# “THE EFFECT OF AUTHENTIC ASSESSMENT IN LISTENING PERFORMANCE ON STUDENTS WITH TEST ANXIETY”

MASTER’S REPORT

**NATALIA URREGO TAMAYO**

UNIVERSIDAD ICESI

MASTER’S IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

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NATALIA URREGO TAMAYO

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**Advisor: Diana Margarita Díaz Mejía**

Director of Graduate Studies in Education

Universidad Icesi

School of Education Sciences

Master’s in Teaching English as a Foreign Language

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# ABSTRACT

The main objective of this research was to determine whether students with test anxiety perform any differently when doing traditional listening tests versus authentic ones. For this purpose, two learners, students of SENA, with high levels of test anxiety were selected to be participants of the study. Two sets of tests were designed by the researcher, each test containing an authentic part (a task that simulated real life communication practices) and a traditional part (a task with multiple-choice questions). They were done by the students, one test with two parts every month. Interviews were also done to know students' perceptions about the two types of tests. Findings show that students with levels of test anxiety perform better when doing authentic assessment. Among the main reasons for this finding are: the flexibility of the format, the context related to their lives, plus the type of task they were required to fulfil, which were similar to those that people do in real life.

# INTRODUCTION

Learning a foreign language is a never-ending process where several variables intervene. When this process takes place in a formal setting, one of the most critical variables, is test anxiety. According to Hence, Horwitz, Horwitz and Cope, (1986) test anxiety is “an apprehension towards academic evaluation” (p. 128) and students who suffer from it, are more likely to perform poorly in exams. This situation gets more complicated when students have not been exposed to the target language before getting to college.

The situation described above reflects what students from SENA, in Tuluá, have to live every time they take English classes. As their socio economic conditions do not allow them to go to schools were English is taught effectively, most of them face an English class, for the first time, when they go to SENA. The lack of exposure plus the anxiety when doing tests makes the process difficult and stressful for them. However, some studies suggest that certain types of exams, such as authentic tests, encourage students’ participation without creating undue stress for learners (Salehi & Marefat, 2014). Following this path, when students face an authentic test their levels of anxiety are supposed to decrease because the emphasis of the test is on “doing” rather than on “perfect knowledge”. Therefore, in order to find strategies to facilitate the learning process of students with test anxiety, the aim of this research was to describe the effect of authentic assessment in the listening performance on this specific type of learners.

For carrying out this qualitative research, a SENA group of thirty-one students was selected to be the participants of the study, to later on, pick two students with the highest levels of anxiety among them. After selecting the group, four instruments were used in order to collect the data: 1)a pre-diagnosis questionnaire that allowed the researcher to have a first indication of students who may have test anxiety, 2) The Test Anxiety Scale, developed by Sarason in 1975, 3) two sets of tests: each one containing a traditional and an authentic part and, 4) an interview done with the two students who had the highest levels of anxiety in the class, to know their perceptions and feelings about the two types of tests.

After gathering the data, findings show that the two test-anxious learners performed better in the authentic listening tests, in both sets. The results were contrasted to the information collected in the interview and the result was that for those students, the format of the authentic tests, which was more flexible regarding the time and simulate real-life tasks, gave them the opportunity to really show what they had learned. Not feeling the pressure of time, plus answering questions in the form of actions to be performed, represented an opportunity for students with test anxiety to focus more on the test and it allowed them to recall information they have previously studied. These findings relate to those obtained by Yavuz and Ysilyurt, (2013), where they state that factors that increase test anxiety are students' perceptions about test validity, time limit, test techniques, test format, test length, testing environment and clarity of test instructions. In this specific research, when the test format, technique and the time limit were used in two different ways, the scores for students with test anxiety were different as well, showing that when working with learners who get anxious when doing tests, a better way to assess them is by using authentic tests.

A meaningful outcome for the researcher of this project was that it shows that teachers have the responsibility to provide students with effective tools to assess them. Teachers must go beyond the traditional ways to assess learners, and be sensible to the necessities of all pupils. Creativity must be a fundamental part in designing strategies to evaluate students' learning and formats should be friendly to students with anxiety, even though it could mean extra effort from the side of the teacher.

