

Controlling teenager's anxiety level in speaking and listening sections at the  
moment to present the PET

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*To our parents*

*, for their unconditional love, the support they gave us to make our dream true and their  
patience in each stage of this process.*

*To our boyfriends, to be part of this big challenge being lovely with us.*

*In the Angie`s case, to my daughter to be the biggest reason why all this effort and to make  
my days really happy, for her kindness and her unconditional love*

## ACKNOWLEDGEMENTS

First of all we want to thank God for giving us the patience, encourage and wisdom during all this process as well as the health to never give up. We want to thank our families for giving us the support not just in this research process but also in the whole career, they have been helping us in everything we need as well as believing in our skills and knowledge.

Furthermore, we would like to acknowledge to our bachelor` teachers who were the ones in charge of giving us the knowledge not just to be good teachers but also for being humanistic people.

We also want to thank our thesis` tutor Leidy Viviana Cuervo who has been a guide in this research process; she has been a person who does not matter sharing with us her life`s experiences as well as her knowledge and her thesis` process.

Additionally we want thank teachers who bearing in mind they were not our tutors, they were cooperating with ideas as well as resources for this research, especially to the teacher, Catalina Herrera.

Finally we want to thank the Luigi Pirandello`s principal for opening its doors for us, contributing in that way on the most important part of this research, the implementation. To our ninth graders for being patience and their good attitude during the whole process.

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## **ABSTRACT**

The next paper contains a study made in a Private School in Bogota, two teachers who found that students feel anxiety in higher levels at the moment to present the listening and the speaking part in an International English exam called PET. Their main purpose was to control the anxiety level in those students to make easier the presentation of the exam and make that students get familiarized with it. Surveys, questionnaires, mocks and learning logs were used to collect and analyze the data from the students. Findings showed that the activities included in the lesson plans influenced in a positive way to reduce the anxiety of the students in the listening and speaking part of PET exam and the tips that were provided by the teachers which were used by the students also were a factor that helped them to reduce this feeling.

Key words: anxiety level, Pet, listening skill, speaking skill.

## INTRODUCTION

International English Exams is a fact that people need to deal with one day, people who finish university studies in Colombia need to certificate their English level so, for that reason they need to present an International English Exam, PET( Preliminary English Test). Some people train by courses mocks and other tools, but some of them at the moment to present the exam get anxious, in addition all the waste of time and money do not help too much.

Some schools in Bogota have been implementing this exam to prepare the students for the future but those schools just apply the exam without any previous preparation and it might be the reason why the results are not good, and the experiences become the hardest ones.

The problem was found at the moment in which the researchers took this exam in four semester of the bachelor, the anxiety appeared and their results in the test were the lowest in class. It was the reason why researchers decided to cooperate with ideas to control anxiety in the students. Reducing it feeling would help a lot not just in the results, as well as in the experiences students would have, researchers want students feeling relaxed at the moment to present it and getting the results they want but depending on the knowledge they have but not on the feelings they can be part of.

Through the time and the practice of the researchers the same problem with the anxiety again appeared in students on 9th grade in a private school in Bogota. There, the students expressed worrying, stress and preoccupation before, during and after to present an International English Exam in this case the PET. With this information the researchers

decided to design tools and apply activities to reduce this anxiety before presenting the International English Exam.

The project was focused in two of the four skills that are evaluated in the exam, speaking and listening those skills are the most difficult because in the speaking you only have a chance to talk and the examiner is going to give a grade according what you say, so if you get nervous, not sure, he/she is going to give you a lower grade. Sometimes people feel frustrated because the grammar and the structures are clear but at the moment to communicate in a second language people cannot show this knowledge clearly or easily. The second skill that was selected was listening skill which is quite. In the PET exam the recording is played twice and you have four possible answers and only one is correct, so people got confused because in the recording all the answers are mentioned but only one is correct so it implies the overall understanding and comprehension of the recording.

First of all in the project was necessary to establish the problem that was solved. This problem was stated taking into account the researchers personal experience but also a needs analysis it was done, in where it was applied a survey and a questionnaire in order to collected data to know if the problem existed or not. From the results collected it was clarified that the problem is presented in this population in a high way. In chapter those results were presented in a more complex way. Then came the research questions, those are more specific with the purpose to give an answer to the main problem, next the objectives were designed in order to present the goals that were achieved at the end of the research, this information is presented in chapter 1.

After having clear the problem , the objectives and the research designed, it was necessary to review some previous studies which give a support and evidence to this

project, furthermore to define what exactly was done and what different results the researchers found. Additionally, were included the constructs that this research focus on, this is information can be read in chapter 2.

In the chapter 3 which relates about the research design, is found the research approach that researches worked with, the research paradigm, the instruments that were used to collect the data, the description of the context as well as the participants and finally the ethics which were taken in mind for the implementation. In the chapter 4 it is showed the instructional design of the implementation which was done in classes and the activities that were applied to the participants. Furthermore, in chapter 5 it is presented the analysis of the activities that were proposed, also the findings that were gathered from the instruments, the results from the previous instruments, the data analysis and the methodology of the activities that were applied and also some difficulties to apply the lesson plan. Finally are stated the conclusions in which the researchers explain what this study left as a learning to the them, what is the pedagogical intervention that it has and further research for future professionals most of them teachers, this is stated in chapter 6.

## JUSTIFICATION

As it was realized in some lessons there was the opportunity to observe some students felt anxious when they know they have to present an exam that is going to prove if they are learning or not, sometimes anxiety is the cause for students to fail exams because this feeling does not allow them to be concentrated to take the exam, they are thinking about how the results are going to be and also if they are going to pass or not the exam.

According to Krashen (1981) anxiety creates a barrier in the learning process of a student; that is the reason why this project has to be developed because it is important to control the level anxiety of the students. They need to be concentrated and relaxed to show during the exam that they have learned, and if they are feeling anxious maybe it is not going to be possible. It is really necessary to find activities that involve students during the lesson in a relaxing environment in which an international English exam is going to be applied.

To give a significant support of the statement of this problem it was conducted a needs analysis in which it was used two instruments: one questionnaire and one survey, those would be explained in a more complex way in chapter three. The data collected from those instruments proved that students feel anxious when they know they have to present an exam that is way researchers are going to be focus on that feeling.

It is really important to research about teenager's anxiety level because it is one aspect which is connected to the affective filter. The main reason why this research is focused on Anxiety level before an international English exam is because controlling it feeling results really necessary to allow students to be able to show the knowledge they

acquired before. It will help students and teachers to avoid unexpected results in a test only because they are anxious and not concentrated on what they have to.

The general objective with this project is to analyze how different activities incorporated in English classes might help teenagers to reduce anxiety level at the moment to present a listening and speaking PET session likewise prevent that they feel anxious or at least take the control of it when presenting the exam. Many researchers have showed that students that have high affective filter are students whose learning process is slower than others because it reduces their concentration and participation. According to Timothy, (2011) affective filter is based on three main points, low motivation, self-confidence, and high anxiety, that is why this research is focused on anxiety because it is the most difficult feeling to control. Referring to motivation if teachers maybe include in their lessons didactic activities, students are going to increase their motivation. Regarding to self-confidence if teachers achieve that students believe in what they can do, it is going to be easy to increase self-confidence, but finally reflecting about anxiety, which is the focus of this study, it is a feeling really difficult to control because students feel anxious for a lot of events and situations that they can take part on. Another important aspect why this study was conducted is because nowadays it is more popular that schools implement international exam on classes and with the pass of the time each school is going to have the responsibility to apply this kind of exams in the schools and students should be prepared to get a good score but also to have a successful experience so, keeping that in mind it is really necessary finding strategies to prevent the existence of anxiety or at least the control of it. For the reasons previously mentioned this research will provide teachers with

solutions to reduce that feeling and it will do easier for students to present the exams and to have successful results as well as a good and useful experiences.

## **CHAPTER 1**

### **1.1 Research Topic:**

Controlling teenager's anxiety level in speaking and listening skills sections at the moment of presenting the PET (Preliminary English Test).

### **1.2 Research Problem:**

When teenagers take International English Exams as the PET (Preliminary English Test) they feel anxious and sometimes it causes that they fail it. One possible reason is that they do not know the structure of the exam and do not know properly how to perform well, this creates a barrier in the demonstration of proficiency of the language that they probably already know. The problem was stated from a need analysis where by the researchers which was explained in a complex way in chapter three, in the participants section.

### **1.3 Purpose Statement:**

To reduce anxiety level of teenagers from ninth grade at the moment to present the PET (Preliminary English Test)

### **1.4 Research Question:**

What kind of activities might contribute to reduce the anxiety level of teenagers at the moment to present speaking and listening sections of the PET (Preliminary English Test)?

## **1.5 Research Objectives**

### **General Objective**

To analyze how different activities incorporated in the English classes might help teenagers to reduce anxiety level at the moment to present the speaking and listening sections of the PET (Preliminary English Test).

### **Specific Objectives**

- To include during the lessons activities based on PET exam in order to familiarize teenagers with listening and speaking sections and structures.
- To apply speaking and listening mocks of the PET in order to test students understanding of the instructions of each section.
- To compare findings from the mocks to verify if they performed better than at the beginning of the study.

## CHAPTER 2

### THEORETICAL FRAMEWORK

In order to explain the most important aspects to be developed in the research there were defined the constructs that mainly support this research. The constructs were anxiety level because this is the feeling or state that is affecting the learner development; the affective filter which also affects the learning process, besides the international examinations because this is the object which is causing the anxiety on teenagers. Furthermore, the listening and speaking skill because the researchers developed the activities in order to reduce the anxiety level in those skills, there were just those skills selected because in a PET (Preliminary English Test) there is just one chance to speak and just one time to listen the tracks which the ones students need to answer the questions so, that can make the student feel stress out as well as anxious. The speaking skill is one of the most difficult in students with anxiety because at the moment to communicate ideas or thoughts, the anxiety causes stress and nervousness, with those feelings presented the students are going to get a lower grade because in an International exam the fluency and the coherence of speaking is marked.

Reading and writing showed lower anxiety levels in students, one of the reasons of why those were not selected were that in the reading you can read the times you want until you discover the idea by your own. The same happens with writing you can organize your ideas, write, read and replace some of them if you think are not necessary , so it is easier for students because this process can be made for themselves so, for these reasons listening and speaking skills were selected for the study.

## 2.1 Anxiety level

Those words are often named in a learning process, this feeling can cause stress, headache, heart-rate and also the block of the knowledge so students can experiment this feeling and get a lower grade and lower grades usually are mainly connected with the misunderstanding or the poor knowledge of some specific topic. It is important to mention that lower grades can be presented by two reasons one is the previous mentioned- misunderstanding or poor knowledge- and the other is that students get anxious and they do not show the knowledge that they probably already have.

Anxiety level has some points of view the first is Brown (2007) he says that exist two types of anxiety the first is trait anxiety "a more permanent predisposition to be anxious. Some people are predictably and generally anxious about many things" The second type of anxiety he named the state anxiety and he says: "state anxiety is experienced in relation to some particular event or act" (p.161). In this definition the anxiety that students presented is more linked with state anxiety because the international exam are events that are presented periodically or in a specific time, also because the anxiety is presented hours before, during and after the examination so this is also a reason why the anxiety is more a state anxiety.

The anxiety is a feeling that causes a lot of negative effects on the students' learning, the idea with those definitions was to focus the definition of what anxiety is and what is important to take into account at the moment to reduce this feeling because probably the students can experiment this feeling or feel anxiety without a reason as in the previous paragraph the students can experiment a trait anxiety so those students need a psychological help.

On the other hand is Sammy and Tabuse (1992) explained that anxiety is “a state of being uneasy apprehensive or worried about what may happen; being concerned about possible future event” (p.379). The anxiety level is often connected with the learning process so this state is being caused for a future event in this case the exam, so the students show this feeling before that an exam or presentation in the classroom, the idea with the students was to reduce the anxiety level before presenting the exam and reduce the feeling of apprehension, worrying and stress.

Also the research looked for control this state because students in those ages are starting a process of personality so in some of them it is difficult to show the feelings so the anxiety is not only affecting the learning process also it affects their personality and how they face this problems in the classroom, not all the students are going to accept this in a friendly or easy way.

Finally is Scovel (1978) who defined anxiety in language learning as “an emotional state of apprehension, a vague fear that is only indirectly associated with an object” (p. 134). Here is the relation of the anxiety because the students develop the fear which is associated with the object in this case is the exam. That is why this feeling causes negative reactions at the moment to present an International English Exam specifically the PET (Preliminary English Test). Students with anxiety are more willing to suffer lower grades or nervous, stress, headaches and here is when they need to look for the object which causes anxiety and how to control this feeling to perform better. So it is necessary to analyze what the object is, and why it caused anxiety on students. Based on this information there were designed the activities that reduced anxiety.

Besides it is important to highlight this relation of the exam with the students because in some cases the students can have this problem from younger ages so at this point in their teen life is more difficult to control the anxiety, because this state become part of their lives so it was necessary to analyze attitudes and feelings when they present this kind of exams.

The previous definition gives a support to the research that was developed. Firstly, because anxiety level is a state, the research was applied in teenagers among 14-15 years so in these ages teenagers can experiment many kinds of feelings, and show it in many ways. Then, if the anxiety level is a state how this state can be reduced through activities in the classroom, at this point it is important to consider how teenagers feel in the field of learning because it is possible that they even feel fear to present a normal exam for example an exam in L1 so how it needs to be deal with, or managed and how this fear is connected with an International English Exam.

## **2.2 Affective filter**

The Affective filter hypotheses was first stated by Dulay and Burt in 1977 and then Krashen in 1985 integrated in his five hypotheses, Krashen stated that : A learner whose affective filter is in a lower level can acquire a language and is more capable of getting the input in. Then the author explained four types of affective filters which are:

*(A) Motivation: In this students need to be encouraged by external or internal factors to get engaged.*

*(B)Attitude: This is about the students' attitude show in the classroom, if they are in a positive or negative position to the process of learning a second language, and how their position influences on the learning.*

*(C)Anxiety: Is a feeling similar to be worried, this type of affective filter and within the affective filter can be founded three types, those are: communication apprehension, text anxiety and fear of negative evaluation.*

*(D)Self-confidence: It helps to have a good relationship with others also with these skills the students show a safe attitude and become more communicative. (Krashen in 1985)*

Another definition which is important to mention comes from, Krashen, (1982) who says that, the affective filter covers the feelings and take control of those so the research looked for reducing and avoiding this fact in the students because when the affective filter is presented on them there is no way to control it and all the knowledge and the students performance are not possible to be shown. Also with the affective filter in high level the students are more in a predisposition to suffer those feelings so the idea is to reduce or decrease this factor to make better the learning process.

The three factors that contribute to affective filter are anxiety, motivation and self-confidence Krashen, (1982). To reduce a student's affective filter, a teacher may need to lower student's anxiety and raise motivation and self-confidence.

What can be identified of Krashen, (1981) definition is that "teacher needs to develop strategies that reduce anxiety of the students because this feeling create a barrier in the learning process of a student" (p.81). The idea is to generate self-confidence and

motivation because those are feelings that support the student at the moment of learning a foreign language.

What could be interfered of this definition or description is that when people have a high affective filter, for them is more difficult to learn or to show what they have been learning because the different emotions can produce a prevention about learning, for example anxiety, when people feel anxious they are prevented about what might happen with their learning process.

Making a connection with Krashen, (1981) and this research problem is that both analyze if the affective filter affects the learning process of a person and how to prevent it. Controlling the students affective filter carries out all the feelings that they can experiment, but this research was focused on anxiety because it is interesting to know which activities might reduce anxiety at the moment to present an "International English Exam" with the idea to make students feel relaxed and not frustrated with the language.

As Krashen (1982) said the teacher is who has to improve his own classes' development to reduce the high affective filter that can affect the learning of a foreign language in any age. Maintaining good connections with the students might help the students to feel confident with the language, the class and with teachers.

According to Arnold (2000) "the affective filter aspects can lead more effective language learning" (pag 2). In other words the affective aspects can contribute to the whole- person development, which is "beyond language teaching and even beyond what has traditionally been considered the academic realm" (pag2). It can be deduced that affective factors don play a significant role in both foreign language learning and the teaching process.

The affective filter of an individual covers many aspects that come from different situations they were part in the real life context. In agreement to what Arnold (2000) says, it is important to reduce the affective filter in the students so, in that way they can perform better the application of the exam and their results will be better and significant. It is not just talking about grades but as well as the experiences they have. The idea is that the students can show by the exam what they know and what they have been learned.

To conclude and taking into account Krashen and Arnold definitions, the affective filter is an important aspect that should be taken into account in the learning process of any person. A high affective filter means a low learning process because students are thinking about the feelings and not in what they are learning or what they have to demonstrate.

### **2.3 International Examinations (PET)**

According to Newbrook and Wilson (2002) the PET (preliminary English test) has four components reading and writing, listening and speaking. Those skills are divided in three parts. Part 1 (Reading and Writing), part 2 (listening) and finally part 3 (speaking).  
(p.3)

The students who take this exam have to write their answers on a separate answer sheet (Appendix 1). In reading and writing part (Part 1) the participant write his/her answers directly on the paper. In part 2(listening) they write the answers on the paper as they listen. Then they have six minutes at the end to transfer their answers to the answer sheet.

The listening parts are recordings taken from real-life situations such as:

- *Announcements at railway stations and airports.*
- *Information given on the radio.*
- *Public announcements at sporting events or concerts.*
- *Recorded information about cinema programs. Wilson (2002)*

The student needs to be able to understand and comprehend basic information and also to understand the opinions and attitude of the speaker. Then in the Speaking part students have to talk about them, discuss a problem, describe a picture and discuss their personal opinion with a partner.

