exam, I was quite focused so I think I can do it.*” Student 11/ male shared the tip “*Before entering the exam room, say you are not worried! I only feel afraid of the written test and the listening part. Speaking is very easy to me*”. Student 12/ male shared that he had no worry. He was very confident with his speaking performance.

### **4.3. Discussions**

The two research questions were fully answered and the following specific findings were documented to achieve the study's goal, thanks to data obtained via a survey via a questionnaire and a semi-structured interview.

First and foremost, the mean score of the factors affecting the level of test anxiety among EFL young learners in Flyers Speaking Test ( $M=2.8$ ;  $SD=.614$ ) was equivalent to an average level of agreement or neutral level. The questionnaire result revealed the mean score of the impact of test anxiety on speaking test ( $M=2.8$ ;  $SD=.663$ ) was also neutral. The findings from the interview also had indifferent degrees of agreement. The respondents showed they encountered the "Fear of speaking test." Some young test takers had "Psychological reactions." This result was so different to that of Ying (2018). This author confirmed that most students did express their anxiety toward oral English, especially speaking skills. Nguyen (2020) also recorded 12th graders had fear of the test at a high school due to the difficult contents of the test and the pressure of time to prepare for the test. In contrast, the result of this current study was similar to the findings of Saha (2014), in which the author concluded that emotions affect the older learners' performance more than the younger learners because the older learners are more anxious about taking tests and about other students' performance and preparing for tests.

According to Aydin (2013), influential entities like teachers can significantly help reduce test anxiety for young test takers. He suggests techniques that teachers should help their students reduce stress during exams by using short-term relaxation techniques, such as muscle tension, light and deep breathing and other techniques. However, in current research, there was only one case responding of getting teacher's encouragement prior to her exam. Other cases did not mention. This fact indicates that teachers teaching FLYERS preparation course should pay more attention on assisting their EFL young learners. Even easy technique like taking a few deep breaths before a test or saying some positive words to encourage and self-ensure like a sharing of an EFL young test taker should be "trained" by teachers in their preparation classes. In fact, Kiat (2016) suggests that taking a few deep breaths before a test may benefit children's well-being, in terms of their immediate psychological state and academic performance.

In addition, test anxiety in EFL young test takers should be actively prevented and minimized. The interview indicated that fear of failure or low marks originated from parental expectations. They oriented their children to attend selective classes at high school, which is all required high FLYERS shields. It is clear from the interview responses that EFL young test takers who showed their self-confidence and were at low or zero level of test anxiety were all free from achievement pressure. This finding shares similar findings in the research of Aydin in 2020, which showed that EFL learners experience test anxiety for a variety of reasons, including fear of failure, parental expectations, previous experiences, a lack of study skills, fear of negative evaluation, poor language proficiency and so on. Moreover, the impact of test anxiety coincided with the work of Karinga (2013). Karinga found that teachers and mothers underestimated highly test-anxious children's level of emotionality as well as their worry cognitions. Consequently, children may not receive adequate help with respect to their test anxiety.

Based on the research findings from interviews, it is observed that female students' foreign language anxiety ( $M=7$ ) is higher than that of males ( $M=4$ ). This finding points out that females are significantly more anxious than males. This finding is in harmony with almost all relevant previous studies on gender effects on test anxiety in literature (Aydin, 2013; Dilek, 2016; Togrim, 2016). This result demonstrated that female EFL learners experienced more anxious than males. Males and girls exhibit similar levels of test worry, but females had higher levels of the emotionality component, resulting in higher overall test anxiety ratings (Deffenbacher, 1980; Mueller, 1980). The fundamental explanation for this disparity has been the variation between male and female socialization processes. Females are under more pressure to excel in school than guys. This leads to an increase in TA scores because girls are terrified of failing, and each testing situation is viewed as another opportunity to fail. Another theory is that males are more defensive about admitting worry because it may be perceived as a threat to their masculinity; they are conditioned to cope with anxiety by denying it. This result demonstrated that female EFL learners experienced more anxious than males.

Another remarkable finding from this research was that although EFL young learners encountered certain levels of test anxiety, which slightly affected their performance in their speaking test, most of them agreed that test anxiety could not much affect their test scores. Findings in the research of Nguyen (2020) in a similar way, showed that 12<sup>th</sup> grade students encountered the problems of forgetting structures and vocabulary in the status under test anxiety. The interview in this current research also showed that if test taker could control his test anxiety and get high scores, the following tests he would score at similar high marks. This finding is indifferent to Aydin (2009). The researcher asserted that having good scores increases the learners' self-confidence for subsequent exams.

## **V. Conclusions and Complications**

### **5.1. Conclusion**

The majority of students get nervous before the exam, but this is a common phenomenon. In their mind, test anxiety affects the test results but not too much. Although the majority feel anxious about the Speaking test, many students think that their anxiety does not affect their test results. They can still control themselves and appropriately answer to complete their speaking test. Instead of that, most of the candidates are worried due to pressure from their family. This reflects the fact that they are still in their teens, their learning orientation. Therefore, choosing an elite school is mainly influenced by their family, their parents. Test anxiety is not just about the test itself, but more on ruining their family's plans and expectations. Actually, young candidates who did not have to suffer from test anxiety are those who had no pressure from their family, their parents, and even themselves. They have enough confidence before the exam by determining that they have enough materials for the exam. They feel comfortable when meeting the examiner, and are not pressured to choose a school.

Therefore, parents must be the ones who should be trained to deal with anxiety before the exam. They may not realize that their expectations for their children's achievements are the fears and pressures that create anxiety in their children. Schools, EFL teachers of preparation courses, and counselors should grasp the key points about the factors that affect the level of test anxiety in order to promptly advise parents. Therefore, they can reassure themselves, have a method of timely encouragement and support for their children. As a result, their children can achieve their study goals with less pressure and anxiety before exams.