This research is significant for the field of foreign language education in Colombia because it gives new insights to teachers on ways to assess students with test anxiety. Besides this, Perez, Rivera and Gomez (2014), in their research "Prevalence of anxiety in university students" state that near 58% of students in college or universities, in Colombia, suffer from some kind of anxiety. This represents a very high percentage, taking into account that, according several studies (Birjandi & Alemi, 2010; Rezazadeh & Tavakoli, 2009; Arnold, 2000) this affective factor influences the learning process negatively. Results of this research are a step

forward in the path of providing students who suffer from test anxiety with adequate test techniques that allow them to feel better during the assessment process and, as a consequence, helping them reach higher levels of achievement.

# THEORETICAL FRAMEWORK

In this chapter, the concepts of anxiety, test anxiety and foreign language anxiety are explained. In addition, a differentiation between traditional assessment and authentic assessment is done, to finally explain what authentic assessment is in determining proficiency during listening comprehension exercises.

## 1. Anxiety

Anxiety is perhaps one of the variables that teachers worry about the most. Some students experience feelings of tension, nervousness, and stress when they face certain types of situation during the class. Spielberger, cited in Horwitz (2001), defines anxiety as “a subjective feeling of tension, apprehension and worry associated with an arousal of the autonomous nervous system.” (p.2) Sarason (1977) states the following: “It seems to me essential that an analysis of anxiety begin with the objective properties of situations and individuals’ interpretations of them” (p.5) which means that it is the personal interpretation of the situation which leads to anxiety. It can be explained with the following example: a person who is insulted but do not notice it, will not get upset. (Sarason, 1977). It is important to say that anxiety negatively influences language learning (Horwitz, 2001) and most of the time, students that experience high levels of anxiety have a weak sense of self-efficacy, therefore, it becomes a circle: anxiety leads to bad performance and bad performance leads to anxiety. Some studies (Onwuegbuzie, 2000) suggest that students experience higher levels of anxiety in highly evaluative situations.

## 2. Test Anxiety

Having defined anxiety and how it interferes with learning, it is relevant to define test anxiety, which is a specific type of anxiety. Sarason, (1977) defined test anxiety as “the tendency to view with alarm the consequences of inadequate performance in an evaluative situation (p.37)”. In other words, students worry when they think that their skills or abilities are not good enough to get good grades. Test anxiety is not specific to language learning, and learners might experience it when taking an exam either in English or Math (Aida, 1994). On the other hand, test anxiety has two

components: a cognitive and an emotional one. The former refers to the worry that it involves because pupils have a negative task expectation, besides having a negative self-evaluation. The latter is related to the feelings of tension and nervousness (Arnold, 2000). Both components negatively affect performance because they lead learners to forget what they know or to have trouble recalling important information during the exam. Nonetheless, according to Sarason (1984), there are four components of test anxiety: worry, test- irrelevant thinking, tension and bodily symptoms. Worry refers to “a cognitively demanding activity marked by self- preoccupation, self-depreciation, and concern over the consequences of poor performance” (Sarason, 1977, p.10). Test irrelevant thinking refers to the tendency to become distracted by thoughts or worries unrelated to the test itself. On the other hand, tension which refers to a high sense of distress or unease before or during a test and finally bodily symptoms, which is manifested in the learners as parts of the body trembling, their stomach getting upset, hearts betting fast, among others.

Furthermore, test anxiety also affects negatively motivation and concentration, and finally it decreases interest towards the learning process (Yavuz & Ysilyurt, 2013). Studies have constantly found that factors that increase test anxiety are students’ perceptions about test validity, time limit, test techniques, test format, test length, testing environment and clarity of test instructions. These findings are very important for this research, since it aims to describe performance of test anxious learners, using two different types of assessment.