The exam measures the English level and classifies it into the Common European Framework (CEFR) which states the next English levels:

ENGLISH LEVEL ACCORDING TO (CEFR)	ENGLISH LEVEL IN WORDS
A1-A2	Elementary
B1	Pre- intermediate, Intermediate
B2	Upper-intermediate
C1-C2	Advanced

Figure A CEFR scale.

According to Cambridge University the target of the exam is that students achieve the B1 (Pre-intermediate, intermediate) level and this exam in the United States, UK is necessary to demonstrate your English Level proficiency so for some jobs there is a must.

Also in some schools the students are measured with this exam and finally when non-native speakers need to certificate and get a visa they need to take this exam.

This kind of exams were designed by Cambridge University to certify the English level of native and non-native English speakers. Around 4 million of people take the PET (Preliminary English Test) each year in 130 countries of the world, besides those exams are based on real-life situations in which the main goal is that the student evidence a clear knowledge of structures, language skills, reading.

Other important factor is that the exam focus this experience to make more serious the language learning and generate on students a good experience at the moment to take the exam to enrich the impact of teaching. Finally the exam can be presented by all people which is studying English whatever their ethnic, national and linguistic background, disability or gender .At the end of the exam the student receive a certification which classifies their English level(see Figure A.) depending on their grades

The next chart taken from Pet exam gold maximizer book explains the components that were evaluated in the research and the content of each part.

Part 2 (Listening)  30 minutes	It contains four parts with 25 questions.	Test focus
	Part 1 Seven short sentences with multiple-choice questions.	Understanding detail in short conversations.

	Part 2 Six multiple-choice questions.	Understanding factual information in a conversation
	Part 3 A set of notes with six spaces.	Understanding and writing down factual information from a conversation
	Part 4 six true/false questions.	Understanding meaning, attitude and feelings in an informal conversation.

Figure B Listening skill components in PET exam

Part 3 (Speaking)  You will take the speaking test in a pair with another student.  10-12 minutes.	There are four parts	Test focus
	Part 1 Answer examiner's questions.	Giving personal information.
	Part 2 Discussion of a situation with your partner	Asking questions, making suggestions, agree and disagree.
	Part 3 Speaking on your own	Describing what you can see in a photograph
	Part 4 Discussion with your partner on the topic of the photographs in part 3	Asking questions and describing your own feelings and ideas.

### Figure C Speaking skill components in PET exam

The previous charts give the detailed information about the PET what is being evaluated and what the student need to do, it can be observed that in speaking the students need to interact with the examiner and with a partner, this is when students get anxious because in this moment the feeling can cause nervousness and make that students do not speak or speak slowly.

With concern in listening they are going to listen twice the recordings but if the anxiety is presented they can get distracted or confused about what they need to listen exactly and if the students lose the comprehension of the recording at some specific point he/she is going to lose all the following answers from that part.

#### **2.4 Listening skill**

The listening skill is one of the most important skills in the learning process of the language, because this is the first skill that people face when they are in the process, they listen instructions, commands and explanations. So this skill can generate anxiety because people sometimes do not understand at all the instruction so they get frustrated. According to Arnold,(2000). "Learners' failure to comprehend the speech at the pressure of time induces anxiety" (p.34) that is why students get anxious rather than in reading or writing because in the listening students only have two chances to listen the specific information.

So here is when the research takes place because the activities were designed in order to reduce the anxiety at the moment to answer the listening part, so the students can understand exactly what they need to listen and divide the time to transfer the answers with any problem.

Furthermore, the listening skill is one of the most used in the language learning so the students can understand some basic information but when they face a situation in which they need to listen specific information the anxiety can cause the confusing and all the knowledge in this moment is not helpful. Teachers make listening activities in order to develop this skill and make that students comprehend the recordings but when students get anxious all this training and activities are not useful. In fact most listening activities in the classroom put learners in a situation that measures how much learners have understood Graham, (2006).

However, if in the English class the students get anxious probably in an International English exam they are going to get more anxious because the examiner is observing them, the climate is in silence and these conditions make that the student increase the anxiety. This skill was selected because the students showed a high anxiety level at the moment to present the listening part rather than reading and writing. According to Cambridge PET Handbook (2014) the classroom activities help students to improve the listening skill making that they try to adopt the most effective listening strategy so here teachers need to design activities in order to avoid this kind of problems on students. Also suggests that one successful strategy is to face students with all kinds of real-life conversations, with different voices, styles and speed.

With the listening activities applied in the classroom not only students are going to train the ear or reduce anxiety when they listen, also they will be develop fluency and pronunciation of some words because it becomes a cyclical process. When students listen a word many times they started to pronounce in the same way, so train this skill on students will give a lot of benefits.

Finally is Tyagi (2013) who says: "Listening requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view. It requires a high level of concentration and energy." This also was an important thing to considerate before to select the skills for the study because this skills implies a lot of concentration and energy, everything that you listen you need to analyze it, remember it and then produce an answer so in the students the anxiety affects this process the idea with the activities designed and the mocks was to increase the concentration of the students in order to facilitate the performance when they present an International English Exam.

It is also connected with the comprehension of the recordings because when students do not understand what others are saying they are going to get frustrated and this skill can become in a bored skill to learn, also if the students do not comprehend they are going to feel anxiety to know or understand what the recording is talking, this was other reason why listening skill was selected for the research.

## **2.5 Speaking skill**

According to Basic (2011) "Teachers need to create situations where students get the chance to speak and communicate with each other" (pg. 7) This skill as the previous discussed is always important in the learning process, teachers in the classroom need to practice and develop oral skills, because at the moment to present the International English Exam they need to deal with a real situation and the students need to communicate and express their feelings, so if the anxiety here appears in the exam, the skills that the student acquired might be covered by this feeling and here the examiner is going to evidence that there is no knowledge of the language.

Also this skill is linked with the listening skill, because in the real “International English Exam” students are going to listen some specific instructions given in English and if the students do not understand what they have to do they are going to get confused, as well as anxious and their minds will be empty. The examiner at this point is going to see this state and also the students will be in a situation that they cannot manage. This skill also was considered important for the researchers because the students only have a chance to speak so if they do not understand the instructions given by the examiner they got anxious and they are not going to answer properly or in the way that they want to show their knowledge.

The research was applied focused on listening and speaking skill, the activities implemented included interaction between students, teacher-student questions in a randomly way.

Furthermore, Basic (2011) “To make students communicate and to become aware of their language use can not only be achieved by input from the teacher.” (pg 7). The processes of learning are important in the students but the fact here is that the students need to produce language as they are in advance because not only the teacher needs to give the input so the research looked for all this process that students had achieved in the classroom all the output that they produce the students can show it in a freely and relaxed way.

Here the input process depends on the teacher mainly, if the students have the proper knowledge and the tips to use in the exam they are going to achieve a good level, but if the teacher give the tips and the students do not practice it in the classroom, ask questions to the teachers they will have difficulties to answer the statements given in the speaking part. Also is important to mention that in this part the student needs to produce

language from an image so, in the previous process is important to give a huge input. So speaking skill was considered difficult for these reasons so it was also selected for the research.

On the other hand, when all the language learning is taking advance is important to generate in students confidence at the moment to present this part in a real International English Exam, so the research focused on making that students know the questions, the format of the exam and, then apply it to make that students feel relaxed and reduce their anxiety level.

All the previous concepts were presented in the development of this study it was important because all of them gave to the researchers' strategies and ideas for this study. In addition to know how this feeling as anxiety is needed to be treated and if the students really reduce or control their anxiety before to present the test. Also it was explained the format of the exam to make easier to the reader what a PET exam is and what is evaluated in the exam and finally the two skills that were selected for the research in the explanation were stated both which are the most common in which students face with anxiety.

### **Literature Review**

The studies that will be presented here are similar with the research that was done, with these studies the research gain force in terms of theory and also gave to the researchers clues and tools that helped the researchers to carry out this research. The studies showed some strategies to reduce the affective filter and the anxiety as well as studies based on anxiety on international examinations and studies of why listening and speaking skills are difficult in students and cause anxiety on them

Dover (2012) carries out a research about affective filter in Bachelor English Language Teaching students from first semester in Costa Rica, the research was conducted with eight participants between 18-26 years mainly women. The research looked for reduce the affective filter from these students but also treating three important affective filters which were: Anxiety, motivation and self-confidence.

The researcher used observations, focus group and in-depth interviews to collect the data from the participants, the data collected showed that students use to get anxious when they have an oral presentation or when they have to answer face to face questions with the teacher. Also that some of the participants do not have a reason of why the English is a good reason for study so for that reason they get bored in the classes and the activities. Finally that the students do not have self-confidence and for that reason they do not express or communicate in English their feelings or needs.

The researcher design four strategies to use in students to help them to reduce their affective filters these were: the mask it consisted in use a mask during the oral presentations it generates a kind of confidence on students because the public do not know what person is using the mask, second is the comfortable chair it allows to students to reduce anxiety from a chair, the idea is to present the topics seating in the chair maintaining the attention from the students, in third place is the top banana which is focused on increase the confidence of the students, and motivate them giving prizes each month and finally is the expert which encourages students to speak in any specific moment and empower them to speak in the second language.

This study differences from the Doves` one, because in his one, he worked with three aspects from the affective filter different to this present one which its main focus was

on anxiety level, as well as Dover pretended to reduce the affective filter in everyday activities and in this research the focus is in one International English Exam .

A research made by Timothy Robertson (2011) shows that students who have the highest affective filter are considered as the ones who have difficulties to learn a foreign language like English. What he wanted to emphasize on, was that when students have an affective filter higher than the normal one, it means that student's feelings are developed in a level that do not help to them to be in a good attitude like for example; depression, nervous or low motivation. For those students can be more difficult to learn a foreign language and then it is going to be more difficult to show what they learned before presenting an international exam.

First of all, Timothy Robertson (2011) mentioned that affective filter is based on three main points that are low motivation, self-confidence and high anxiety. Medially, in his research Timothy found that those elements reduced the learning process of a student because those interrupt the acquisition of knowledge. He was focused on the affective filter, his research is really close to the one that was developed here because in Timothy's research, he is talking about anxiety too, the important fact is to have this feeling under control, it does not be presented while a student is learning a foreign language in this case English.

In Timothy's research the main focus was not anxiety level, being it the main difference with the research here conducted. In this one the focus is controlling the anxiety level, while and after an International English exam. Timothy was concerned about the affective filter as a whole but not in a specific state.

Anxiety is a big part of affective filter; it reduces the learning process and makes also students lose their concentration. Timothy in his own experience as teacher defines affective filter like “a mental barrier both present teacher and students.(p. 6) He mentions he found this barrier in many degrees and in different ages”.(p.6) Taking into account what he said, this barrier can be presented in all groups of ages, this is why this research is going to be focus on teenagers because for them are easier to have control on the affective filter . This research goal is not affective filter if not the specific state of anxiety, this study contribute in a high level to English teachers to define many reasons for students feel anxious and have ideas to how control anxiety.

Timothy developed his research taking into account the five Krashen, (1982) hypotheses one aspect which is really close to the research; the difference here is that it is focused on working only with the hypothesis in which affective filter is presented. Teachers need to analyze why students get anxious before an exam and to find aspects that reduce this feeling. Using observations, interviews, surveys like the instruments for data collection as well as used in this project. He found certainly that using activities like games, videos, musically and others didactic activities that helped students to reduce affective filter. Also using sitting arrangements like groups make students to be interested with the learning of English. Additionally the information and data were collected from student's feelings and based on practices to generate some kind of attention on teachers in order that teachers design activities for students to control this feeling.

Another research made by Soffer (2008) was focused on determine if students experience anxiety before presenting a test from a specific school in United States. The

researcher observed behaviors, thoughts and the results were compared in terms of age, gender and grade.

The test anxiety had two components: one of them was the cognitive component of concern, which is more linked to stress besides students use to spend many hours studying for the test, students of the research did not have self-confidence in their abilities or skills and it caused that they felt more susceptible to fail it. The other component is psychological that is related to students' feelings; those can be apprehension, nervousness and increased heart rate aspects which are clearly related to the affective filter.

In this research, it is appreciated that the factors that influence the test anxiety are the cognitive and the physiological components. The research shows the statistics and provides a key factor that needed to be done previous to start the study, this key factor is to look for previous students of the classroom that had suffered test anxiety and how the teacher solved it, with this is expected to prevent any kind of reaction a student can have at the moment to apply the activities.

Furthermore, test anxiety is not only produced by school, other considerations can influence in this for example, and characteristics like: low study skills, recent to move a school, way of perception of test, surprisingly female are mainly exposed to suffer test anxiety than male (Cizek& Burg, 2006). The concept of test anxiety was examined by first time in 1914. At this time the first test of measure was one-dimensional and the thoughts were that students have incorrect answers on tests. Although the first theory about test anxiety was proposed by Mandler and Sarason in 1952 this theory states that stimuli situation can lead lower performance.

Following the same idea test anxiety has many implications but the phenomenon not only depends on the student, but also on the habits at home, maybe parents sometimes do not support the learning process on the teenagers because they supposed they are adults and they are the only ones who need to be focus on the process. It means that sometimes parents do not monitor if their children are doing what they have to do or they are not, and they use to think that teenagers go to school and the problems of them, teachers have to solve it.

In conclusion, the research shows a study that it is needed to consider the students background and to implement first an instrument that helps researchers to find the students that are feeling the most advanced anxiety level. The research was made with a measure, there was a pre-testing and a post-testing that was an important factor also implemented in this study and that showed effective results in terms of reducing the anxiety level in teenagers.

On the contrary is Sayin (2015) who makes a research about; how anxiety in speaking exams affects students' performance. First of all, he made a comparison between computer based oral exams and face to face oral exams to analyze if the practice with computer based oral exam reduce the anxiety at the moment to present it, the study was applied with 34 undergraduate students of English Language Teaching Program in Turkey. The exam that they had to take was the TOEFL speaking part, the procedure was that the participants firstly took the exam by computer using software to answer the questions then the students take the exam face to face with their respective tutor.

When the study finished the author could evidence that the computer based oral exams did not reduce anxiety in high levels on the participants but he found that they change their attitude and thought about the exam, they reduce the predisposal to fail the

exam and generate a kind of confidence in the computer based exam. The author believes that the computer based exam helped to reduce stress and was more practical for people who is going to take an International Exam.

The research seems to be similar to this, the thing here is that the researchers focused on two skills, the previous study focused on International Exam as the TOEFL but here the students were trained to take the PET, here was not used any technological resource all the sessions or classes were face to face lessons, so it was an advantage for this research since in each lesson could be evidenced the progress of the students.

In Czech Republic was developed a study by Řepová (2004) reported that the "Input" language is the most important in the learning process, that the input helps to reduce the affective filter and increase the confidence at the moment to use the language.

The research was applied in only one student, he is 24 years old and he was with the English language from elementary school, he had some knowledge about English but not enough to achieve an Intermediate level, when he finished his religious studies at university he decided to travel to England to an Au-Pair program there he did not have to use English as a must rather the family asked for use their mother tongue to make that the children learn this language, so the participant only face with English in movies, news and the father of the family but he was the majority of the time out of house so the English interaction were poor, here is important to mention that he did not attend to any English Course but he read some books for their career. Before to start the study the researcher decided to apply a PET (Preliminary English Test) and he had lower grades he did not achieve a pre-intermediate level, their grades were lower in listening-speaking rather than reading-writing. The

participant thought that his English Level was the worst, furthermore the study was carried out before and after the Au-Pair program

The researcher applied a test, questionnaires and observations were also used to collect the data for their study and their findings were interesting, one of them was that the participant could understand correctly a conversation from people of the outside; he can face real-life situations with any problem.

Additionally, he can communicate their suggestions in English the observations made by the researcher included a conversation between the participant and two people; he expressed their ideas about the use of a compact disc in a computer. So the researcher could evidence that the Au- Pair program was the most important tool in the learning process of the participant because he received the input and despite of no using of English he had the knowledge. At the end of the study the researcher apply a final PET and their results were better, he improve around 40% in each skill evaluated, so he could reduce their affective filter when he faced with the English for their life. He achieved a B2 level so he got a certificate and got a good job.

Here this study gave other important factor to keep in mind for the research because he received good input of the language so it was important to adapt the activities but including good input for the students, also the researcher applied a PET so it is a good example to see the results and the performance of the participant.

The differences with this research are mainly three, the first one is the population because the researcher only selected one participant and this project were selected nineteen students, the background is totally different the students selected for this project receive more hours in the English class and the participant from the study only receive two-three

hours per week, and finally the use of the PET the participant were measured with the four skills from the exam, and in this research only were measured and compared the listening and speaking skills.

The previous studies helped to this research to focus what exactly the researchers wanted to do, also because evidence that there is a problem with this feeling on students so it gives a support to the problem that was solved in this research and to contextualize the reader to the field that the researchers focused on that was international examinations and anxiety.

## **CHAPTER THREE**

### **RESEARCH DESIGN**

#### **3.1 Research paradigm**

Taking into account what (Plano Clark 2007) says, mixed research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative data in a single study or series of studies; that is why this research is mixed because its focus of is to understand a problem that has been presenting in the students and the instruments that were used are qualitative and quantitative so the research has numbers but also it contains answers relating to opinions and facts that cannot be measured with a number.

This project was conducted to a specific population which was part of an implementation of different materials and resources like, PET mocks and PET activities.

The mocks were the ones in charge of the numeric results and the activities provided to this research qualitative aspect to analyze, that is the main reason why it is a mixed research.

### **3.2 Research approach**

The research was conducted with the action research approach because according to (Kemmis and McTaggart 1988), Action research is a form of collective self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out. Researchers agree with the statement because this approach is only action research when it is collaborative. Though, it is important to realize that the action research of the group is achieved through the critically examined action of individual group members.