### **5.2. Implications**

The findings from this study indicated that there were a great deal needs of well-trained for controlling test anxiety. For EFL teachers, apart from transferring essential knowledge on language skills, they can provide techniques for candidates to deal with test anxiety in suitable form of activities like breathing, making hero poses, and so forth. Those extra-curriculum would be so funny and effective to EFL young learners.

The role of foreign language center or educational institutions providing preparation courses for EFL young candidates for FLYERS is equally important as EFL teachers'. This could be buying suitable soft wares, apps, books, CDs, and so on for their children further practice. Moreover, prior to genuine test, EFL young learners could sit in a scenario testing room with strange teacher to train the life skill to deal with a new examiner.

For FLYERS candidates, they should pay attention when attend preparation course, attend in-class activities, do further practice, and so on to master the skill and be able to take the suitable level of test to them. If they desire to get high scores, materials for further practice should be available for them. About their parents, they should avoid coercive decisions on their children. They should have frequent check on their children's aspiration, needs, ability, strengths and so forth in order to assist them to achieve goals. More importantly, they should be aware of the impacts of test anxiety as well as possible solutions in order to assist their children to minimize the negative impacts.

### **5.3. Limitations of this study**

In the context of FLYERS speaking tests, the current study aims at finding the factors affecting the level of test anxiety among EFL young learners in the Flyers Speaking Test, and possible impacts of test anxiety on EFL young learners' performance in the Flyers Speaking Test. Although the incorporation of literature, the two research instruments were successfully implemented to answer the two research questions to reach the research aim, there are still several limitations of the study. First of all, the study was conducted on a relatively average sample population of EFL young test takers in a FLYERS speaking test. Further, participants were mainly at their teenage, who are not familiar to take part in academic research. Some of participants did the interview and the survey in a short time. This fact indicates that there is a possibility that they could not read and interpret the questions thoroughly prior to responding.

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**APPENDIX  
QUESTIONNAIRE**

Thank you for participating in my research, titled “**Factors Affecting the Level of Test Anxiety among EFL Young Learners in Flyers Speaking Test**”. Test anxiety has long been considered a major cause of negative effects on young students' test results, especially in the speaking test. This study aimed to understand the factors affecting the anxiety level of young EFL students in the Flyers speaking exam. The content of your answers will be kept confidential and will not affect your learning.

Thank you for your cooperation.

**A. PERSONAL INFORMATION**

1. Year of birth

20102011

2012Other

2. Gender:  Male  Female

3. What grade are you in at Junior High School

Grade 4 Grade 5

Grade 6 Other

4. According to your self-assessment, what is your English speaking ability?

One point Two points Three points

Four points Five points Six point

Seven points Eight points Nine points

Ten points

5. How many shields did you get in the Speaking Flyers exam?

One shield Two shields

Three shields Four shields

Five shields

9. Are you willing to have further interview?  Yes  No

**B. QUESTIONNAIRE:**

Would you kindly rate from (1) to (5) as follows:

(1) Strongly Disagree

(2) Disagree

(3) Neutral

(4) Agree

(5) Strongly Agree

* LEVEL OF TEST ANXIETY					
STATEMENTS	(1) Strongly Disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly Agree
1.If I knew I was going to take an English speaking test beforehand, I would have felt more confident and relaxed.					
2.I start feeling very uneasy just before getting a speaking test back.					
3.I wish Flyers speaking test did not bother me so much					
4.During an examination, I get so nervous that I forget facts I really know.					
5.If examinations could be done away with, I think I would actually learn more.					
6.I seem to be overwhelmed by anxiety while working on tests					
7.The harder I work at taking a test or studying for one, the more confused I get.					
8.While taking an English speaking test, I perspire a great deal					
9.After tests, I am so tense that my stomach gets upset.					
10.During tests, I find myself thinking of the consequences of failing					
11.Even when I am well prepared for a test, I feel very anxious about it					
12.I get depressed after taking a test					
13.As soon as an exam is over, I try to stop worrying about it, but I just can't.					
14.I have an uneasy, upset feeling before taking an examination.					
15.I really do not see why some people get so upset about tests.					

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16.I feel my heart beats very fast during exams.					
17.If I were to take an English speaking test, I would worry a great deal before taking it.					
18.While taking an English speaking test, I find myself thinking of how much brighter the other students are than I am.					
19.I would rather write a paper than take a speaking test for my mark in a course.					
20.Before a speaking test, I find my hands or arms trembling.					
21.I freeze up on things like English speaking tests.					
22.When taking a test, my emotional feelings do not interfere with my performance.					
23.During exams, I wonder if I will ever get through a good high school.					
24.Thinking about the mark I may get in a course interferes with my studying and my performance on tests.					
25.On exams I take the attitude, "If I don't know it now, there's no point in worrying about it".					
26.I feel the need for "cramming" before an exam.					
27.Thoughts of doing poorly interfere with my performance on tests.					
28.The test time limit affected my anxiety about taking the Speaking test					
29.Less study materials affect my anxiety when taking the Speaking test					
30.After taking a test, I feel I could have done better than I actually did.					
31.It seems to me that examination periods should not be made such intense situations.					
32.I think I could do much better on tests if I could take them alone and not feel pressured by a time limit					
33. The school authorities should recognize that some students get more nervous about tests than others and that this affects their performance.					
34.Getting a good mark on one test seems to increase my confidence on the second.					
35.Thoughts of failing the speaking test, this interferes with my performance on next tests.					
36.I do not study any harder for exams than for the rest of my course work					
37.During examinations, I find myself thinking of things unrelated to the actual course material.					

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