## 3. Assessment

For the purpose of this research, it is important to define the term assessment, and according to the Glossary of Education Reform’s web page, it refers to “the wide variety of methods or tools that educators use to evaluate, measure and document the academic readiness, learning progress, skill acquisition, or educational needs of students” (reform, 2015, pp. 2). Following this idea, there are two main types of assessment: assessment of learning and assessment for learning. The former happens after learning, and it is supposed to determine if learning actually occurred and its purpose is grading students or certifying them. And the latter happens while

learning is still underway (Jones, 2005) and it helps the learner to learn. Newton, (2007) cites Bloom *et al.* (1971) to clarify two more differences between these two concepts. For Bloom *et al*, there are differences in the portion of course covered: assessment for learning focuses on smaller units of instruction because it occurs frequently during a course, while assessment of learning covers bigger units of knowledge because it normally occurs at the end (either of the course or the term). Newton, (2007) states another important difference that lays down on the level of generalization reflected on the instrument used to collect data, and he emphasizes on the fact that assessment for learning focuses on testing for narrow components of proficiency while assessment of learning focuses on testing for broad abilities. Having set the differences between the two types of assessment, this research focused on assessment for learning, because even though assessment took place in the form of a test, it covered small pieces of units, focused specifically on the listening skill and the ultimate goal is not to grade or certify learners but to help them and the teacher, discover gaps in the learning process to take further action.

### 3.1 Traditional tests versus authentic tests

In this research, two different types of assessment were used: traditional test and authentic test. The latter has been described by some researchers (Hodgman, 2014) as a productive tool for increasing students engagement, learning and confidence. It focuses on testing essential habits in context and Gulikers, Bastiaens, and Kirschner, (2004) define it as “an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes, that they need to apply in the criterion situation in a professional life (p.3).” This definition is the same adopted by this research, with the only difference that instead of ‘professional life’, ‘real life’ was used, due to the fact that when working with beginners it is necessarily to first acquire some basic elements of the target language before starting to use it in professional situations. When using authentic tests in this research learners had to listening to a recording and follow the instructions that were given in the audio.

The second type of assessment that was used in this research was traditional tests, more specifically multiple-choice questions test (MCQs), which are seen as a

way of providing rapid feedback to students and teachers about the learning process. When implementing MCQs test, students are required to select a correct answer from a set of alternatives, rather than constructing an answer (Haladyna, Downing, & Rodriguez, 2002) . This is seen, many times, as a limitation of the test technique because students are not encouraged to use high-level cognitive processes. However, Haladyna, *et al.* (2002) argue that when providing students with complete and useful feedback, MCQs tests can be used to assess higher cognitive-levels. This feedback, according to the authors, should be based on some principles that include: clarifying goals and standards, encouraging self-assessment and reflection after the test is done and encouraging dialogue around learning. The ultimate goal of these strategies is to provide students with sufficient tools to close learning gaps. The above definition is the one adopted in this research. Students had to complete MCQs test, but useful feedback was given to be in congruence with assessment for learning.

## 4. Listening skills

This research focused specifically on listening skills, and Sharif, (2012) citing Richard, defines listening as “the process of understanding speech in a second or foreign language (p.1)”. Having said this, learners must be able to understand the speaker’s accent and pronunciation, they must be able to recognize the grammar being used and to understand certain amount of vocabulary, in order to grasp the meaning of the audio. According to some authors (Scarcella & Oxford, 1992), listening is one of the skills that causes higher levels of anxiety, and it occurs when pupils feel that they are facing a task that is very difficult or that they are not familiar with. Horwitz, Horwitz, and Cope (1986) describe this type of anxiety as the false impression that in order to be a good foreign language speaker they need perfect pronunciation, lots of vocabulary, perfect grammar knowledge, overseas experience, and a natural aptitude for language before they can speak. Even though, for this research the main concern is test anxiety, in general terms, it is important to understand what listening anxiety specifically is, since it is the skill that the research focused on.

# LITERATURE REVIEW

The process of learning a foreign language involves many variables at the same time. Some of them are related to context, motivation, attitude, learning styles, and so on. It is a complex process in which learners and teachers have to do their best. However, there is a specific variable that concerns teachers and learners: test anxiety, which refers to the panic produced in students when taking an exam. Pupils who have test anxiety might perform poorly in tests, which leads to low grades of achievement. Taking into account that this project's aim is to describe the effect of authentic assessment in the listening performance on students with test anxiety, this section of the research explores the different types of studies done around the topic of test anxiety: its causes and ways to reduce it. Then it moves on to explain the role of authentic assessment in testing and finally the relationship between these two concepts.