In this case the research was looking for an improvement on the anxiety level teenagers can develop and it was looking for a contribution that might help them to reduce it, as well as to help teachers know what kind of activities can be useful for that issue they presented. " Action research is an approach to improving education by changing it and learning from the consequences of changes"( Kemmis and McTaggart1992). In other words, in action research people are able to make changes in the education depending on what they do or what they implement. This research can change the level of the anxiety changing the way the students get familiarized with international exams and implementing activities more related to the kind of tasks they are going to be evaluated with. As it was mentioned before learning from the consequences of changes is what defines to action research, in this case it means if you do not like how things are, change these. If teachers

notice students are feeling anxious it will result successful, if they change the way exams are being presented to them and they activities they are using to training them for the exam.

“Action research starts small, by working through changes which even a single person (myself) can try, and works towards extensive changes – even critiques of ideas or institutions which in turn might lead to more general reforms of classroom, school or system” (Kemmis and McTaggart 1992)

According to (Anne Burns,2009) , Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher. Researchers totally agree with that statement because AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. By critical, I do not mean being negative and derogatory about the way you teach, but taking a questioning and ‘problematizing’ stance towards your teaching (Anne Burns,2009) .In others words teachers need to reflect about what they are doing for their students and to ask themselves if they way they teach is helpful or not for them. In this case, it is important to research about anxiety level and teachers need to reflect about how they can reduce that feeling to give students the chance to feel better in classes, what action research basically focuses on is in the reflection of participants and researchers make about one aspect that is affecting a process, in this case in a educational context. The application of some techniques or strategies to improve one issue that can be presented is one aspect in action research really important, you reflect about an aspect, you apply strategies to improve it and finally you get results and you leave a contribution.

To conclude, this research was conducted by Action Research because it focused on reflecting about anxiety level and then implementing strategies to reduce that feeling to let students feel in confidence at the moment to present the PET. Starting with a small but useful contribution that could be bigger in further implementations of usages of this study.

### **3.3 Setting**

This research was implemented in an educational context. The research took place in a private school called Luigi Pirandello. The grade in which the research was conducted was in ninth grade.

The Luigi Pirandello is a private school that is located in the Engativa locality, the school has three levels: elementary, medium and high school, it is a mixed school what means that on it are studying boys and girls. There is just one main campus which is divided in three different locations in the same locality and are close each other, one of those is for elementary level and the other two are for medium and high school. This school is for people in midstory and it is a bilingual school that implements for its students fourteen hours of English classes per week. The fourteen hours are divided into the four skills listening and speaking, reading and writing which means that each hour is focused just on one skill and those are not mixed in the same lesson. The English level that the school manages is higher than other bilingual schools in that locality because of the intensity of hours students have each day.

As it was mentioned before the Luigi Pirandello offers to its customers and their parents a bilingual education with the idea to generate a higher English level to the

community and to show to the students the important that is being to acquire a second language.

Luigi Pirandello gives the opportunity to its students to be part of the three institutional trainings it has and that facilitate to them to be reflecting about the professional careers they want to do when they get graduated while they are learning some extra like creating posters. Those three emphasizes are: health Sciences, Graphic Design and Advertising and International Trade. Students from sixth until ninth grade develop skills in the three emphases and when they graduated of ninth grade they have the option to choose just one of them.

### **3.4 Participants` description**

The participants of this research were students from ninth grade from the Luigi Pirandello School and two pre-service teachers who are students from Universidad Minuto de Dios.

The participants were among 13 and 14 years old, as the need analysis showed some of them feel anxious at the moment of presenting exams. The students have not taken international exams before but the principal is considering implementing the PET next year because he already knows about the important it is being at this century learning English. Students live in Engativa locality, they are in midstory. They said they like the English, that is one of the principle reasons why they are studying in that school which offers them an emphasis on that subject. It is a mixed group of participants.

To support the participant`s description it is worth to show the results from the survey and the questionnaire which proved the participants feel anxiety when they know they are going to present an exam.

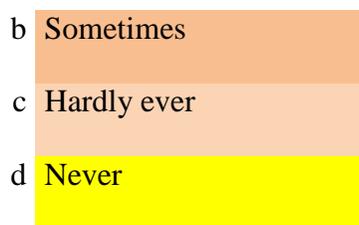
To begin the researchers made a table in which the researcher transcribed the answers from the survey and the questionnaire (these were applied before the implementation)

The screenshot shows an Excel spreadsheet titled 'NEED'S ANALYSIS'. The data is organized into a grid where rows represent individual participants (Participant 1 to Participant 19) and columns represent different survey items (labeled E through S). Each cell in the grid contains a letter (a, b, c, d) or 'N/a', which is color-coded: 'a' is orange, 'b' is blue, 'c' is green, 'd' is yellow, and 'N/a' is grey. The spreadsheet interface includes the Microsoft Excel ribbon with various tabs like 'Inicio', 'Insertar', 'Diseño de página', etc., and a status bar at the bottom showing 'Listo'.

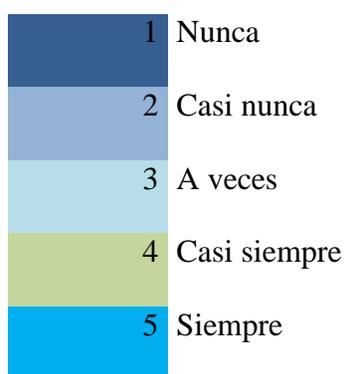
The researchers compared both (survey and questionnaire) and here the students demonstrated the anxiety levels that they evidence before, during and after to present and international English Exam, the answers were colored in order to know how many students marked each color belongs to a word for the statement proposed so, next are presented the options that they can select as an answer.

### Survey

- a  Always



### Questionnaire



In the previous figure the participants needed to answer the questions made in a survey and a questionnaire and then they marked with a number how they feel at some specific situations, being in the survey A which in the figure is in orange color, the higher level and d which is the figure is in yellow color, the lower lever. The results says that majority of the students that marked always on the survey get anxious about to pass the exam, also that they use to look around the classroom when they are presenting the exam, finally that they feel worried if they will approve the exam.

Then the students who marked sometimes which in the figure is reflected in soft pink color, showed that most of them get anxious, get nervous, have a negative thought about the

grade that they will probably have, got difficulties with remembering the knowledge that they have already learned and get worry of losing the exam.

In contrast, the answer hardly ever the majority revealed that they hearts rate, play with the pencils or the materials that they have on the table, look at the time and go to the bathroom, so it can be said that the students who get anxious do not use to do this actions when they are presenting the test.

The once who marked never in a major frequency were in statements number 9 and 11 which are related with hot face, stomachache so the anxiety on students use to be more intellectual rather than physical.

On the other hand, in the questionnaire which in the figure is showed in different blue colors ones more strong than others, showed that half of the participants marked that they feel worried about to present and exam and have thought sometimes do not go to present the exam because the words and the knowledge it is impossible to remember. In the second answer the students showed that a big majority strongly always get worried on testing time, and use to think that they minds will be in blank, they are going to forget the answers or they do not know anything and will fail the exam.

The needs analysis process showed that the majority of the students feel anxiety when they know they have to present an Exam that is the main reason why this study to let them a contribution in terms of reducing that feeling.

### **3.5 Data Collection instruments**

**The data collected was from the following instruments:**

- Questionnaire: is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze” (Wilson and McLean 1994). The idea with this instrument was to collect the information that students provided, analyze it and detect the first problems that presented the students related with this anxiety, furthermore the questionnaire was useful because it has the specific questions in which the students only had to answer according to their feelings. Appendix A.
- According to Cohen (2007) a survey, gathers data in order to describe conditions determine connection between events and identify conditions that are going to be compared”. As it was mentioned before with the survey was assured the anxiety level of the students and compared the results from the first instrument that was the questionnaire, in the survey there are questions, there were 15 questions to answer and 4 possible answers that were (always, sometimes, often, never) with this students needed to measure and think about the feelings that they could present at the moment to present an International English Exam. Appendix B
- Test mock: According to Cambridge: Preliminary (PET) qualification is a test that shows that a student has mastered the basics of English and now has practical language skills for everyday use. This exam is the logical step in the language learning journey between Cambridge English: Key (KET) and Cambridge English: First (FCE).  
  
The structure of the mock is basically composed by four parts divided on the skills it has: Reading and writing, listening and speaking. It was just used the final two

parts listening and speaking because those are the research's focus and it was implemented in order to get numeric results, the reason why it was already mentioned it is mixed research. It was used the same mock twice. In chapter 2 it was explained PET in a more complex way. Appendix C.

- Learning Logs: According to (Virginia education's department, 2007) Learning Logs are used for students' reflections on the material they are learning. This type of journal is in common use among scientists and engineers. This allows students to make connections to what they have learned, set goals, and reflect upon their learning process. Researchers created a learning log in order to collect data from the activities developed in each session. Students had to complete three aspects that were focused on the experience they had in that class. The aspects were, what I felt, what I do, what I feel know. Appendix D.

### **3.6 Ethics**

The researchers provided with all the information about the research to the participants, they were known that the results gathered were just for academic purposes and they were explained about all the steps they had to follow up in order to participate and collaborate with it. A consent letter was the instrument which was used in order to tell to the participants, parents and school director each detail about the research and its aims.

Appendix E-F-G

The researchers assure about protecting privacy and integrity of the participants as well as respecting anonymity and confidentiality.

According to (Resnik, 2009) ethics focuses on the disciplines that a study must take into account at the moment to be conducted to protect the integrity of the participants.

Researchers considered important to mention some of those disciplines in order to make a connection with the ones they worked with to protect the ninth graders integrity.

Honesty, objectivity, responsible publication, non-discrimination and Human Subjects Protection were the disciplines this research took in mind to implement and analyze data.

For researchers it was important to tell participants about the research focus so, they provided to them with an explanation about everything this cover and answering some questions students might had was the solution to any due they could have.

## CHAPTER 4

### Instructional design

Bearing in mind this research was conducted to students from ninth grade from Luigi Pirandello School, the steps for the implementation process and the activities had to follow the school curriculum and more specifically the teacher's lesson plan in which by that time they were studying in past perfect and present perfect. Previously it was mentioned why the research was focused just to work on listening and speaking skills, that is why the implementation was just developed in the hours that they were practicing on those skills. It was dedicated four hours weekly in order to implement the activities which were related to the topic they were studying on and connected to our research aims as well.

According to this, it was decided to use Theme-Based Instruction (also known as Topic-Based Instruction) where "the teaching, learning materials and classroom activities are organized around a particular topic or theme" (Lúðvíksdóttir, 2011). This with the idea to let students know about the PET structure using activities on listening and speaking and covering the topics they needed to work in (past perfect-present perfect)

The main goal of this research was to analyze how different activities incorporated on the participant's lessons helped to them to be familiar with PET and at the same time reducing anxiety level, so it is why the research used the PET structure to teach the topic and to familiarize students with PET questions structure. The intention was to use authentic material like PET activities creating a connection with the topic.

Four hours weekly were dedicated to the process in order to implement the activities the researchers have planned and to cover the topic the school's curriculum asked for.

Likewise it was worked one skill per section. There were six sections applied and each section has a specific aim that later is going to be explained one by one.

The first section was conducted in order to implement a first PET mock. This with the idea to know to what level students were prepared to take an international exam and how the anxiety level they showed in the survey and in the questionnaire could affect the results of it. The next five days there were applied some similar activities related to the PET structure in order to include PET preparation activities in the class covering of course past and present perfect the topics they were working on, at the end of each section of implementation there were applied the learning logs in order to let students write about the experience they had in the activities.

Finally it was the last section in which it was implemented a final PET mock in order to compare it to the first one and from the results gathered analyze how familiarizing students with PET instructions helped them to control anxiety and to improve in their results.

The followings charts present a summary of the objectives, the activities made for all the classes, that had a purpose and were focused to the topic of the class, and the data collected, which varied due that each class was focused in different aspects of the research, throughout all the seven interventions. The chart also shows the number of the session, the date they were developed and the topic of each one of the classes. There were designed the lesson plans according to the implementation sessions. Appendix H

Session and date	Objectives	Activities	Kind of data to be collected.
22- 09-2016 PET mock implementation.	Apply the first PET mock focusing on listening and speaking.	<ul style="list-style-type: none"> <li>• In this first implementation's section the main objective was to apply the first PET mock.</li> <li>• Before to apply the mock the researchers presented the mock to the students in order to tell them about the structure and the kind of questions it has on both skills listening and speaking.</li> <li>• After doing that participants were asked to put a pencil and an eraser on the desk to be ready to present the PET.</li> <li>• Participants started doing the exam and it lasted two hours to all they finish.</li> </ul>	<ul style="list-style-type: none"> <li>• The data collected from this section were the results each student got in the exam.</li> </ul>

Figure D. 1<sup>st</sup> Implementation

Figure E.2 nd Implementation

<b>Session and date</b>	<b>Objectives</b>	<b>Activities</b>	<b>Kind of data to be collected.</b>
23 – 09-2016 Speaking part 1 and 2	<p><b>Research objective</b> To implement PET speaking part 1 and 2 activities to familiarize students with the aspects they need to consider at the moment to present this exam.</p>	<ul style="list-style-type: none"> <li>• In this section students were showed the activities to practice part one and two of the pet exam for them to be able to recognize the structure and the aspects they need to consider to present it.</li> <li>• First students were asked to make a circle and the researcher started doing personal questions like: what is your full name, where do you live and so on. This in order to practice pronunciation and fluency as well as memory because they needed to remember one thing about a partner, for example the last name and then say it again.</li> <li>• After each student answered almost five questions, each of them had to mention at least to aspects from a partner.</li> <li>• For the speaking part two practice</li> </ul>	Information about the speaking level students showed trough the activity and the physical anxiety demonstrations they showed at the moment of talking among them and then for the whole class.

		<p>students were working in pairs, researches gave to them a situation about a solving problem so they need to talk each other about a possible solution. They were given a picture with some ideas that could help to them.</p> <ul style="list-style-type: none"> <li>• After they worked on that each group presented to the whole class the solution they gave to the problem.</li> </ul>	
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<b>Session and date</b>	<b>Objectives</b>	<b>Activities</b>	<b>Kind of data to be collected.</b>
28- 09-2016 Speaking part 3 and 4.	Implement PET speaking part 3 and 4 activities to familiarize students with the aspects they need to consider at the moment to present this exam.	<ul style="list-style-type: none"> <li>• In this section students were given a guide in which they had different images about sports, they needed to pick up just one image and then create an oral description telling why they chose that one and not another one.</li> <li>• Students created the oral explanation and after it they showed their jobs to the whole group. Then researchers presented the speaking activity for part 4, it was</li> </ul>	The idea with this activities was to show to the students with details the structure of these two parts in the pet exam and that they trough the activities perform the two parts in order to practice speaking and interaction.

		<p>done a review about this part's structure. Student had to be in pairs, they received a image that was showing a situation and they needed to talk together about that situation, describe it and saying if they would like doing that and why.</p>	
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Figure F.3<sup>rd</sup> implemantion

<b>Session and date</b>	<b>Objectives</b>	<b>Activities</b>	<b>Kind of data to be collected.</b>
03- 10-2016 Listening part 1 and part 2	Implement PET listening part 1 and 2 activities to familiarize students with the aspects they need to consider at the moment to present this exam.	Students were given a guide which had seven different questions in the same way the part 1 from listening skill the PET has and researchers put a recording describing different situations about the images, as the first step they needed to listening the recording and read analyze all the questions and possible answers, Then the recording was played twice for select the correct answers. They were working on groups of five people each one. After doing that students shared among them the answers and finally	From the log students followed it was possible to gather personal information about feelings, achievements.

	<p>the researchers correct the mistakes. For part two it was played a recording talking about a friends meeting, students needed to listen the recording and after that answer the questions putting a tick in the correct box. It was done the same than in the first part, students shared the questions and mistakes were corrected.</p>	
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Figure G. 4<sup>th</sup> Implemenation

<b>Session and date</b>	<b>Objectives</b>	<b>Activities</b>	<b>Kind of data to be collected.</b>
<p>0– 10-2016 Listening part 3 and 4.</p>	<p>Implement PET listening part 3 and 4 activities to familiarize students with the aspects they need to consider at the moment to present this exam.</p>	<ul style="list-style-type: none"> <li>• Students were given a short text they needed to complete with the information they got from a recording that was played talking about a family trip. They needed to fill the gaps with the missing information. They were working on groups of four people, after they finish they exchange the papers with the other group and read what they had. Then they shared among them the answers.</li> <li>• For part 4 students were asked to make groups of five people each one,</li> </ul>	<p>From the log students followed it was possible to gather personal information about feelings, achievements.</p>

		<p>they had to listened a conversation about pocket money and then they needed to put a tick in the correct box for each question.</p> <ul style="list-style-type: none"> <li>• After that they shared their answered and with the researchers` help they corrected those.</li> </ul>	
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Figure H.5<sup>th</sup> Implementation

<b>Session and date</b>	<b>Objectives</b>	<b>Activities</b>	<b>Kind of data to be collected.</b>
0– 10-2016 Final mock application	<ul style="list-style-type: none"> <li>• Apply the final complete PET mock focusing on listening and speaking.</li> </ul>	<ul style="list-style-type: none"> <li>• In this final implementation's section the main objective was to apply the final PET mock.</li> <li>• Before to apply the mock the researchers reviewed the mock to the students in order to tell them about the structure and the kind of questions it has on both skills listening and speaking.</li> <li>• After doing that participants were asked to put a pencil and an eraser on the desk to be ready to present the PET.</li> <li>• Participants started doing the exam and it lasted one hour</li> </ul>	<ul style="list-style-type: none"> <li>• The data collected from this section were the results each student got in the exam. As soon as the students started to present the exam the researchers starting using a field notes form in order to write details that lately could be useful for the research.</li> </ul>

		<p>and twenty minutes to all they finish.</p> <ul style="list-style-type: none"> <li>• As soon as the students finish they were thanked for participating and taking the exam and of course to had been part of the process and the good attitude they had.</li> </ul>	
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Figure I.6<sup>th</sup> Implementation

The idea of implementing mocks was to generate in the students the knowledge about the structure of the exam and to be in contact with the kind of questions it has. With the activities were wanted to reinforce the abilities they had to work on to present the exam.

