

changes occurring as a result of these experiences.

To be precise, my research would be effective to the teachers and students of intercultural universities such as SDU, and another universities abroad. In addition to it, teachers and students would use understanding difficulties of cultures while developing ICC in their English lessons and they would understand each other in a better way. It will be incredibly effective help for my future profession – teaching EFL to use the strategies to students, to foreign teachers appropriately

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## COMPARATIVE ANALYSIS TEST ANXIETY OF JUNIOR AND SENIOR STUDENTS.

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### Түйін

Аталмыш мақала тест жазу барысында бірінші және төртінші курс арасындағы студенттерінің қобалжу сезімінің қаншалықты айырмашылығы бар екенін және зерттеуге алынған тесттердің қайсысына студенттердің қобалжу сезімінің жоғарғы көрсеткішіне ие екенін анықтау. Зерттеу нысаны ретінде тесттің бес түрін қарастырдық. Қобалжу сезімінің орташа дәрежесі нәтижелі білім мен академиялық жетістіктерге оң әсерін тигізеді. Сулейман Демирел Университетінің 50 студенті арасында жүргізілген зерттеудің практикалық талдау нәтижелері талқыланып отырған мәселенің маңыздылығын дәлелдейді. Сонымен қатар студенттерде қобалжу сезімінің орташа дәрежесін дамыту тәсілдері ұсынылып отыр.

### Abstract

The impact of anxiety on examinations has been very closely studied for a long time. There is general acceptance that debilitating anxiety negatively impacts examination performance slightly and that it does so via an interference mechanism in which task-irrelevant thoughts undermine a student's ability to recall previously learned material. Students write tests, which may consist of Multiple choice, Essay, True/False, Matching and Filling the gaps which depend on the preferences of teachers. Some tests cause high anxiety, some less anxiety. In this research we investigate the level of anxiety between junior and senior students in various written tests.

### Research aims and participants

The aim of this research was to determine and compare the different levels of anxiety between junior and senior students of Suleyman Demirel University and develop an ‘Anxiety Reduction Strategy

Program' to facilitate the study achievements . We surveyed 50 junior and senior students of Two Foreign Languages Department. The methods used are the following : 'General Anxiety Test' and "Specific Anxiety test" .

### Research Hypotheses

- 1) We expect a higher level of Test Anxiety among junior students.
- 2) We expect a higher level of anxiety in "recall" tests such as Essay and Filling the gaps.
- 3) We expect a lower level of anxiety in "recognition" tests as multiple choice, true/ false, matching.

### Research Tools:

- 1) Test Anxiety Scale (TAS) by Sarason.
- 2) Self-designed survey "Specific text anxiety scale'.

### Theoretical Findings

Definition: Anxiety is a multisystem response to a perceived threat or danger. It reflects a combination of biochemical changes in the body, the student's personal history and memory, and the social situation.

"Facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior" (1)-- Scovel, T. (1978). McKay (2005) demonstrated that the performance of non-worriers improves with worry, while the performance of worriers decreased when worried. Worriers and non-worriers identify their anxiety differently .The Alper and Haber Achievement Anxiety Test (1960) identifies anxiety related to academic tasks as either inhibiting ("Debilitating") or enhancing ("Facilitating") performance. Increased Debilitating Anxiety is associated with decreased problem solving coping (behaviors that address the stressor and improve performance), and decreased academic exam scores. Facilitating Anxiety is associated with enhanced and proactive problem solving coping Mellalieu, Hanton, and O'Brien (2004) showed that participation with greater competitive experience are also associated with Facilitating Anxiety. 2

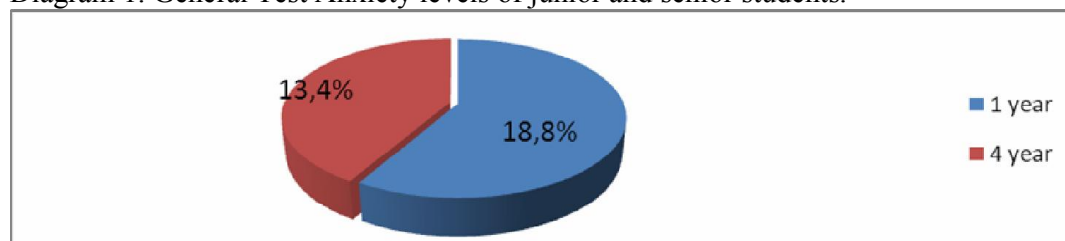
When the characteristics of anxiety are linked to academic or evaluation situations, we speak of test anxiety. The highly test-anxiety person worries about examinations and shows physiological reaction patterns that go along with worry. Worry is a cognitively demanding activity marked by self – preoccupation, self – depreciation, and concern over the consequences of poor performance. 3

Most researchers have recognised that test anxiety is complex. It can involve a large range of features, including thoughts, emotions, behaviours and body reactions such as tension or headache (Sarason, 1984, p. 931). Following from the work of Liebert and Morris (as cited in Hembree, 1988, p. 48) test anxiety has generally been examined in terms of 'worry' or 'emotionality', or some extension of these. 4

### Results and findings

Here are results obtained from collected data:

Diagram 1. General Test Anxiety levels of junior and senior students.