Test anxiety has been studied in depth. Teachers, scholars and theoreticians have worried about the causes of test anxiety. Some of these studies (Birjandi & Alemi, 2010; Rezazadeh & Tavakoli, 2009; Arnold, 2000) it influences the learning process in a bad way; therefore, several researchers have focused on the causes that lead students to have test anxiety. For example, Aydin (2009) in his research "Test Anxiety among Foreign Language Learners: A Review of Literature" focuses on the sources and reasons of test anxiety, as well as its effects on the foreign language learning" (p.2). For doing so, he examines a variety of papers that had previously studied the topic. His conclusions are that language proficiency, gender, ethnic and socio-economic backgrounds, test techniques, environmental and situational factors, time limit, test format and instructions are the most significant variables affecting the level of test anxiety in language students. Similar results obtained Aydin, Yavuz , and Yeşilyu, (2013) in their research "Test anxiety in foreign language learning". In this case they investigated the test anxiety level of Turkish students who were learning English as a foreign language. For this purpose they used a background questionnaire, a test anxiety scale adapted from Sarason's (1984) Test Anxiety Scale (TAS) and a survey. Their findings matched those of Aydin (2009), being the main causes of test anxiety the ones mentioned above. Therefore,

they concluded that test anxiety decreases motivation, achievement and concentration. In this study the authors decided to use the TAS over the Foreign Language Anxiety Scale (FLAS) because even though FLAS measures the level of general anxiety in the foreign language classroom, the specific items related to test anxiety are few, which does not allow to have a bigger scope about the problem, while TAS does, because it focuses specifically and only on test anxiety. This same approach was used in the present investigation, because more than foreign language classroom anxiety, this study focused on students with test anxiety.

Although the causes and consequences of test anxiety have been widely investigated, few studies have focus on ways to reduce it. Following this path, Kilic & Uckun (2012) study the link between the levels of listening anxiety and listening proficiency, in students of English as a foreign language. For this purpose, they use three types of texts: dialogues from everyday life, lectures and extracts from radio talk shows. Their findings show that lectures and radio talk show provoked the most anxiety in the students, while the dialogues the least. The explanation of their findings is based on the speed and the number of words spoke per minute in the different texts: in dialogues people use less words and speak slowly, opposite from radio talk-shows and lectures. However, the most interesting part of the study is in their conclusions, which explain how to lower the levels of anxiety during listening exams. According to their investigation, teachers should focus on guiding their students to understand the message, rather than being correct. This statement leads to the conclusion that multiple-choice listening tests do not give this opportunity to students because, in choosing one answer over the other, they do not demonstrate what they have understood, but only that they are correct.

Arnold (2000) also focuses on ways to reduce test anxiety and in his research “Seeing through listening comprehension exam anxiety”, he studied the effect of the visualization technique on the level of anxiety in listening comprehension exams. Participants of the study were advanced students of University of Seville, in Spain. In his results, he found out that a visualization technique helped students to reduce the levels of anxiety before a test, and he cited Horwitz (1986), who had said that a

“basic way to reduce anxiety-provoking situations is to make the learning situation less stressful”. Sharif (2012) made an important contribution with his research “Sources and Suggestions to Lower Listening Comprehension Anxiety in the EFL Classroom: A Case Study” where he examines the sources that evokes listening comprehension anxiety (LCA) and offers some suggestions to decrease its levels. His findings show that the sources of LCA are: unfamiliar topics and vocabulary, formal and graded activities, the lack of practice, the nature of the speech plus the level of difficulty. His conclusions support Arnold’s claim and he emphasizes that it is key to use students background knowledge, and he cited Ausbel (1968), to say that “the most important single factor influencing learning is what the learner already knows” (Sharif, 2012). In this point, it is also important to mention that using students’ background refers also to the use of contexts based on familiar and meaningful topics for the leaners, as well as using vocabulary comprehensible for the level of the students.