It is worth to say that the activities used were adapted to the topics students were working on, which were already mentioned: Past and present perfect; however in many lessons it was not necessary doing that because taking into account participants had more English hours in the week without working with the researchers. So, they were practicing on those topics with the English teacher so, he told us it was not necessary adapting PET activities to the topic but researchers did it in the case it was needed to.

There were created different lesson plans in order to make the implementation in the most organize way and researchers be able to achieve the goals each session had as main purpose. You can see the lesson plans in Appendix H.

## CHAPTER 5

### RESULTS AND FINDINGS

This chapter describes the steps that researchers followed to validate the data and also the categories and subcategories of the study. Additionally, it will be presented the data in order to answer the research question that was established in chapter 1 and with the idea to mention important results that were found which were pretty much important for the research focus.

The action research was the method selected to analyze the data because according to Burns (2010) "The central idea of the action part of Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice" Pg. 2. This method was selected because Burns mentions that is a problem that is being solved by the teacher who at the same time improves students learning in this case the students' performance at the moment to present an International English exam.

The first step to analyze data collected was to show the instruments' answers by the students in a graphic in order to show what students feel when they present the exam. Then the information was presented in charts and graphics because according to Verdinelli, Scagnoli (2013) "Visual displays help in the presentation of inferences and conclusions and represent ways of organizing, summarizing, simplifying, or transforming data" Pg. 1. That is the reason why the information collected was presented on this way.

Then when all the data was analyzed the information was triangulated in order to verify and valid if all the instruments used to collect data showed the same results and why

the instruments that were used allowed to do this process. As Mertens and Biber (2012) states “triangulation provides a justification for the use of mixed methods and clarifies disparate results by placing them in dialogue with one another”. This quote allows the researchers to use this method also to organize and specify the information collected from the instruments and generate the conclusion in an easier way. Additionally the triangulation enabled the definition of each category, because the triangulation showed the answers of each instrument and if all the categories stated were on the three instruments.

The analysis started on data collected from the survey, questionnaire and mocks as well as the learning logs. The researchers first used color coding to classify the information, the color coding according to Stottok (2011) is a pragmatic approach that supports effective data analysis and processing it allows to develop easier the categories and the subcategories. The color coding technique was the most suitable to analyze the data because with the colors is easier to state each category and subcategories, also it allows to see in a simple way the information and do not generate confusions for the reader.

Here is important to mention the color coding type which was used in this research it was open coding, selective coding and axial coding. Open coding refers to breaking down the data, compare and categorize, then is selective coding in which the core category is identified and this core category need to include all the categories that were stated in the previous coding and finally is axial coding which allowed the connections between all the categories Valcarcel (2008), this process of coding is implemented because Action Research suggest this coding process as a successful for qualitative data.

It is was important to mention that in this chapter it was evidenced the importance of using again the instruments that were used to state the problem, which were the data analysis

instruments, because those provided with many details and information which is connected to the one that the logs and the mocks gave, the information taken by the survey and the questionnaire was as important as it resulted very useful to take the results from the students answers and analyze it. Furthermore, because those instruments validate some data compared with the initial and final mock and the learning logs, so for that reason the instruments used to identify the problem were useful on this chapter to give a support for the information collected with respect to the other instruments.

Due to the researchers evidence that the information obtained from the needs analysis, will be presented some evidences that helped in the process to organize and specify the main weaknesses present on students in this chapter further.

For example on the survey the majority of the students on the survey evidenced that they always got anxious, nervous or expressed some kind of difficulty, further in this document are presented the categories which evidences something similar to this feelings. Additionally in the questionnaire half of the participants marked that they feel worried about to present and exam and have thought sometimes do not go to present the exam because the words and the knowledge it is impossible to remember. In the second answer the students showed that a big majority strongly always get worried on testing time, and use to think that they minds will be in blank, they are going to forget the answers or they do not know anything and will fail the exam.

## **5.1 Initial and final mock**

To start with the process the researchers applied an initial mock which allowed to design and adapt the activities for the next sessions, it could be identified which skills were more difficult to students and with this information the lesson plans were designed. This were the answers the first mock is in pink cells.

1	Participants	LISTENING 1 (7)	LISTENING 2 (6)	LISTENING 3 (6)	RESULTS	SPEAKING 1 (1)	SPEAKING 2 (1)	SPEAKING 3 (1)	SPEAKING 4 (1)	results	FINAL
2		2	3	1	6	1	0	0,5	0	3,5	7,5
3	participant 1	3	3	6	12	1	1	1	1	4	28
4		2	2	1	5	1	0	0,5	1	2,5	12,5
5	participant 2	3	3	3	9	1	0,5	1	1	3,5	21,5
6		2	3	1	6	0	0	0	0	0	12
7	participant 3	2	1	3	6	1	0	1	1	2	14
8		4	1	3	8	0	0	0,5	0,5	1	17
9	participant 4	1	1	3	5	1	1	1	1	4	14
10		1	0	0	1	0	0	0,5	0,5	1	3
11	participant 5	2	3	4	9	1	0	1	1	3	21
12		3	2	1	6	0	0	0	0	0	12
13	participant 6	1	1	3	5	1	1	1	1	4	14
14		2	1	1	4	1	0	0	0	1	9
15	participant 7	1	1	2	4	1	0	1	1	3	11
16		2	2	0	4	1	0	1	0	2	6
17	participant 8	2	4	4	10	1	1	1	1	4	14
18		2	1	1	4	0	0	0	0	0	8
19	participant 9	3	3	5	11	1	1	1	1	4	26
20		2	3	2	7	0	0	0	0	0	14
21	participant 10	4	2	4	10	1	1	1	1	3	23
22		1	4	2	7	0	0	1	0	1	15
23	participant 11	2	3	4	9	1	1	0,5	1	3,5	21,5
24		3	1	1	5	1	1	0	0	2	12
25	participant 12	1	2	4	7	1	1	1	1	4	18
26		2	3	0	5	1	1	1	0	3	13
27	participant 13	2	3	3	8	1	0	1	1	3	19
28		2	4	1	7	0,5	1	0	1	2,5	16,5
29	participant 14	4	2	5	11	1	1	1	1	4	26
30		3	1	1	5	0	1	1	0	2	12
31	participant 15	2	2	4	8	1	1	0	0	2	18
32		4	4	3	11	1	0	0	1	2	18
33	participant 16	3	3	2	8	1	1	1	1	4	24
34		5	5	4	14	1	0	1	0	2	36
35	participant 17	0	2	5	7	1	1	1	0,5	3,5	17,5
36		3	3	2	8	1	0	0	0	1	17
37	participant 18	3	4	3	10	1	1	1	1	4	24
38		2	3	0	5	1	1	1	0	3	13
39	participant 19	2	2	6	10	1	1	1	1	4	24

Figure J mock results

The previous figure shows the first mock applied on students, it is important to clarify that they did not know that they have the exam this day, so the pink cells are answers peer each part of each section, in this case listening and speaking, the majority of the students got lower grades in this mock as it can be seen in the green cells, besides there were students who did not mark any on the paper this could happen by three reasons one is that the mental barrier appeared on this moment, they were lazy or they did not listen all the answers.

Then the researcher compared this previous results with the survey and the questionnaire and could evidence that anxiety was presented on students, one clear case is the participant 8 which marked the next answers on the survey and questionnaire

19		c hardly ever	a. always	b sometimes	a always	b sometimes	a always	b sometimes	a always	c hardly ever	a always	c hardly ever	d never	d n
20	Participant 8	siempre 5	nunca 1	nunca 1	nunca 1	nunca 1	nunca 1	casi nunca 2	a veces 3	nunca 1	siempre 5	casi nunca 2	nunca 1	a v

d never	a always		
a veces 3	nunca 1	casi nunca 2	

The majority of the answers on the survey were (a) “always” which in figure can observed in orange color, it means that this participant always feels anxiety in some specific statements.

	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Participants			LISTENING 1 (7)	LISTENING 2 (6)	LISTENING 3 (6)	RESULTS	SPEAKING 1 (1)	SPEAKING 2 (1)	SPEAKING 3 (1)	SPEAKING 4 (1)	results	FINAL	
16				2	2	0	4	1	0	1	0	2	6	
17	participant 8			2	4	4	10	1	1	1	1	4	14	

Then the first test is highlighted in pink which means that if the majority of his answers in the previous survey were “always” and these refers to anxiety the participants clearly showed the feeling because on the mock the participant had only 6 correct answers, the second test that was at the end of the implementation and that can be observed in the figure in blue. As it can see in the previous figure the participant had 6 answers in the first mock and at the end he reached 14 answers, the skill that was improved on the participant was the listening skill. So for the participant were more successful the listening activities.

Now the next participant did not show a high level of anxiety at the beginning of the implementation her results on the questionnaire and survey were

11		c hardly ever	a. always	b sometimes	b sometimes	a. always	b sometimes	c hardly ever	c hardly ever	d never
12	Participant 4	casi siempre 4	casi nunca 2	nunca 1	nunca 1	nunca 1	nunca 1	casi nunca 2	casi siempre 4	casi nunca 2

b sometimes	b sometimes	d never	c hardly ever	b sometimes
nunca 1	nunca 1	casi nunca 2	a veces 3	nunca 1

The majority of the results were “hardly ever” and “sometimes” so it did not evidence a high level of anxiety on this student so this can explain their performance during all the implementation because it was the same at the beginning until the end the next chart evidences this.

1	Participants	LISTENING 1 (7)	LISTENING 2 (6)	LISTENING 3 (6)	SPEAKING 1 (1)	SPEAKING 2 (1)	SPEAKING 3 (1)	SPEAKING 4 (1)	FINAL
8		4	1	3	0	0	0,5	0,5	9
9	participant 4	1	1	3	1	1	1	1	9

The student maintained their results because he did not evidence the feeling so probably the activities were not useful, this student feel self- confidence respect to the exam.

Finally is the participant who instead of improving his knowledge he generated confidence in himself and at the end of the implementation the final mock results were lower than at the beginning of the research. Also in the surveys and questionnaires he did not show higher problems on anxiety.

37		c hardly ever	b sometimes	d never	c hardly ever	d never	b sometimes	c hardly ever	a always	d never	b sometimes	d never
38	Participant 17	a veces 3	nunca 1	nunca 1	nunca 1	nunca 1	nunca 1	nunca 1	nunca 1	nunca 1	nunca 1	a veces 3
		c hardly ever	d never	c hardly ever								
		nunca 1	nunca 1	nunca 1	casi nunca 2							

Here could be evidenced a kind of confidence on the student he only had one answer marked with always, and the other statements the majority hardly ever, so it means a kind of self-confidence respect to International English Exams. But at the end of the implementation probably he developed the anxiety, or get confused because his results decreased dramatically.

1	Participants	LISTENING 1 (7)	LISTENING 2 (6)	LISTENING 3 (6)	SPEAKING 1 (1)	SPEAKING 2 (1)	SPEAKING 3 (1)	SPEAKING 4 (1)	FINAL
34		5	5	4	1	0	1	0	18
35	participant 17	0	2	5	1	1	1	0,5	10,5

Through the activities the participant showed confidence and the proper knowledge for the exam, so maybe he felt in confidence and at the end the results were not the expected

for the researchers because it is supposed that if a person has self-confidence this exam will be the best of the participant, with respect to the feelings he evidenced also a kind of calm so also it generates this fact.

## **5.2 Mocks analysis**

To make a comparison of how successful were the activities implemented, the researchers decided to apply an initial mock and a final mock .The mock has 3 parts divided into listening part 1 (short recordings) which contains 7 questions, part 2 (multiple choice) which contains 6 questions, part 3 Note completion there which contains 6 questions. Similar to speaking which contains 4 parts, part 1 (asking and answering questions) part 2 (situations) part 3 (talking about a photograph) part 4(Discussion).

During all the implementation the main objective that must to be reached was to improve the results in the PET of the students more exactly in listening and speaking skills, so when the graphic was finished it was a good result because the researchers could see a good improvement of the participants, it was predictable that not all the students will improve the same, or not all of them had an improvement but the majority of them increase their grades. The next chart shows the results of the initial mock divided into the sections' parts of the exam (cells pink) and the final mock results divided into the sections' parts as well (cells blue). The final results of the initial mock in general (green) and the final ones of the last mock in general too ( orange) would be presented in the following figure.

CONTROLLING TEENAGER'S ANXIETY LEVEL IN SPEAKING AND LISTENING SECTIONS AT THE MOMENT TO PRESENT THE PET. 67

	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Participants			LISTENING 1 (7)	LISTENING 2 (6)	LISTENING 3 (6)	RESULTS	SPEAKING 1 (1)	SPEAKING 2 (1)	SPEAKING 3 (1)	SPEAKING 4 (1)	results	FINAL
2				2	3	1	6	1	0	0,5	0	1,5	7,5
3	participant 1			3	3	6	12	1	1	1	1	4	28
4				2	2	1	5	1	0	0,5	1	2,5	12,5
5	participant 2			3	3	3	9	1	0,5	1	1	3,5	21,5
6				2	3	1	6	0	0	0	0	0	12
7	participant 3			2	1	3	6	1	0	1	0	2	14
8				4	1	3	0	0	0	0,5	0,5	1	17
9	participant 4			1	1	3	0	1	1	1	1	4	14
10				1	0	0	1	0	0	0,5	0,5	1	3
11	participant 5			2	3	4	9	1	0	1	1	3	21
12				3	2	1	0	0	0	0	0	0	12
13	participant 6			1	1	3	0	1	1	1	1	4	14
14				2	1	1	4	1	0	0	0	1	9
15	participant 7			1	1	2	4	1	0	1	1	3	11
16				2	2	0	4	1	0	1	1	2	6
17	participant 8			2	4	4	10	1	1	1	1	4	14
18				2	1	1	4	0	0	0	0	0	8
19	participant 9			3	3	5	11	1	1	1	1	4	26
20				2	3	2	7	0	0	0	0	0	14
21	participant 10			4	2	4	10	1	1	1	0	3	23
22				1	4	2	7	0	0	1	0	1	15
23	participant 11			2	3	4	9	1	1	0,5	1	3,5	21,5
24				3	1	1	5	1	1	1	0	2	12
25	participant 12			1	2	4	7	1	1	1	1	4	18
26				2	3	0	5	1	1	1	0	3	13
27	participant 13			2	3	3	8	1	0	1	1	3	19
28				2	4	1	7	0,5	1	0	1	2,5	16,5
29	participant 14			4	2	5	11	1	1	1	1	4	26
30				3	1	1	5	0	1	1	0	2	12
31	participant 15			2	2	4	8	1	1	0	0	2	18
32				4	4	3	11	1	0	0	1	2	20
33	participant 16			3	3	2	8	1	1	1	1	4	20
34				5	5	4	19	1	0	1	0	2	30
35	participant 17			0	2	5	0	1	1	1	0,5	3,5	17,5
36				3	3	2	8	1	0	0	0	1	17
37	participant 18			3	4	3	10	1	1	1	1	4	24
38				2	3	0	5	1	1	1	0	3	13
39	participant 19			2	2	6	10	1	1	1	1	4	24

Figure K. mock results.

The data here was analyzed in a quantitative way so the listening skill was analyzed first then the speaking skill; the next graphic shows the improvement in the listening skill.

### MOCK RESULTS (LISTENING)

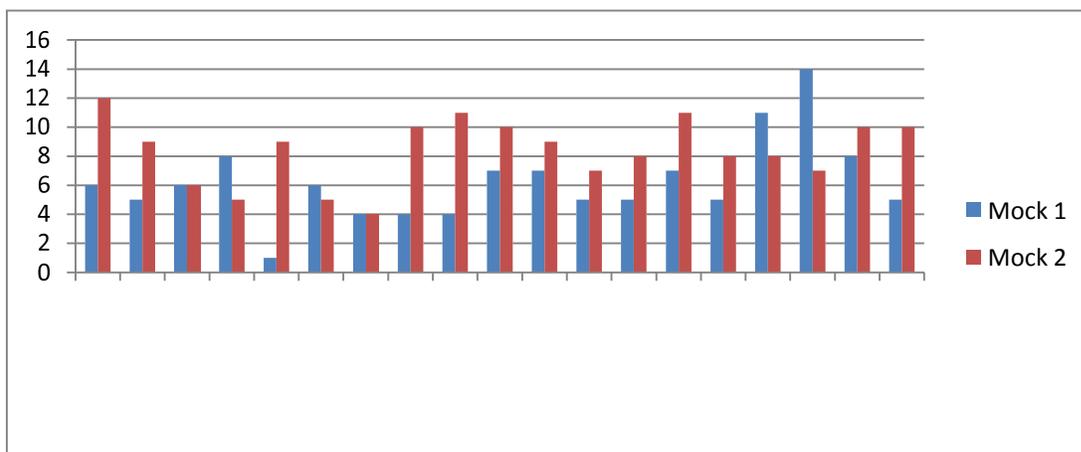


Figure L. Mock results listening section

The listening skill showed a good improvement among participants the blue bars evidence the initial mocks and the red bars the previous graphic showed the general results

of the students in the listening part. Around 68% of the participants improved on the listening skill compared with the initial mock, additionally the results improved slightly on 4 participants, on the other hand the 11% did not show any improvement their results were the same. Finally the 21% decreased, this percentage belongs to 4 participants who decreased.

