

# The Impact of Test Anxiety on Test Scores of Preservice Teachers in Northern Cyprus

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## ABSTRACT

Test anxiety continues to pose a problem among language learners though some studies assume that the issue of test anxiety is overhyped. This study examined the impact of test anxiety on English as a foreign language (EFL) learners in Northern Cyprus. A survey research design was used to elicit information from 55 EFL preservice teachers through the use of questionnaire. Data was collected and later on analyzed to determine mean responses of participants with regards to test anxiety. The results indicated that though majority of the EFL learners do suggest that test anxiety affects them, a few posit that the symptoms of test anxiety does not affect them in any way. Most learners did not perceive themselves to be very anxious in their university settings either in classrooms or in testing situations, confirming the studies that suggest that issue of test anxiety is usually overhyped. The study classified test anxiety as high /low levels of anxiety and further confirmed that there was no scientific evidence in this study to suggest and support that stomach upsets are indicators of test anxiety. The study affirmed that test anxiety alone does not affect students rather other possible factors as well. The differential perspectives of anxiety revealed from both analyses indicated that a better understanding of language classroom anxiety and cognitive test anxiety can help students and teachers to optimize their learning and teaching practices. More so, there is a need for further research to examine learner's personality traits, learning styles and their impact to students' reactions to test situations.

*Keywords: language classroom anxiety, English as a Foreign Language, test confidence, test anxiety, test-taking strategies*