***The role of authentic assessment in testing***

Authentic assessment has been defined by Hodgman (2014) “as a productive tool that increases students’ motivation, because it tests essential habits in context” (p.3). Hodgman (2014) in his study “Using Authentic Assessments to Better Facilitate Teaching and Learning: The Case for Student Portfolios focuses on the use of authentic assessments by teachers and examines the use of students’ portfolios to improve students’ creativity, learning, and confidence. After a process of five months using portfolios as a way to assess students, Hodgman’s findings are that portfolios may be useful tools to enhance student self-evaluation, reflection, and critical thinking. And it is important to mention that for the author the most important aspect of authentic assessment is that it provides students with real-world tasks, and that it requires high intellectual efforts to be completed. This characteristic of performing a task with some information given, rather than completing a multiple choice task, reinforces the idea that authentic assessment can influence the performance of students with test anxiety since, it allows them to show their understanding of a text with a further action, rather than showing that they

understood everything perfectly by filling out a multiple choice questionnaire. Fook & Sidhu (2010) conducted a study called “Authentic assessment and pedagogical strategies in higher education” about the implementation of authentic assessment in higher education in Malaysia, specially assessment for learning. The study employed a qualitative research method and the author used instruments such as interviews, document analysis and classroom observations to collect the relevant data in a course from a Master’s degree program. One of the most significant finding shows that “formative types of authentic assessments help to decrease the level of anxiety generated by emphasizing the aspect of the ‘doing’ (p.12)”

Although it has been proven that test anxiety decreases the levels of students’ performance on tests, that many of its causes are related to tests’ format, and some studies have concluded that using authentic assessment may decrease the levels of test anxiety in learners, the author of this research has not found studies that focus on the relationship between these two variables in the foreign language classroom. Most of the studies carried out on the topic of authentic assessment have taken place in the mother tongue of the participants and subjects different to English as a foreign language. In this sense, this research is a step forward in the construction of a wider conceptualization of the strategies to face testing in students with test anxiety.

# RESEARCH PROBLEM

## PROBLEM STATEMENT

### The Effect of Authentic Assessment in Listening Performance on Students with Test Anxiety

Learning English as a foreign language is a very demanding process, especially for those students who face an English class for the first time when they are 17 or 18 years old; and it is even more changeling for adults in the same conditions. Many variables intervene in this learning process for instance, outer conditions: such as the methodology the teacher uses, the curriculum of the institution and the conditions of the classroom, among others; and inner conditions: students' motivation, learning styles and anxiety. The last one is described by Spielberger, cited in Horwitz (2001), as "a subjective feeling of tension, apprehension and worry associated with an arousal of the autonomous nervous system (p.4)"

However, there is another important inner factor that affects the foreign language learning process associated with anxiety: test anxiety. This is "an apprehension towards academic evaluation" (Hence, Horwitz, Horwitz & Cope, 1986, p.3) and it can be described as a fear of failing in tests. Learners suffering from test anxiety may not be regularly anxious people, but the specific situation of the test makes them feel nervous, stressed and incapable to succeed in the test. Some students feel blocked and cannot answer correctly, and their performance in tests, in many occasions, does not match their performance in class. Actually, some studies have found a consistent moderate negative relationship between anxiety and achievement (Horwitz, Language Anxiety and Achievement, 2001). Students who feel anxious and uncomfortable when taking tests are more likely to have low levels of proficiency and achievement in foreign language exams.

Most of the students from SENA come from low socio-economic strata, and in many cases, they face, for the first time, an English class when they arrive to the institution. The low input the have previously received, makes the process more challenging for them and for teachers, who have to find proper ways to explain the

topics and to test students. It is more evident when it comes to listening exercises. Students with test anxiety, plus the lack of English input, seem very confused, lost and nervous when doing listening exercises.