Participant 5 (see figure K.) had an improvement of the 90% it means that in the implementation the participant could improve her knowledge, the structure about the exam and also control their anxiety. The same happened in participant 1 which had the 50% of improvement it could happen by the previous reasons given, this lead to the researchers to conclude that the activities of listening were mainly successful.

Now the next graphic shows the speaking results:

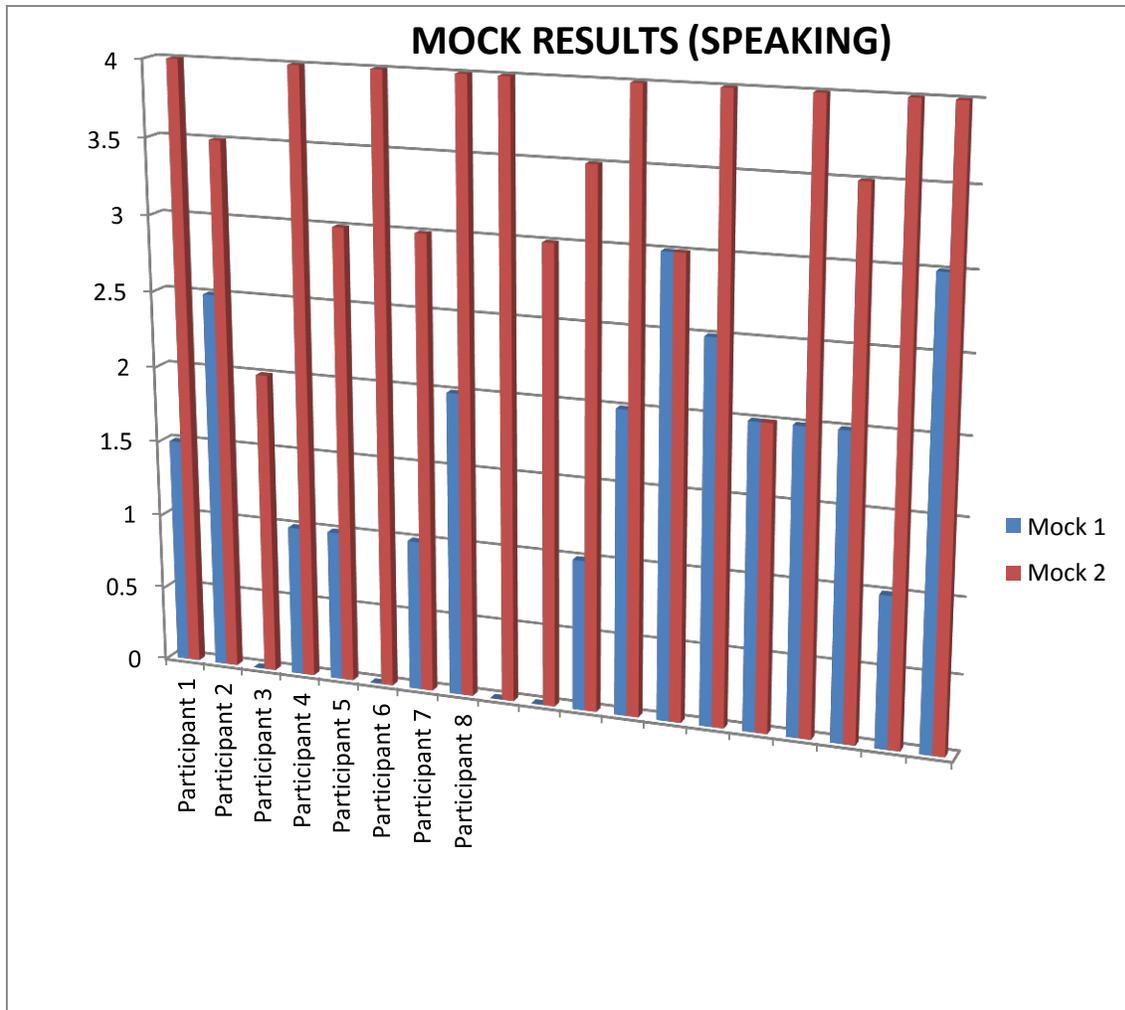


Figure M. 3 Mock results speaking section

Here the 89% improved on speaking skill this means that the activities were more successful on this skill rather than listening skill, also that the students are more able to control their anxiety at the moment to present the speaking part and use the tips given in the implementation. Besides this 89% of the participants improved more than the 30% each one in the speaking skill, so it means that they feel more comfortable, relaxed in the speaking section. On the contrary the 11% of the students did not show any improvement or a retrogress, it means that those students did not use the tips given by the researchers or they did not feel anxious.

The previous analysis gave support to the research questions; the activities adapted from the researchers generate positive feelings, thoughts on students in order to control the anxiety when they are presenting the exam, also the speaking activities showed more effectiveness rather than the listening activities because the students showed higher grades on speaking skill.

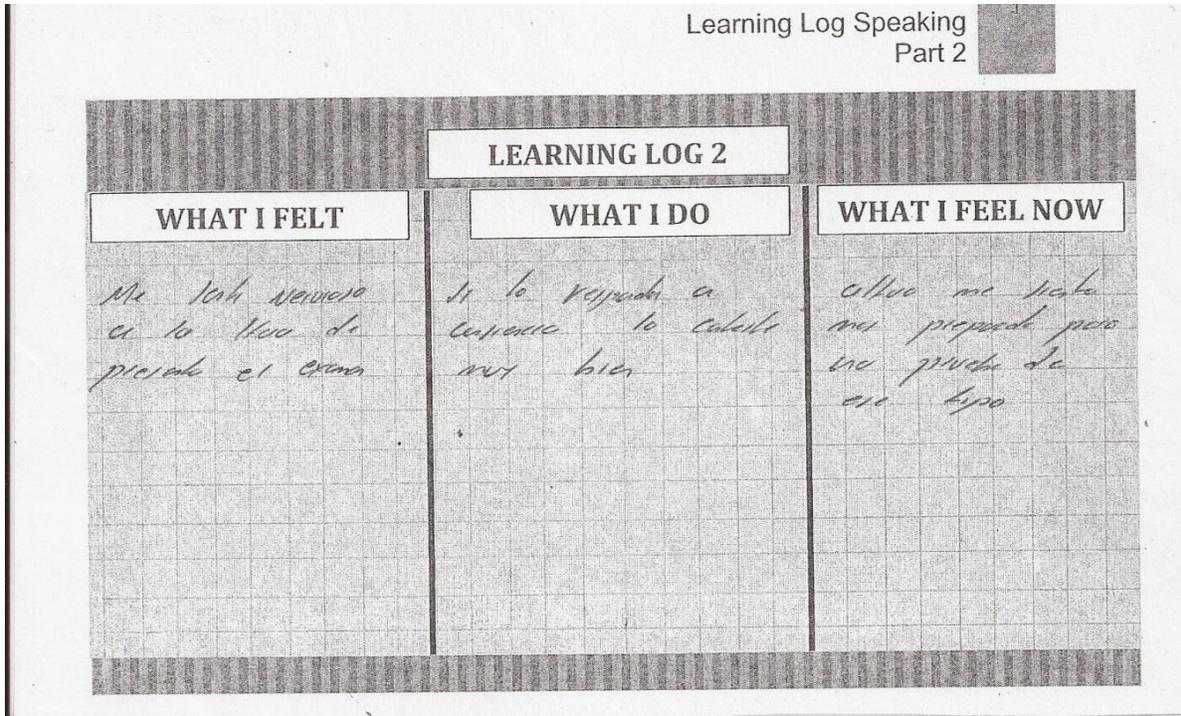
### 5.3 Learning logs

During the implementation at the end of all the classes the students filled a chart which contains three parts what I did, what I do, what I felt (appendix D) those answers were collected and analyzed in order to verify what students felt and about the mock and the activities. The majority of the students revealed that now they feel calm and prepared for a future exam; also some others revealed that the activities were boring and they did not achieve the objective of the lesson.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Yo me senti un poco nervuloso y tambien no sabia muy bien acerca del tema	Yo lei muy bien el examen y lo he contestado a conciencia	Creoque ya estoy mas preparada debido a que me han explicado el tema

Here the student expresses that he felt nervous and he did not know about the topic, but then at the end he reflected that he felt prepared due to the researchers explained the topic, so it can be said that activities really cause a change on students, they felt more comfortable

and prepared, the activities applied allow to students to understand and answer in an exam of this kind freely.



#### Apendix D

The previous figure evidences that in the mock the participant felt nervous and did not have the knowledge for the mock, so it generates that he had a low grade in the first mock as it can be seen in the next figure it can be observed that in the purple cells the grades were lower than in the second mock that are the blue cells so he had a huge improvement with the activities applied in the classroom he improved almost a 50 % with respect to the first mock.

1	Participants	LISTENING 1 (7)	LISTENING 2 (6)	LISTENING 3 (6)	SPEAKING 1 (1)	SPEAKING 2 (1)	SPEAKING 3 (1)	SPEAKING 4 (1)	FINAL
2		2	3	1	1	0	0,5	0	7,5
3	participant 1	3	3	6	1	1	1	1	16

On the other hand, the second participant maintained her results with respect to the first mock, also in the learning log she did not feel anxious or nervous, and the activities that

she answered were like easy for her, because he felt a positive feeling from the beginning of the research.

LEARNING LOG 3		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Me senti bien, fue una buena clase	Participo activamente en la clase	Bien, pues aprendi mucha

Additionally in the mock she maintained like the same results from the first mock until the last mock, this case happened in two participants they maintained their results, in respect to this can be inferred that the participant did not feel anxiety previous to an exam, or the activities were not the answer to the anxiety that she felt, now in this figure can be confirmed that the result were the same.

1	Participants	LISTENING 1 (7)	LISTENING 2 (6)	LISTENING 3 (6)	SPEAKING 1 (1)	SPEAKING 2 (1)	SPEAKING 3 (1)	SPEAKING 4 (1)	FINAL
8		4	1	3	0	0	0.5	0.5	9
9	participant 4	1	1	3	1	1	1	1	9

Here the mock show some improvements in some parts of listening and speaking but at the end she maintained the results so probably some activities worked or generate knowledge or a development of the skill in this case listening or speaking in the participant. This fact could happen because the participant feel the same from the beginning or the participant learned but in the exam she forgot some keys to take into account.



## 5.4 Categories

The categories were defined by color the opinions, answers from the students, in order to answer the research question it was necessary to establish the categories according to Hsieh and Shanon (2005) "Categories are patterns or themes that are directly expressed in the text or are derived from them through analysis" pg. 1285. That is why the categories needed to be created in order to make patterns or themes that answer the research question and organize the data analysis to make it easier to understand.

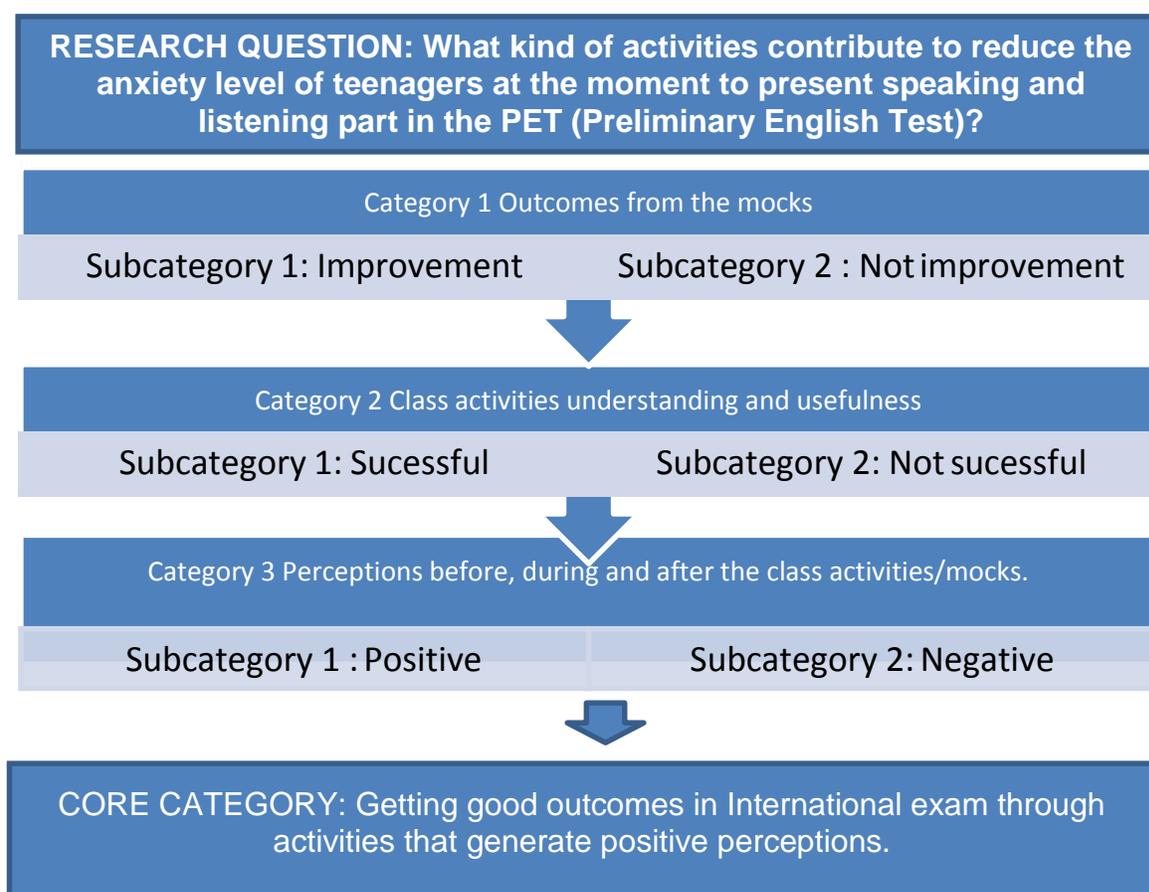


Figure Ñ. Categories graphic.

### 5.4.1 Description of the categories

#### 5.4.1.1 Category 1 Outcomes from the mocks

The mocks gave the quantitative information to the researchers; those mocks gave the main data for the research because here it is evidenced an improvement from the participants on majority of them, also those data were the most important to evidence the effectiveness of the activities because if the students showed an improvement the main reason was the activities and the tips given by the researchers, also the activities practiced in class made that students feel calm and control negative feelings at the moment to present an International English Exam.

#### 5.4.1.1.1 Subcategory 1 Improvement

Those results not only were seen on the mocks, the learning logs that were showed evidence that all the activities applied generate a good, positive understanding, feeling on them additionally if the activities were effective the students did not create a barrier in their learning process as Krashen (1981) exposed. On the contrary most of them had higher grades at the end of the implementation. Here this participant showed an improvement on the two skills, now his learning log expressed the next:

Learning Log Speaking Part 3-4

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
ya me jenna memoria, se me olvidaba lo que habia estudiado	yo me concentro y decido decirle a las profes que	yo me siento listo para la prueba

Here the participant expressed nervousness at the moment to speak in English, but then when she did all the activities and presented the exam again she felt good as Krashen (1981) that said that the affective filter covers all the feelings and take control of them the participant not evidence again this feeling at the moment to speak in English.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Yo me senti un poco nervuloso y tambien no sabia muy bien acerca del tema	Yo lei muy bien el examen y lo he contestado a conciencia	Creoque ya estoy mas preparado debido a que me han explicado el tema

Now in this participant the condition changed a little, because this participant did not feel any negative feeling about the exam, but the participant at the end expressed that it helped him to think quickly and sure. The participant also share that the activities helped them to understand better and faster, so here it is important to clarify that attitude mainly helped on the students process to reduce the anxiety level. Also the participant has a thought that those activities are fast, and it is good for them because they are going to measure the time to answer all the exam and be sure that the answers that they marked were the correct.

Learning Log Speaking  
Part 2

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Me sentaba nervioso en la hora de preparar el examen	Le respondí a cuestiones lo cubrí muy bien	ahora me siento más preparado para un prueba de este tipo

Additionally this participant expressed that he felt nervous for the exam in the first column, then the student at the end felt more preparation to take another exam of this kind, so this is other factor which gives support to the activities applied that evidence an improvement on the students.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
me sentaba nervioso no sabía que decir con las preguntas que hacían	Las profes nos preguntaban y nos daban consejos de cómo contestar	me siento más preparado ya que que he aprendido mucho con las profesoras

Finally this participant said that he was nervous for the speaking section so it was harder for the students rather than listening, because when the researchers applied the initial mock they were lost and look confused so that was the reason the speaking grades were the lowest. Here in this log the participant stated that the advices given by the researchers helped with the feeling and that now he feels prepared and he has learned a lot with the researchers.

#### 5.4.1.1.2 Subcategory 2 Not Improvement

The reason why students did not improve might be two one is because they felt self-confidence (what I felt) and at the moment to present the mock they suffer anxiety or because the activities that were used did not work for them some of them expressed in the logs this feeling of boring as follows:

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
No sentí nada porque no se me di- ficulta el inglés	escuché con atención e hice el ejercicio adecuado men- te.	Normal, por que se muy bien inglés

Learning Log Speaking Part 2

Figure L.3

The student did not feel any worrying about the exam, she had a proper knowledge but at the final test their results were lower, probably she felt anxiety but she did not know how to manage, or did not remember the activities done in class because she never thought that those could be useful for her. Other reason could be that the participant felt self-confidence and the activities did not generate any feeling or reason to develop it, so it lead that the participant decrease the grades in the final mock, so it was surprising for the researchers because during the activities this participant showed a huge knowledge and a good understanding of the activities done in class.

Learning Log Listening Part 1-2

LEARNING LOG 3		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
No senti nada ya que no era una prueba que me hiciera preocupar	No hice nada ya que era un ejercicio común y porque estaba aburrido	Nada ya que no era un ejercicio con nota y me siento normal ahora

Here this participant evidences a clear bad attitude relating to the class, since the beginning it could be the reason why the participant did not like the class and he felt boring, additionally at the end he said that he did not feel anything because it was not an exercises with a grade so probably the participant is always thinking on a grade to develop the activities successfully in class.