The purpose of the first stage was to survey 50 junior and senior students of a TFL faculty in order to identify their level of test anxiety. The results, which we found out during the first stage, show that both the junior and senior students have moderate level of anxiety. As scholars investigate the moderate level of arousal, (anxiety) brings the best performance in the test. Moderate level of Anxiety can motivate people to prepare for exams, and contribute to stay away from non- worry condition. In spite of this, the

level of junior student's anxiety is higher than senior students. The results support our expectations from General Anxiety Test. Senior students are more test-trained, their level of English is more advanced, and they become more confident.

Diagram 2: Specific Test Anxiety levels of junior and senior students

Anxiety Level scores: 1.low 2.mod 3.high	1year	4year	Anxiety scores	1year	4year	Anxiety scores	1 year	4 year
	GAT	GAT		Mch	Mch		ES	ES
1)1-11 2)12-21 3)22-33	18,8	13,4	1) 4-7 2)8-12 3)13-16	7,8	8,2	28-22 21-14 13-7	14,7	17,7
	TF	TF		MA	MA		FG	FG
1) 2-4 2) 5-6 3) 7-8	5,12	3,4	12-9 8-6 5-3	6,1	6,8	5-6 7-8 9-10	7	6,5

The second stage of our research was to identify and compare students' levels of anxiety on such tests as multiple choice (Mch), essay (Es), true-false (TF), matching (MA), and gap-filling (FG). Overall, all 5 investigated test methods received positive predictions: moderate anxiety levels, which means that both junior and senior students experience more facilitating rather than debilitating anxiety. The lowest levels were received by multiple – choice, true-false (recognition), and filling the gap (recall) test methods. It can be explained by the fact that recognition test in philology faculty is more popular, commonly trained, and easily checked during all years. We can conclude that multiple-choice is much easier because we can predict the correct answers. Interestingly, multiple choice causes a little more anxiety in senior students, and matching test is similarly found more difficult than filling the gaps. Predictably, junior students are more anxious about filling the gaps as they are influenced by recall. This type of test is focused on accuracy and it also depends on the type impulsiveness of a student.

If the student is impulsive it would be difficult to student to complete this task. The results of questionnaire shows that the level of anxiety in essay is moderate in both groups. Nevertheless, with junior students it is closer to the high level of anxiety. We can explain that essay evokes more anxiety because it is considered as a recall.

Students' apprehension about essay questions is not surprising in the light of the fact that answering an open-ended item requires more cognitive effort than recognizing a correct alternative in a closed-ended question. We expected that recall takes more effort, requires both accuracy, appropriacy, and fluency, and bring more anxiety. So, the result is consistent with our hypothesis. In addition, essay as a form of examination is trained not very often and junior students' level of English is not as sufficient.

#### Conclusions :

1. The results, which we obtained from questionnaire, shows that all participants have moderate (Facilitating) level of anxiety.
2. The level of anxiety in senior students gradually decreases due to their experience of performing tests.
3. Participants of both groups show the highest level of anxiety toward recall test as essay among other types of tests.
4. Both junior and senior students reveal lower level of anxiety in "recognition" tests such as multiple choice, true/ false, matching, and filling the gaps though this method is considered as 'recall'.
5. The easiest type of test by the results of survey is multiple-choice, because students can easily predict the correct answers. It is comparatively time-saving and the most popular type of test.

### Test anxiety reduction strategies :

- 1) As a teacher, try to identify if the students have facilitating anxiety or debilitating anxiety.
- 2) Arrange lessons methodically correct, be careful about competition , which can evoke anxiety if students' level of knowledge is very different.
- 3) Train students more to write essay tasks to reduce higher level of anxiety
- 4) Bring to the class more challenging tasks but not complicated as this can cause more debilitating anxiety.
- 5) Review and practice possible test content, questions, and methods. Provide students with a list of items (e.g. essay questions) that may be on a test. (Salend, 2009). 5

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## **ICC TEACHING AND ASSESSMENT IN ELT CLASSES**

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### **Annotation**

Nowadays, the most accepted instructional framework in English Language Teaching (ELT) program is Communicative Language Teaching, whose main goal is to increase learners' communicative competence. This term means to have grammatical competence as well as communicative competence and being able to use both of them effectively and appropriately in the target language and culture. However the implementation of this communicative methodology is not an easy task since it requires an understanding of construct itself. So what is communicative competence? And how it happens to be Intercultural Communicative Competence (ICC) as well?

The concept of competence has expanded in the past five decades from the Chomskyan (1965) understanding of linguistic competence as native speakers' intrinsic knowledge about the language into different comprehensive models of CC comprising multiple competences, knowledge and skills. Then this hypothesis generated the developing of this term, being doubted by Hymes (1972), determined by Canal and Swain (1980), developed by Van Ek (1986), particularized by Bachman (1990) and after all developed to ICC, which is still being defined and developed.

Most frequently recognized situation is when students to a great extent know the rules of language, but are not always able to use the language appropriately as it requires since they do not have enough knowledge about the target culture. Bearing all this in mind, the main goal of this paper is to show the reality of Kazakhstan's ICC teaching, to describe how to adopt and prepare the lessons including ICC and finally how to assess ICC after teaching.