Regarding this topic, some studies suggest that some kind of tests boost student's participation without creating unnecessary stress for learners (Salehi & Marefat, 2014). These tests are called authentic tests or authentic assessment. In this sense, Bachman and Palmer (1996), (cited in Eder 2010) defines authenticity in assessment as "the degree of correspondence of a given language test task to the features of the target language use (TLU)" (p.8). This suggests that tests should focus in contexts related to learners, in order to give them more tools to use the target language and, as a consequence, they could perform better. In fact, one of the reasons why learners experience test anxiety is because the format and tasks are ambiguous and unfamiliar to them (Young, 1991). Some studies have been carried out to try to lower the levels of listening anxiety in learners (Mills, N., Pajares, F., & Herron, C.,2006. - Arnold, J.,2000). However, the author of this research has not found studies that had tried to identify a link between using authentic listening tests and the performance of students with test anxiety whatsoever. According to that, this research studies the effect of authentic assessment and traditional tests in listening performance on beginner students with test anxiety.

## QUESTIONS

### Main Question

What is the effect of authentic assessment in the listening performance on students with test anxiety?

### Subsidiary Questions

- How is the students' performance using traditional and authentic listening tests?
- What is the difference in listening performance on students using traditional and authentic tests?
- How do students feel when taking a traditional and authentic listening test?

## OBJECTIVES

### General Objective

Describe the effect of authentic assessment in the listening performance on students with test anxiety.

### Specific Objectives

- Describe students' performance using traditional and authentic listening tests.
- Compare students' performance using traditional and authentic tests.
- Describe students feeling when taking both types of tests.

# METHODOLOGY

## RESEARCH DESIGN

This is a descriptive qualitative non-experimental study that dealt with students who suffers from test anxiety in SENA- CLEM. The participants sample size was determined after administrating the Test Anxiety Scale questionnaire to thirty-one students of the technological program “Gestión integrada de la calidad, medio ambiente, seguridad y salud en el trabajo”. The two learners that reported the highest score of anxiety were chosen to participate in the study.

## CONTEXT

SENA (Servicio Nacional de Aprendizaje) is a national public institution which offers free education to Colombian citizens. SENA has technical, technological and complementary programs. The technical programs have a duration of 1 year (6 months of training and 6 months of internship), the technological programs last 2 years (18 months of training and 6 months of internship) and the complementary courses vary from 40 hours to 180 hours. The principal aim of the institution is to help with the social and economic development of the country, and in that way contribute to improve the competitiveness of the national market.

This research focused specifically in SENA CLEM (Centro Latinoamericano de Especies Menores) located in Tuluá-Valle, a middle sized town with around 200.000 citizens. This center has two main lines: Commerce and Services and Minor Species. The former has programs like International Business, Accounting and Finances, etc. and the latter focuses on everything related with the production of small farm animal, the transformation of the raw material obtained from those animal and the conservation of the environment. For this reason, there are programs such as Minor Species Production, Environmental Management, etc.

The center has approximately 1500 apprentices and most of them belong to a low socio economic strata and have graduated from public schools. A considerable percentage of the apprentices live in smaller towns near Tuluá. Due to this fact, the majority of them are true English beginners with little experience with the language.

English is a mandatory competence (subject) in all programs. Technical programs have 180 hours of the foreign language and technological programs 360. Classes are normally taken one a week for three hours and the English teachers are qualified professional with at least a B2 level, according to the Common European Framework of Reference (CEFR) and teaching experience of about 3 years. SENA works with a communicative approach and also focuses on the area of expertise of each program, so students can use the language in their professional lives.

## PARTICIPANTS

Two Sena students studying the technological program of “Gestión intergrada de la calidad, medio ambiente, seguridad y salud en el trabajo”

## PROCEDURES

### Stage 1

The first step to gather information in this research was to apply the Test Anxiety Scale (TAS) developed by Sarason (1975) to thirty-one students that belong to the program “Gestión integrada de calidad, medio ambiente, seguridad y salud en el trabajo” in order to identify those learners with test anxiety. After applying the TAS, two students were chosen to be the participants of this research. The questionnaire was translated into Spanish by the researcher and to assure a correct translation, it was later translated into English again by an English native speaker and compared to the original version. This procedure is called back translation. Applying the TAS in Spanish, the native language of the participants, was necessary because their English proficiency level was very low.