### 5.4.1.2 Category 2 Class activities understanding and usefulness

This category refers to the activities applied in the implementation and the usefulness on participants, this category involved the usefulness of the activities, there were some that worked and the participant expressed it on the other hand some others expressed that they did not get engaged with the activities and those were not useful.

#### 5.4.1.2.1 Subcategory 1 Successful activities

One example of the usefulness of the activities is the participant 18 who demonstrated a better performance at the end of the implementation, additionally this was not the only case, other 13 presented the same performance, so it could be inferred that the activities used in class worked well and contributed to reduce anxiety, here is one example

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Senti que fue un buen examen por que fue una prueba rapida para evaluar nuestro ingles en un momento a la zar	En mi opinion fue una buena decision por parte de las profesoras por que nos ayudaron a entender mejor y mas rapido	me sentiria preparado por que esto me ayuda a pensar en riesgo y mas rapidamente

The participant express that he understand better and faster and now with this tool he is going to think in risk and in a fast, it implies that the activities generates confidence and a kind of preparation for exams of this kind.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
me senti muy tranquila porque entendi el tema	las preguntas las respondi a conciencia y la actividad de la bomba y la silla fue buena	me siento mejor al saber que nos han hecho actividades para entender mejor el tema

Learning Log Speaking Part 2

Here the participant spoke about two specific activities done by the researchers, so it allowed to state that speaking activities were better for the participants, also as it can be evidenced in the figure M, the speaking grades at the end were better than the improvements showed in the listening part, so the activities were interesting for the majority of them.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
El día del examen no pude contestar bien, me sentía muy preocupado porque no conocía ese examen.	La actividad que hicieron las profesoras fue chavere y interesante ya me pasaron los nervios y la preocupación	<del>El</del> El día de hoy me siento bien, preparado para desarrollar algún examen o actividad

This participant did not talk about any specific activity but he explained that he felt worried and he did not know the exam, then he stated that the activity done in this class

helped to reduce the worrying and nervousness, finally the activities contributed to student in order to reduce those feelings and helped him to answer properly in the final mock.

#### 5.4.1.2.2 Subcategory 2 Not successful activities

Other students revealed that the activities were boring and they did not feel any useful for life, and for that reason did not expressed a good concept of the activities in the next graphic is the example:

Learning Log Listening Part 1-2

LEARNING LOG 3		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
no sentia nada y estaba muy tranquilo antes de la prueba	no senti nada porque ni me importaba realizar esta prueba	nada porque la prueba me dio igual y era muy aburrida

Probably the activities that the researchers implemented were not interesting for this participant or because he did not feel any negative feeling previous to the implementation, so it generates that the participant felt boring with any interest on the activities, some participants expressed this feeling, it can say that the activities contributed to control the feeling in a 90% and the other 10% were the participant who expressed negative feelings.

LEARNING LOG 3		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
No senti nada ya que no era una prueba que me hiciera preocupar, todo muy tranquilo.	No hice nada porque después de todo no era nada interesante para mí.	No siento nada ahora por que eso era bastante fácil y no me preocupó

This image evidences that the participant did not feel anything, for that reason the activities proposed in class did not generate an interest on this participant, as it can be seen in the previous figure he expressed that it was not interesting for him, additionally the participant did not find a reason to learn or get involved with the activities so his attitude not always were the best.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Bien, por que el tema se entendio y fue facil de comprender. Al realizarlo fue facil	Responder con consciencia todas las preguntas	Un poco cansado respecto a las actividades deberian ser más ludicas.

Learning Log Speaking Part 2

Finally this participant talked about the activities proposed in class he expressed that he felt tired because the activities should be more interesting, so it can be a factor on the participants described on this subcategory that the activities were not meaningful for them so they always were boring and did not get the knowledge that the teachers wanted to teach.

### 5.4.1.3 Category 3 Perceptions before, during and after the class activities/mocks

The final category stated in this research is perceptions, those are connected with what students think or feel at the previous moment, during the moment and after the activities and the mocks this category was divided into two sub categories which are:

#### 5.4.1.3.1 Positive perceptions

This subcategory contains the perception that some participants had when the implementation was done in here is showed positive thoughts and feelings that the students expressed about the activities here is one example:

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Al principio del examen no entendí como tenía que contestar creo que me fue mal.	Las profes nos decían como actuar y pienso que eso ayudo para entender mejor y mas especificamente.	Pienso que estoy mas preparada para un examen de este tipo y pues el ultimo si me senti mejor.

In this case this participant expressed a positive perception of the activities the participant talked about the misunderstanding of the speaking section then the participant learned how to react and act during this situation, finally the participant said that she felt more prepared to take an exam, so the perception that this participant had from the beginning changed absolutely, she expressed a relaxed way in the final mock so this is a factor which influences in a positive way to the research.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
FUE DIFICIL PORQUE NO ENTENDIA NADA Y LA PROFE HABLABA Y ANOTABA UNAS COSAS.	PUES PIENSO QUE FUE BUENO PORQUE LAS PROFES EXPLICARON Y ESO A VECES AYUDABA A ENTENDER EL EXAMEN	YA ES MAS FACIL PORQUE YA SABEMOS COMO ACTUAR Y PENSAR EN ESTAS SITUACIONES.

Besides a similar case happened in this evidence, the participant had a negative perception about the initial mock then the participant thought that was a good idea and this helped to understand the exam and do not face with difficulties as in the first one. Finally the participant felt that it was easy and the participant already know how to act about an International exam, now this is other example of a positive perception.

Learning Log Listening Part 1-2

LEARNING LOG 3		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Pues normal pero a la vez indecisa porque no sonaba bien la grabación y no podía entender que decía.	Con las grabaciones de las profes y lo que nos decían de como hacer.	Normal tranquila

Again the participant feel a positive feeling compared with the previous one she expressed misunderstanding of the recording, then she feel calm because the “teachers” in this case the researchers help her explaining what to do in this case.

#### 5.4.1.3.2 Negative perceptions

This subcategory shows the negative feelings and thoughts about the activities and the mocks, the participants also expressed and felt bad feelings and attitudes which had a worst ending, the final mock which was not the best, so here is one student with this perception:

Learning Log Listening Part 1-2

LEARNING LOG 3		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
No senti nada ya que no era una prueba que me hiciera preocupar	No hice nada ya que era un ejercicio común y porque estaba aburrido	Nada ya que no era un ejercicio con nota y me siento normal ahora

The participant expressed that they felt boring so here is other reason to determine what was the factor which influences on this negative perceptions and this are the grade, here the participant said that the exercises did not have a grade and for that reason he did not felt nothing, so the activities were done not for learning, only to distract or other reason.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
Yo estaba ansioso para empezar la prueba	Quería terminarla rápido.	Al terminar estaba feliz de que acabara, porque sabía que estaba bien

Here this participant evidence a kind of self-confidence, and for that reason he was calm and in a good attitude because he already know that the answers were right, it might be that this participant understand the majority of the instructions and did not feel anxiety in higher levels, because at the beginning he expressed anxiety to start and then he felt happy.

LEARNING LOG 2		
WHAT I FELT	WHAT I DO	WHAT I FEEL NOW
No entendi para que era ese examen ademas era largo	Unas actividades pero igual seguia sin entender.	No fue bueno pienso que ese examen no sirve ademas no me gusta el ingles

The main reason of this participant was that he did not like English, so it causes a predisposal and this is bad, first the students did not get a reason to participate and develop the activities with a motivation or a reason to learn, it is possible to say that future activities applied on this students probably are going to get the same result because he did not have a reason to learn English a good idea for further research is to look for those students and try to generate positive things about the language, also look for reasons to know why this participant do not get involved in this process, maybe the teacher or a negative experience from the past.

### **5.5 Core category Getting good outcomes in International exams through activities that generates positive perceptions**

To discover the core category was necessary to took all the data analyzed and verify the topics that gave the answered to the research question, this core category is the principal, that includes all the categories found in the research also answers the research question that the activities generated positive feelings generate good outcomes in International Exams.

### **5.6 Conclusion**

The data analyzed previously lead the researchers not only to answer to the research question, but also left the feelings, attitudes that they took in some of the activities during the implementation, also that most of them improved, the skill that was the best was speaking, so the activities of this skill were more successful and meaningful for the students.

On the other hand is important to compare the results given by the qualitative analysis and the quantitative analysis, the main factor to highlight here is that in the qualitative data the students expressed feelings and thoughts mainly positive and when is observed the general results it is expressed that students had an improvement, additionally they feel more prepared because the majority of the answers from the logs were similar the feel prepared, they feel safe and it causes the good outcomes in the final mock.

Other factor was that students improved on speaking skill, they answer in a better way than in the first one, for them was easier because they already know the structure of the exam, also they have been practicing so they took this final mock more calmly it was not a pressure or reason to get nervous or anxious so they achieved good outcomes.

A negative factor is that listening activities were not successful than the speaking activities, when the results from listening were partially lower than the speaking results, also in the logs the participants evidenced that the listening activities were boring, or they do not understand too much the recordings, some of the students get the knowledge and had an improvement but the speaking activities were more successful.

## CHAPTER 6

### **Conclusions, Implications, limitations and further research**

The objective of this study was to determine what activities were more successful for the students to present an International English exam in this case the PET (listening and speaking section). Data was collected in order to answer this question which was answered, also the researchers could evidence a general improvement of the participant referring to their anxiety levels. They now are able to control an answer the questions without higher levels of this anxiety.

#### **6.1 Conclusions**

Taking into account the findings of this research, it is important to mention that this study contributes to the development in education. Also these results confirmed the same that Robertson (2011) stated in his study that the activities that help to reduce the affective filter have to promote interaction, in this research, the speaking activities were didactic and interactive so the students felt self-confidence and they reduced their affective filter. Furthermore, these results showed positive outcomes rather than in Sayin (2015) who evidences in her study that the students did not reduce the affective filter before to present an International Exam but the students of her study changed their attitude about the exam. Řepová (2014) evidences in her study that the factor that helped to students to reduce affective filter was the input, now in the findings of this research this fact had taken place because all the activities implemented by the researchers to the students gave them specific knowledge.

Besides the students not just improved their grades but also they understood what means to present an exam of this kind, they are prepared for a job interview in English because the researchers practiced questions of this kind. Moreover, they feel ready to take the exam and they have understood all the instructions they have to follow at the moment to be face to face with the exam's examiner.

To conclude, it is important to mention that the activities used in this research were useful taking into account that the students improved in their grades of the mocks that were applied and as well as it was mentioned in chapter 5 , they expressed in the learning logs that they felt better after the implementation process. It is worth to say that implementing activities that develop interaction and communication is a medium to become better the experiences students have when taking exams like in this case the PET (Preliminary English Test). Additionally, it was found that familiarizing students with the structure of the exam help them to reduce anxiety or others feeling that affect the affective filter they have, because at least they already know the kind of questions they have to answer as well as the kind of instructions they will need to follow to complete it.

## **6.2 Implications**

Carrying out a research like this one implicates the search of an good population that can be useful for the implementation process; furthermore it implicates to do the needs analysis to prove the problem which is going to be developed, in that way the contribution that the research is going to leave will be useful and successful for others to use it in many educational contexts.

In the other hand, it implicates the time to look for the best instruments to collect the data it is needed to carry out the study, and additionally the time to design all the pedagogical

intervention it will be done. As well thinking about a research project implicates having in mind all the process that should be followed in order to protect the integrity of the people who will be participant of it. Besides, it is necessary to reflect about the process with the participants and to explain them the focus and the objective of the research, in that way they will participate with the idea to solve a problem they present as well as cooperating for the research process.

To conclude, it can be said that depending on the kind of research and the purpose of it , the implications will be developed, this can be know just when the research process starts and the researchers identify each thing they need to keep in mind to carry out it .

### **6.3 Limitations**

Although this research study was conducted successfully it is important to mention that there were some limitations presented on the process. One of the biggest limitations of the study was regarding on time because by the implementation`s time the ninth graders were preparing a performance for the family`s day so, some days they needed to go to the park to practice on it and that made researchers fail some hours so it inferred on the application of some activities and later researchers had to go back another day to finish with the missing parts. Another day students had a cleaner`s day so researchers had to stop doing the activities because the participants had to clean the chairs and the desktop for them to be able to go to holidays without any problem that because it was on November and the scholar year was ending.

Another limitation was that at the final week of the implementation students started taking the final exams of the all signatures they were working on so, it made students feel

tired and bored and they were not pretty much comfortable with the researchers` activities, however the implementation finished in a proper way letting researchers apply all the data collected instruments as well as gathering all they data it was needed.

#### **6.4 Further research**

Bearing in mind the useful findings this research obtained it is worth to say that future teachers can use it in order to reduce the anxiety in their students, anyways if there is not anxiety they can use this study in order to familiarize their students with PET to make them to have pretty good experiences and good results. Furthermore this study could be adapted for other international English exams like: KET, IELTS, FCE, among others which would be a big contribution for the society bearing in mind that international exams each day are more applied in schools, institute and universities.

Additionally this research study can be adapted not just to be focus on anxiety but in other feelings that can create a barrier in the learning process of a person or in the demonstration of the knowledge people have by an international exam.

Future teachers can implement this study but working in reading and speaking which were not the skills worked on it, it depends on the needs students have and in the focus they want to be on. The usefulness of this study is pretty much relevant for teachers and for students.

Finally, it is important to mention that the most favored with the further implementation of this study is the whole group of people which is studying English because at some moment of their lives they would have to present and international English exam since it is now an educational requirement.

## **6.5 Conclusion**

To conclude this research demonstrated that familiarizing students with the structure of PET avoid among them the anxiety and help them to improve in the results they expected to have. Furthermore with the findings obtained it is worth to say that implementing mocks is a useful idea to generate confidence in the students opening for them opportunities to be able to present this kind of exams or another one like it was mentioned in the further research section.

The researchers found that implementing PET activities helped to develop and increase in the students the understanding on the listening and speaking skills, but it is important to say that working with reading and writing would be pretty much significant for the society letting big contributions to people.

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## APENDIX A

### CUESTIONARIO DE AUTOEVALUACIÓN DE LA ANSIEDAD ANTE LOS EXÁMENES.

En los valores de las respuestas que se pueden dar a cada una de las cuestiones:

- El 1 indica que "nunca o casi nunca me pasa".
- El 5 indica que "siempre o casi siempre me pasa".

SITUACIONES QUE PUEDEN OCURRIR		1	2	3	4	5
1	Estoy muy preocupado por los exámenes					
2	Tengo palpitaciones, opresión en el pecho, me falta el aire, respiro muy rápido...					
3	Me siento entumecido, torpe, rígido, agarrotado...					
4	Siento miedo, estoy inquieto. Duermo mal: no me puedo dormir, tengo un sueño irregular.					
5	Siento molestias en el estómago: náuseas, mareo. Tengo diarrea.					
6	Como y bebo a deshoras, continuamente o demasiado. Fumo a todas horas, más de lo habitual en mí.					
7	Se me "cierra el estómago": no puedo comer.					
8	Me asaltan pensamientos como: voy a suspender, no se nada, me voy a quedar en blanco...					
9	Tartamudeo, me cuesta explicarme.					
10	Me tiemblan las manos, tengo hormigueos por los brazos y piernas.					
11	Me siento inseguro, no me acuerdo de nada, no me vienen las palabras... "Quizás no deba ir al examen."					
12	Tengo la boca seca, no puedo tragar...					
13	Sudo. Siento escalofríos, tengo sofocos...					

CONTROLLING TEENAGER'S ANXIETY LEVEL IN SPEAKING AND LISTENING SECTIONS AT THE  
MOMENT TO PRESENT THE PET. 99

14	Estoy triste, tengo ganas de llorar.					
15	Hago movimientos repetidos con algunas partes de mi cuerpo. Tengo tics nerviosos.					

## APPENDIX B

### Survey format

Grado: \_\_\_\_\_  
Sexo: \_\_\_\_\_  
Estrato socio  
economico: \_\_\_\_\_  
Fecha: \_\_\_\_\_

El siguiente cuestionario contiene preguntas sobre sentimientos o pensamientos que usted puede experimentar a la hora de presentar un examen de inglés, lea cada una cuidadosamente luego seleccione y subraye la respuesta que más se acerca a lo que siente o piensa al momento de contestar un examen, recuerde que no hay buena o mala respuesta en este cuestionario y por favor sea lo más sincero(a) posible.

#### EJEMPLO

1. \_\_\_\_ ¿Cuándo estoy contestando exámenes de inglés estoy pensando en hacer otras cosas?
  - a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
  
2. \_\_\_\_ ¿cuándo estoy contestando exámenes de inglés me preocupo por si lo aprobare?
  - a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
  
3. \_\_\_\_ ¿Cuándo estoy contestando exámenes de inglés mi corazón se acelera?
  - a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
  
4. \_\_\_\_ ¿Cuándo estoy contestando exámenes de inglés miro al rededor del salón?
  - a) Siempre
  - b) A veces
  - c) Raras veces

- d) Nunca
5. \_\_\_\_ ¿Cuánto estoy contestando exámenes de inglés me siento nervioso(a)?
- a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
6. \_\_\_\_ ¿Cuándo estoy contestando exámenes de inglés pienso que voy a tener una baja calificación?
- a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
7. \_\_\_\_ ¿Cuándo estoy contestando exámenes de inglés me cuesta recordar las respuestas a las preguntas?
- a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
8. \_\_\_\_ ¿Cuándo estoy contestando examen es de inglés juego con el lápiz/esfero?
- a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
9. \_\_\_\_ ¿cuándo estoy contestando exámenes de inglés siento mi cuerpo o mi cara caliente?
- a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
10. \_\_\_\_ ¿cuándo estoy contestando exámenes de inglés me preocupa perderlo?
- a) Siempre
  - b) A veces
  - c) Raras veces
  - d) Nunca
11. \_\_\_\_ ¿cuándo estoy tomando exámenes de inglés mi estómago me cosquillea o siento un vacío?
- a) Siempre
  - b) A veces
  - c) Raras veces

d) Nunca

12 \_\_\_\_\_ ¿cuándo estoy tomando exámenes de inglés miro a menudo el reloj?

a) Siempre

b) A veces

c) Raras veces

d) Nunca

12 \_\_\_\_\_ ¿cuándo estoy tomando exámenes de inglés pienso que debí haber estudiado un poco más?

a) Siempre

b) A veces

c) Raras veces

d) Nunca

13 \_\_\_\_\_ ¿cuándo estoy tomando exámenes de inglés siento que debo ir al baño?

a) Siempre

b) A veces

c) Raras veces

d) Nunca

14 \_\_\_\_\_ ¿cuándo estoy tomando exámenes de inglés me preocupo por lo que pueden decir mis papas si lo pierdo?

a) Siempre

b) A veces

c) Raras veces

d) Nunca

15. Con sus propias palabras escriba que sentimientos o pensamientos experimenta al momento de presentar un examen de inglés: \_\_\_\_\_

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!!!Gracias!!!

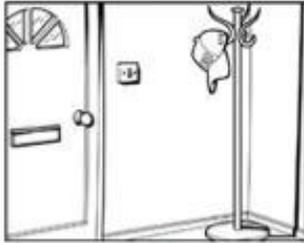
## APPENDIX C (MOCK PET)

### Listening • Part 1

#### Questions 1 – 7

There are seven questions in this part.  
For each question, choose the correct answer **A**, **B** or **C**.

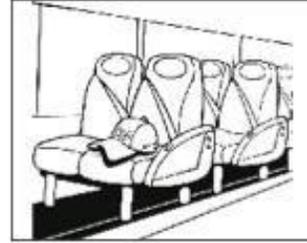
**Example:** Where is the girl's hat?



**A**



**B**



**C**

**1** What does the boy want from the shops?



**A**

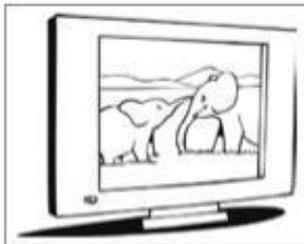


**B**

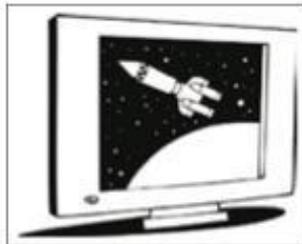


**C**

**2** Which programme is on first this evening?



**A**



**B**



**C**

- 11** What is different about the arrangements at the sports hall this week?
- A** The closing time is later than usual.
- B** It is not possible to hire the football pitch.
- C** All activities must be booked in advance.
- 12** What information are we given about the new swimming pool?
- A** It will open next month.
- B** It will be free for one week.
- C** It is bigger than the old one.
- 13** What are we told about the rock group *Switch*?
- A** They were all born in Westfield.
- B** They all live in Westfield.
- C** They are doing two concerts in Westfield.

### Listening • Part 3

---

#### Questions 14 – 19

You will hear some information about a film-making competition.  
For each question, fill in the missing information in the numbered space.

---

### FILM-MAKING COMPETITION

Maximum length of film: **(14)** .....

Type of film: **(15)** .....

Subject this year: The **(16)** .....

#### JUDGES:

Martha Fernando, presenter of the programme called  
'Film**(17)** .....

Mark Matthews, director

#### PRIZES:

First prize: visit to a film school

Other prizes: books and modern **(18)** .....

Where the best films will be shown: **(19)** .....

## Listening • Part 4

---

### Questions 20 – 25

Look at the six sentences for this part.

You will hear a conversation between a girl, Michelle, and a boy, Antony, about a television programme called 'Pop Choice' in which teenage singers compete for a prize.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter **A** for **YES**. If it is not correct, choose the letter **B** for **NO**.

---

	YES	NO
20 Antony enjoyed watching last night's 'Pop Choice'.	A	B
21 Michelle believes the first prize would be a good career opportunity.	A	B
22 Antony thinks that Michelle sings well enough to appear on TV.	A	B
23 Michelle thinks the singers should wear more fashionable clothes.	A	B
24 Antony often disagrees with the opinions of the judges in the programme.	A	B
25 Antony tells Michelle that he would prefer to watch the programme alone.	A	B

## PET Speaking Part 1

### PET SPEAKING PART 1

- 1 What's your name?
- 2 How old are you?
- 3 What nationality are you?
- 4 Where do you live?
- 5 Are you a student?  
Do you work or are you a student in ...?  
What do you do/ study?
- 6 Are you married? Have you got a boyfriend / girlfriend?
- 7 Can you spell your family name?
- 8 Do you enjoy studying English? Why? Why not?
- 9 Do you think that English will be useful for you in the future?
- 10 Have you got any brothers or sisters?
- 11 Have you got any children?
- 12 How do you get to school?
- 13 How long does it take to come to school?
- 14 Tell me about your day at school/college





## APPENDIX E CONSENT TO SCHOOL

COLEGIO LUIGI PIRANDELLO

Formato de Autorización –Directivos

Bogotá, 10 de septiembre de 2015

Proyecto de Educación: Controlar el nivel de ansiedad en jóvenes en grade noveno al momento de presentar un examen internacional en Ingles.

Licenciatura en Ingles-Proyecto de grado-Universidad Minuto De Dios.

Bogotá

Respetados directivos

Con el deseo de contribuir en el control del nivel de ansiedad que pueden sufrir los jóvenes en noveno de grado de bachillerato al momento de presentar un examen internacional en ingles que medirá su nivel en esta asignatura y el cual puede afectar su proceso de presentación del examen y por la misma razón sus resultados, el proyecto tiene como objetivo implementar en las clases diversas actividades que ayuden a reducir el nivel de ansiedad para reconocer cuales son las más favorables

La implementación de estas estrategias se llevará a cabo en las actividades comunicativas realizadas en la clase de inglés, las cuales les permitirán a los estudiantes tener contacto con simulacros de estos tipos de examen y mediante las actividades implementadas reducir su ansiedad y generar así mejores resultados.

Para hacer el seguimiento del desarrollo de este proyecto se realizarán algunas entrevistas y cuestionarios los cuales servirán de soporte para analizar el desarrollo de la implementación y las contribuciones que esta va mostrando.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conocen esta información y la aprueban para ser desarrollada en su institución solicito firmar el presente consentimiento.

---

**Rector**

Cordialmente,

Angie Amado y Leidy Garcia. Estudiantes de la universidad Minuto de Dios.

## **APPENDIX F PARENTAL CONSENT FORM**

### COLEGIO LUIGI PIRANDELLO

#### Formato de Autorización –Padres

Bogotá, 10 de septiembre de 2015

Proyecto de Educación: Controlar el nivel de ansiedad en jóvenes en grade noveno al momento de presentar un examen internacional en Ingles.

Licenciatura en Ingles-Proyecto de grado-Universidad Minuto De Dios.

Bogotá

Respetados Padres:

Con el deseo de contribuir en el control del nivel de ansiedad que pueden sufrir los jóvenes en noveno de grado de bachillerato al momento de presentar un examen internacional en ingles que medirá su nivel en esta asignatura y el cual puede afectar su proceso de presentación del examen y por la misma razón sus resultados, el proyecto tiene como objetivo implementar en las clases diversas actividades que ayuden a reducir el nivel de ansiedad para reconocer cuales son las más favorables.

La implementación de estas estrategias se llevará a cabo en las actividades comunicativas realizadas en la clase de inglés, las cuales les permitirán a los estudiantes tener contacto con simulacros de estos tipos de examen y mediante las actividades implementadas reducir su ansiedad y generar así mejores resultados.

Para hacer el seguimiento del desarrollo de este proyecto se realizarán algunas encuestas y cuestionarios los cuales servirán de soporte para analizar el desarrollo de la implementación y las contribuciones que esta va mostrando.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conocen esta información y aprueban la participación de su hija o hijo por favor firmar el presente consentimiento.

\_\_\_\_\_  
**Nombre Estudiante:**

\_\_\_\_\_  
**Firma Padre**

**SI**   

\_\_\_\_\_  
**Firma Madre**

**NO**   

Cordialmente,

Angie Amado y Leidy Garcia.

Estudiantes de la universidad Minuto de Dios.

## **APPENDIX G STUDENT CONSENT FORM**

COLEGIO LUIGI PIRANDELLO

Formato de Autorización –Estudiantes

Bogotá, 10 de septiembre de 2015

Proyecto de Educación: Controlar el nivel de ansiedad en jóvenes en grade noveno al momento de presentar un examen internacional en Ingles.

Licenciatura en Ingles-Proyecto de grado-Universidad Minuto De Dios.

Bogotá

Respetados Estudiantes:

Con el deseo de contribuir en el control del nivel de ansiedad que pueden sufrir los jóvenes en noveno de grado de bachillerato al momento de presentar un examen internacional en ingles que medirá su nivel en esta asignatura y el cual puede afectar su proceso de presentación del examen y por la misma razón sus resultados, el proyecto tiene como objetivo implementar en las clases diversas actividades que ayuden a reducir el nivel de ansiedad para reconocer cuales son las más favorables.

La implementación de estas estrategias se llevará a cabo en las actividades comunicativas realizadas en la clase de inglés, las cuales les permitirán a los estudiantes tener contacto con simulacros de estos tipos de examen y mediante las actividades implementadas reducir su ansiedad y generar así mejores resultados.

Para hacer el seguimiento del desarrollo de este proyecto se realizarán algunas encuestas y cuestionarios los cuales servirán de soporte para analizar el desarrollo de la implementación y las contribuciones que esta va mostrando.

A los participantes se les garantiza estricta confidencialidad con la información que se obtenga y este proyecto no tendrá incidencia alguna en las notas correspondientes al curso.

Para que quede constancia que conocen esta información y aprueban la su participación por favor firmar el presente consentimiento.

\_\_\_\_\_  
**Nombre Estudiante:**

\_\_\_\_\_  
**Firma Estudiante**

**SI**        **NO**   

Cordialmente,

Angie Amado y Leidy Garcia.

Estudiantes de la universidad Minuto de Dios.

## APPENDIX H LESSON PLANS

### Lesson Plan

<b>Teacher's name</b> Leidy Garcia – Angie Amado		<b>Class length</b> 80 minutes	<b>Date</b> 23/09/2015	<b>Nr of session</b> 1
<b>Grade</b> 9th	<b>Class Level</b> Intermediate	<b>Topic</b> -----		<b>Language Skills</b> S
<b>Previous lesson summary</b> ----		<b>Next lesson topic</b> -----		

<b>Learning objective</b> 1. Students will be able to give personal information and answer basic questions.	<b>Personal aim</b> 1. We will provide some tips to take into account at the moment to give personal information.
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<b>Materials and Resources<sup>1</sup></b> <ul style="list-style-type: none"> <li>• Images</li> <li>• Paper</li> <li>• Pen</li> <li>• Pencil</li> </ul>	<b>Bibliography</b> <p>"PET Gold exam maximiser" book. Pg (10), (32)</p>
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<b>Anticipated problems (linguistic, behavioural, situational)</b> <ol style="list-style-type: none"> <li>1. Students might not familiarized with the PET</li> <li>2. Students might not know what rules they need to follow during the exam.</li> </ol>	<b>Planned Solutions</b> <ol style="list-style-type: none"> <li>1. We will say to the students what kind of exam is, and the general information of the exam.</li> <li>2. We will explain to the students the do and don'ts when they take this exam</li> </ol>
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<b>Learner's expected output</b> <ul style="list-style-type: none"> <li>• Give personal information</li> <li>• Solve an specific situation with a partner</li> <li>• Get the structure from the exam</li> </ul>	<b>Learner's expected comprehensible input</b> <ul style="list-style-type: none"> <li>• W/H questions</li> <li>• Spelling of words</li> </ul>
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Stage	Time <sup>2</sup>	Interacti on	<b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script<sup>3</sup></b>	Advisor's comments
Opening	10	T-Ss	T: Hello students, how are you? S: Fine teacher. T: Well last time we practice an exam do you remember?	

<sup>1</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

<sup>2</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>3</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			<p>S: Yes</p> <p>T: Ok, this exam is the pet (Preliminary English Test) This exam certifies your English Level which is important for you when you want to get a job, or for apply to an university, this exam contains four parts but we are going to focus in two parts ok?</p> <p>T: So today we are going to start with the speaking part which contains 4 parts</p>	
<b>Presentatio n Before</b>	20	T	<p>T: So it's very important that you show a good attitude for the examiner and you relax before to answer the questions right?</p> <p>T: The idea in this part 1 is to provide information about you it can be about your family, your life, past experiences or future plans, ( in this part teachers are going to ask randomly to each students a specific question to make that they think about what kind of questions they are going to listen in the exam.</p> <p>T: so what is part 1 about?</p> <p>S: personal information</p>	
<b>Guided practice While</b>	20	T-Ss	<p>T: Now we will have an activity to practice in speaking number 1 so you are going to complete number one , so you have to create the questions that probably your examiner will ask you , so use ONLY the words in brackets right?.</p> <p>T: when you finish we will check together ok? ( let students complete the questions)</p> <p>T: Ok now we are going to check so what is number 1? ( continue with all the 10 questions asking to the focus students)</p> <p>T: So, those kinds of questions are very easy to answer, so it's important that you show that you are calm and answer without a worrying, the idea is that you listen carefully and answer in a natural way and that's it. Remember not to add extra-information you have to answer only the questions that you were asked.</p> <p>T: Then students in the second part you are going to match the answers that are in the list to the questions from the first part (let students complete the questions )</p> <p>T: Now we are going to check the answer (teacher select one student who will be asking and other who will be answering )</p> <p>T: Ok very good and that's the way that you have to answer in the exam very natural</p>	

<b>Communicative Practice After</b>	25		<p>1. T: Now it's time to put in practice the previous knowledge so first we are going to seat in a U-SHAPE and we are going to ask randomly, and you need to answer so move in silence please</p> <p>T: Ok so what's your name Sergio?</p> <p>S: Sergio</p> <p>T: Ok, Where do you live Laura?</p> <p>S: In garces navas.</p> <p>(Teachers continue asking questions to students the idea is that almost all the students answer three or four questions.</p>	
<b>Assessment</b>	5		<p>T: Now for the final part you are going to fill this format which is called Learning Logs and you are going to write down the feelings or thoughts that you had previous to the exam that we did, how did you feel today in the lesson and how do you feel now to take the same exam, please be clear.</p>	
<b>Closing</b>	2		<p>1. Thank you for help us, see you next time.</p>	

<b>Teacher's name</b>		<b>Class length</b>	<b>Date</b>	<b>Nr of session</b>
Leidy Garcia – Angie Amado		40 minutes	27/09/2015	2
<b>Grade</b>	<b>Class Level</b>	<b>Topic</b>		<b>Language Skills</b>
9th	Intermediate	----		S
<b>Previous lesson summary</b>		<b>Next lesson topic</b>		
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<b>Learning objective</b>	<b>Personal aim</b>
<p>2. Students will be able to discuss and choose the best option to solve a specific situation</p>	<p>1. We will practice with the students showing them situations and making that them look for the best solution.</p>

<b>Materials and Resources<sup>4</sup></b>	<b>Bibliography</b>
<ul style="list-style-type: none"> <li>• Images</li> <li>• Paper</li> <li>• Pen</li> <li>• Pencil</li> </ul>	<p><b>1000+ pictures for teachers to copy</b></p>

<b>Anticipated problems (linguistic, behavioural, situational)</b>	<b>Planned Solutions</b>
<p>3. Students might not familiarized with the PET Speaking part 2</p> <p>4. Students might not discuss between them to take a decision</p>	<p>1. We will say to the students what kind of part is, and the general information of the exam.</p> <p>2. We will explain to the students how to do it through examples.</p>

<sup>4</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> <li>Solve an specific situation with a partner</li> <li>Share and discuss ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use of past perfect</li> <li>Summarizing information</li> </ul>

Stage	Time <sup>5</sup>	Interacti on	<u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script<sup>6</sup></u>	Advisor's comments
<b>Opening</b>	5	T-Ss	<p>T: Hello students, how are you?                      S: Fine teacher.                      T: Well last time we practice speaking part 1 do you remember?                      S: Yes                      T: Ok, now we are going to practice part 2 , so in the exam the teacher gave you some images to choose for a travel yes?                      S: Yes                      T: So today we are going to practice the topic that is past perfect and then we will have the activity right?  <i>(teacher makes a little review of the past perfect )</i></p>	
<b>Presentatio n Before</b>	5	T	<p>T: good now for part 2 in the exam you will be with a partner and the examiner is going to describe you a situation and you have to analyse or choose the best option with your partner, you will have some time to think about and discuss with her/him, then you have to say what was the decision. It's important to hear and taking into account your partner's opinion.                      T: The idea is that you discuss and choose the best idea for the situation the examiner will read the instructions twice so you have to listen carefully to know exactly what you have to do  <i>(the teachers are going to show how to do it through a little example )</i>                      T: Remember that you have to speak for two minutes so you have to speak as much as you can.                      T: Now go for the next activity.</p>	
<b>Guided practice While</b>	10	T-Ss	<p>T: Now for part two you are going to work by pairs, so you are going to work with the partner to your side, and then you are going to look at the images that you have in the paper, the idea is that you create a story using past perfect, then you are going to pass in front and tell to everybody your story right?</p>	

<sup>5</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>6</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			(leave students create the story for around 8 minutes ( in this teachers are going to listen students and give a feedback and some recommendations about the second part) T: Ok very good students T: Let's go to the next activity	
<b>Communicative Practice After</b>	15		2. T: Now it's time to put in practice the previous knowledge so first we are going to seat in a U-SHAPE and we are going to select randomly, and you need to answer so move in silence please (in this part teachers select the first pair and listen the story) T: very good, next pair? (Teacher continues listen the stories from the students the idea is that almost all the students pass in front to explain their story	
<b>Assessment</b>	4		T: Now for the final part you are going to fill this format which is called Learning Logs and you are going to write down the feelings or thoughts that you had previous to the exam that we did, how did you feel today in the lesson if it is useful for a future exam and how do you feel now to take the same exam, please be clear.	
<b>Closing</b>	1		2. Thank you for help us, see you next time.	

<b>Teacher's name</b>		<b>Class length</b>	<b>Date</b>	<b>Nr of session</b>
Leidy Garcia – Angie Amado		40 minutes	03/11/2015	3
<b>Grade</b>	<b>Class Level</b>	<b>Topic</b>		<b>Language Skills</b>
9th	Intermediate	-----		S
<b>Previous lesson summary</b>		<b>Next lesson topic</b>		
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<b>Learning objective</b>	<b>Personal aim</b>
<ol style="list-style-type: none"> <li>3. Students will be able to discuss a photo for two minutes.</li> <li>4. Students will be able to talk about a photo for two minutes.</li> </ol>	<ol style="list-style-type: none"> <li>1. We will practice with the students showing them how to do it and giving tips to keep in mind.</li> <li>2. We will provide the proper language and how to use it to maintain a conversation.</li> </ol>

<b>Materials and Resources<sup>7</sup></b>	<b>Bibliography</b>
<ul style="list-style-type: none"> <li>• Images</li> <li>• Paper</li> <li>• Pen</li> </ul>	<b>Pet exam maximiser pg.</b>

<sup>7</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

• Pencil	
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Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
5. Students might not familiarized with the PET Speaking part 3 6. Students might not describe a picture for one minute 7. Students might not discuss with their partner about an specific topic	1. We will say to the students what kind of part is, and the general information of the exam. 2. We will explain to the students how to do it through examples. 3. We will share with students some tips to keep in mind and provide some ideas.

Learner's expected output	Learner's expected comprehensible input
<ul style="list-style-type: none"> <li>• Talk about a picture</li> <li>• Discuss about a picture</li> </ul>	<ul style="list-style-type: none"> <li>• Use of past perfect</li> <li>• Describing photos</li> <li>• Sharing my opinion</li> </ul>

Stage	Time <sup>8</sup>	Interacti on	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script <sup>9</sup>	Advisor's comments
Opening	5	T-Ss	T: Hello students, how are you? T: Well last time we practice speaking part 2 do you remember? T: Ok, now we are going to practice part 3 and 4, so firstly we are going to have part 3 and then part 4 right? So In part 3 you have to talk about one picture using past perfect, you have to say all the things that you see in the photo ok? T: So today we are going to practice with an activity right? <i>(teacher makes a little review of the past perfect )</i>	
Presentatio n Before	5	T	T: good now for part 3 in the exam you will have an image and you need to describe the image, the idea is that you talk about two minutes and your partner is listen your description then you partner is going to make the same thing T: The idea is that you describe right the image the examiner will read the instructions twice so you have to listen carefully to know exactly what you have to do (the teachers are going to show how to do it through a little example ) T: To make easy what you have to do is brainstorming those categories for example (teacher writes in the board the next headings: Place, people, activity, objects, colours, atmosphere, time of day, weather.	

<sup>8</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>9</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			<p>T: Then teacher says with the image for example what the place in which the girl is?  S: In the bed she is lying  T: ok now what is she doing?  S: She is reading a book  T: So now you can say a long sentence that could be  T: The girl is lying in her bed enjoying the reading of her book.  T: So now in pairs you are going to brainstorm like the sample and then you are going to say long sentences you have to use past perfect, you can say in the exam all the things that you imagine but in a properly way.  T: We are going to ask randomly to the pairs and then you have to speak by two minutes about the images and using long sentences.  T: Good, so Lina could you start please?  S: There's a girl.....  (teacher give a kind of feedback to the students)  (give to students the useful phrases to describe and make that they use for the task)</p>	
<b>Guided practice While</b>	10	T-Ss	<p>T: Now for part four you have to remember the previous images and in this part you have to talk with your partner about the photo the idea in here is that you discuss with them, in this the examiner will be listening you for two minutes so you are responsible of keeping the conversation going it is clear?  (Give the tips to students and explain the part of the exam)  T: So for this part we can use the previous strategy that I gave to you so by pairs each one of you is going to write down the things that you have in your room, the idea is that you make a list and ask about the words that you do not know how to say.  (give the sample in the board and then make that students make the task)  T: Ok now you are going to say long sentences, using past perfect  T: For example Computer: I have a computer but before I had used my brother's computer.</p>	
<b>Communicative Practice After</b>	15		<p>T: Next for the final part we are going to share our ideas  T: So Luis and Diana read your sentences but act like if you were in a conversation, so you will have to minutes  T: Remember students that in Part 4 you must talk together. (Explain that it is important to show you are discussing the topic with your partner instead of just giving your opinion and you must try to keep the conversation going. Show how they can do this e.g. ask for your partner's opinion, continue your partner's ideas, show you are listening and interested in your partner's ideas etc).  (Close the activity with a feedback of the activity)</p>	

CONTROLLING TEENAGER'S ANXIETY LEVEL IN SPEAKING AND LISTENING SECTIONS AT THE MOMENT TO PRESENT THE PET. 121

<b>Assessment</b>	4		T: Now for the final part you are going to fill this format which is called Learning Logs and you are going to write down the feelings or thoughts that you had previous to the exam that we did, how did you feel today in the lesson if it is useful for a future exam and how do you feel now to take the same exam, please be clear.	
<b>Closing</b>	1		3. Thank you for help us, see you next time.	

<b>Teacher's name</b>		<b>Class length</b>	<b>Date</b>	<b>Nr of session</b>
Leidy Garcia – Angie Amado		80 minutes	03/11/2015	4
<b>Grade</b>	<b>Class Level</b>		<b>Topic</b>	<b>Language Skills</b>
9th	Intermediate		-----	L
<b>Previous lesson summary</b>			<b>Next lesson topic</b>	
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<b>Learning objective</b>	<b>Personal aim</b>
<ol style="list-style-type: none"> <li>Students will be familiarize with listening part 1 from pet .</li> <li>Students will be able to understand more vocabulary using listening skill.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers will bring a good speaker to make easy the listening part.</li> </ol>

<b>Materials and Resources<sup>10</sup></b>	<b>Bibliography</b>
<ul style="list-style-type: none"> <li>Gloves</li> <li>Markers</li> <li>Questions in papers</li> <li>Eraser</li> <li>Speaker.</li> </ul>	<p><a href="http://www.youtube.com/watch?v=_8ObuO5neR0">www.youtube.com/watch?v=_8ObuO5neR0</a></p> <p><a href="http://www.youtube.com/watch?v=VdI5-b6iexE">www.youtube.com/watch?v=VdI5-b6iexE</a></p>

<b>Anticipated problems (linguistic, behavioural, situational)</b>	<b>Planned Solutions</b>
<ol style="list-style-type: none"> <li>Students might not familiarized with the PET</li> <li>Students might not know what rules they need to follow during the exam.</li> </ol>	<ol style="list-style-type: none"> <li>We will say to the students what kind of exam is, and the general information of the exam.</li> <li>We will explain to the students the do and don'ts when they take this exam</li> </ol>

<b>Learner's expected output</b>	<b>Learner's expected comprehensible input</b>
<ul style="list-style-type: none"> <li>Listen and comprehend.</li> <li>Listen and understand.</li> <li>Past perfect.</li> </ul>	<ul style="list-style-type: none"> <li>Past perfect structure.</li> <li>Verbs in `past participle</li> </ul>

<sup>10</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

CONTROLLING TEENAGER'S ANXIETY LEVEL IN SPEAKING AND LISTENING SECTIONS AT THE  
MOMENT TO PRESENT THE PET. 122

Stage	Time <sup>11</sup>	Interacti on	<b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script<sup>12</sup></b>	Advisor's comments
<b>Opening</b>	10	T-Ss	<p>Teacher is going to say hello students how are you today? I hope you are good, yes or not?</p> <p>Teacher is going to explain to the students the activities they are going to do in that class.</p> <p>Teacher is going to write the class details so they can copy those in the notebooks they have.</p> <p>Teacher is going to talk about the part of the exam which is going to be conducted for that day.</p>	
<b>Presentatio n Before</b>	20	T	<p>Teacher is going to give to the students a glove that has a question inside of it.</p> <p>The question is going to be about the listening explanation and about past perfect which is the topic they are working on.</p> <p>Teacher is going to have 6 gloves to play with.</p> <p>Students need to pass the glove to the others and teacher will say stop for them to finish doing that.</p> <p>The student who has the glove needs to break it with a partner and both need to answer the question, if they don't know teacher will explain again to reinforce vocabulary, structure and listening reflection.</p>	
<b>Guided practice While</b>	20	T-Ss	<p>Teacher is going to put an example of the recording about the listening part 1 which is 6 minutes long.</p> <p>Teacher will show a video about the listening for part one, in the first time students need to write on their notebooks how many questions has the recording.</p> <p>In the second one students need to write the correct answer for each question depending on the image they are watching on the video.</p> <p>In the third part they need to check the answers and change something if it is needed.</p>	
<b>Communica tive Practice After</b>	25		<p>In this part teacher is going to put a recording about present perfect and past perfect which is going to talk about structure and examples.</p> <p>Students need to listen to the recording and they need to complete a chart writing the main characteristics of each topic.</p> <p>After they do that they are going to share the characteristics they have with their classmates.</p> <p>The idea is students finish the charts depending on what others have too.</p>	

<sup>11</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>12</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

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MOMENT TO PRESENT THE PET. 123

<b>Assessment</b>	5		Teacher is going to ask to the students if they remember about the last learning Logo they wrote on. Teacher would remain to them the importance it has and the instructions they need to follow to complete it. Students need to follow the logo depending on that day class.	
<b>Closing</b>	2		4. Students thank you so much for you to participate, we really enjoyed the class. See you later.	

<b>Teacher's name</b>		<b>Class length</b>	<b>Date</b>	<b>Nr of session</b>
Leidy Garcia – Angie Amado		80 minutes	03/11/2015	5
<b>Grade</b>	<b>Class Level</b>		<b>Topic</b>	<b>Language Skills</b>
9th	Intermediate		-----	L
<b>Previous lesson summary</b>			<b>Next lesson topic</b>	
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<b>Learning objective</b>	<b>Personal aim</b>
<ol style="list-style-type: none"> <li>7. Students will be familiarize with listening part 1 from pet .</li> <li>8. Students will be able to understand more vocabulary using listening skill.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will bring a good speaker to make easy the listening part.</li> </ol>

<b>Materials and Resources<sup>13</sup></b>	<b>Bibliography</b>
<ul style="list-style-type: none"> <li>• Flashcards.</li> <li>• Markers</li> <li>• Questions in papers</li> <li>• Eraser</li> <li>• Speaker.</li> </ul>	<a href="http://www.youtube.com/watch?v=BtsEBxEcdhA">www.youtube.com/watch?v=BtsEBxEcdhA</a>

<b>Anticipated problems (linguistic, behavioural, situational)</b>	<b>Planned Solutions</b>
<ol style="list-style-type: none"> <li>10. Students might not pay attention to the recording.</li> <li>11. Students might not understand some vocabulary very well.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will stop the recording and explain why it is important.</li> <li>2. Teachers would help as much as they can to the students.</li> </ol>

<b>Learner's expected output</b>	<b>Learner's expected comprehensible input</b>
<ul style="list-style-type: none"> <li>• Listen and comprehend.</li> <li>• Listen and understand.</li> <li>• Past perfect.</li> </ul>	<ul style="list-style-type: none"> <li>• Past perfect structure.</li> <li>• Verbs in `past participle</li> </ul>

<sup>13</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

Stage	Time <sup>14</sup>	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script <sup>15</sup>	Advisor's comments
<b>Opening</b>	10	T-Ss	<p>Teacher is going to say hello students how are you today? I hope you are good, yes or not?</p> <p>Teacher is going to explain to the students the activities they are going to do in that class.</p> <p>Teacher is going to write the class details so they can copy those in the notebooks they have.</p> <p>Teacher is going to talk about the part of the exam which is going to be conducted for that day.</p>	
<b>Presentation Before</b>	20	T	<p>Teacher will explain to the students what activities are going to be conducted for that they.</p> <p>Teacher will pass some flash cards to the students with the explanation about the listening part 2 and 3.</p> <p>Students need to write in their notebooks what consider they can easily forget.</p> <p>Teacher will be talking about that while they do what they have to.</p>	
<b>Guided practice While</b>	20	T-Ss	<p>Teacher is going to put an example of the recording about the listening part 2 which is 7 minutes long and the listening part three that last the same time.</p> <p>Teacher will say to the students that need to be in pairs</p> <p>Teacher will give to each pair a copy which has the listening part 2 and the listening part 3 exercises with the questions and the instructions.</p> <p>Recordings twice each one and the students need to put the correct answer.</p> <p>Students will be working in the listening part two and as soon they finish it teacher will play listening part 3.</p>	
<b>Communicative Practice After</b>	25		<p>in this part students are going to play tingo tingo tango.</p> <p>Teacher will pass the marker and the student who has the market need to correct a sentence teacher has already write on the board</p> <p>If the student corrects it in the good way his line would have a point if not teacher will explain the mistake and no points for anybody.</p>	
<b>Assessment</b>	5		<p>Teacher is going to ask to the students if they remember about the last learning Logo they wrote on.</p> <p>Teacher would remain to them the importance it has and the instructions they need to follow to complete it.</p>	

<sup>14</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>15</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

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			Students need to follow the logo depending on that day class.	
<b>Closing</b>	2		5. Students thank you so much for you to participate, we really enjoyed the class. See you later.	

<b>Teacher's name</b>		<b>Class length</b>	<b>Date</b>	<b>Nr of session</b>
Leidy Garcia – Angie Amado		80 minutes	03/11/2015	6
<b>Grade</b>	<b>Class Level</b>	<b>Topic</b>		<b>Language Skills</b>
9th	Intermediate	-----		L
<b>Previous lesson summary</b>		<b>Next lesson topic</b>		
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<b>Learning objective</b>	<b>Personal aim</b>
9. Students will be familiarize with listening part 1 from pet . 10. Students will be able to understand more vocabulary using listening skill.	1. Teachers will bring a good speaker to make easy the listening part.

<b>Materials and Resources<sup>16</sup></b>	<b>Bibliography</b>
<ul style="list-style-type: none"> <li>• Flashcards.</li> <li>• Markers</li> <li>• Questions in papers</li> <li>• Eraser</li> <li>• Speaker.</li> </ul>	<a href="http://www.youtube.com/watch?v=BtsEBxEcdhA">www.youtube.com/watch?v=BtsEBxEcdhA</a>

<b>Anticipated problems (linguistic, behavioural, situational)</b>	<b>Planned Solutions</b>
12. Students might not pay attention to the recording. 13. Students might not understand some vocabulary very well.	1. Teachers will stop the recording and explain why it is important.  2. Teachers would help as much as they can to the students.

<b>Learner's expected output</b>	<b>Learner's expected comprehensible input</b>
<ul style="list-style-type: none"> <li>• Listen and comprehend.</li> <li>• Listen and understand.</li> <li>• Past perfect.</li> </ul>	<ul style="list-style-type: none"> <li>• Past perfect structure.</li> <li>• Verbs in `past participle</li> </ul>

Stage	Time <sup>17</sup>	Interacti on	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script <sup>18</sup>	Advisor's comments
<b>Opening</b>	10	T-Ss	Teacher is going to say hello students how are you today? I hope you are good, yes or not?	

<sup>16</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

<sup>17</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>18</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

			<p>Teacher is going to explain to the students the activities they are going to do in that class.</p> <p>Teacher is going to write the class details so they can copy those in the notebooks they have.</p> <p>Teacher is going to talk about the part of the exam which is going to be conducted for that day.</p> <p>Listening.</p>	
<b>Presentatio n Before</b>	20	T	<p>Teacher will explain to the students what activities are going to be conducted for that they.</p> <p>teacher is going to ask to the students to discuss in groups of three about these questions:</p> <p>Have you ever been in a school concert? Did you enjoy it, why? What was the concert type of music? What kind of concert would you like to go when you get adult?</p>	
<b>Guided practice While</b>	20	T-Ss	<p>Teacher is going to put an example of the recording about the listening part 4 which is 7 minutes long.</p> <p>Teacher will say to the students that need to be in pairs</p> <p>Teacher will give to each pair a copy which has the listening part 4 exercises with the questions and the instructions.</p> <p>Teacher will play the recording twice and the students need to put the correct answer on the copy.</p>	
<b>Communica tive Practice After</b>	25		<p>In this part teacher is going to ask to the students to be seat in a U-shape.</p> <p>Teacher is going to throw the ball to different students and teacher is going to ask questions about the listening practise they were doing like for example: did you enjoy practising on listening? , did you got lost in any moment of any of the listening? And so on.</p> <p>Students need to tell about that experience and listen other classmates opinions.</p>	
<b>Assessment</b>	5		<p>Teacher is going to ask to the students if they remember about the last learning Logo they wrote on.</p> <p>Teacher would remain to them the importance it has and the instructions they need to follow to complete it.</p> <p>Students need to follow the logo depending on that day class.</p>	
<b>Closing</b>	2		<p>6. Students thank you so much for you to participate, we really enjoyed the class. See you later.</p>	