It is important to mention, that before answering the TAS questions, all the students of the group filled up a written informed consent, where students were invited to participate in the study and where they allowed the research to use the data collected from them. It was also useful to collect general identification information. (see annex 01)

**Stage 2**

After identifying the students with test anxiety, two sets of listening tests were designed by the researcher, each one of them containing an authentic and a traditional part. Students took one set of tests each month during two months, meaning one test by month. In the first month, the test's first part was the traditional one and the second part was the authentic one. In the second month, the order switched to the other way around. This strategy was used to avoid bias in the results obtained. It is important to say that to assure the reliability of the tests, they were revised by experts on assessment.

After applying the tests, a semi-structured interview was done with the participants to know their perceptions and feelings about the tests and each of the questions.

**Stage 3**

After gathering the information from the different sources: the TAS' results, the performance of the students in each of the tests and the information obtained by the interviews, the researcher triangulated the information and wrote study cases for each of the learners. It allowed the researcher to analyze the information provided by each one of the data collection tools, describe it and analyze it.

## DATA COLLECTION TOOLS

**Pre-diagnosis questions:** a set of four open questions was designed to know the perceptions the students had about which type of test they felt was more difficult and which one made them feel more nervous. This questions allowed the researcher to identified the perceptions the students, in general, had about the tests.

It is important to mention that the student complete the questionnaire only after the first set of tests. (See annex 02)

**Test Anxiety Scale (TAS):** (see annex 03) this questionnaire was first developed by Irwin Sarason in 1958 and consisted on 21 true or false items. Since that time, the TAS underwent a series of revisions and 16 more items were added to guarantee the reliability of the scale. Since then, the 37 false or true items scale has been widely used as an effective way to measure test anxiety in learners. According to Sarason (1977), the TAS can be used in diverse ways, for instance, as an independent variable so as to compare groups of extreme scorers in particular types of situations. He also emphasizes that high TAS scorers may perform differently according to the evaluational stressors. That means that the less complex or less demanding the task, the weaker this effect is. “An example of an evaluational stressor is achievement-orienting instructions that either inform the subject that some type of evaluation of his or her performance will be made or provide some other rationale for the importance of performing well” (Sarason, 1977). Therefore, when learners know that their performance in the test may affect their overall grade in a significant way, their anxiety may increase.

The way in which the TAS was used was the following: 1) Learners answer the TAS questions according to their own information. 2) The researcher entered the data into a spreadsheet, where each true answer had a score of one point. Besides this, the scores of the negative statements, which stated not anxiety, were reversed. For instance, statement 26 says the following: “on exams I take the attitude “If I don’t know it now there’s no point worrying about it.” If the student answered it as false, the score was taken as one point, as well. Scores above 30 points mean that the learner has high levels of anxiety. Scores between 20 and 29 mean the learner has a moderate level of test anxiety, and scores below 19 mean the pupil has low levels of test anxiety.

**Tests designed by the researcher:** the researcher designed two sets of listening tests, each one of them containing an authentic and a traditional part. The tests were revised by experts on assessment to assure their reliability and validity.

Topics selected for the tests were chosen according to topics covered previously in class. The first set of tests was about giving personal information and the second, about giving and receiving directions. (See annexes 03,04,05,06)

**Semi-structured interviews:** the questions used in this research, were designed by the researcher based on the TAS, the listening anxiety literature and the research questions posed. This tool was especially useful to get the impressions and feelings that students had about the tests. It allowed the researcher to gather information about how students felt during the exam. Aside from their actual performance, this qualitative information allowed the researcher to have a wider and richer perspective about the learners' feelings.

# RESULTS

The following section of this research aims to present the results gathered using the different data collection tools. During the first part of the chapter, results obtained when applying a pre-diagnosis, with the help of some questions about test anxiety are presented. After this, the grades got by the two students in the two sets of the listening tests are offered, dividing each of them into traditional and authentic. Then, the results obtained in the interview will be connected to those gathered in the TAS (see annex 08, 09), to finally communicate them in the form of study cases.

Real names of the two students were changed in order to protect their identity, and they will be referred to as Luisa and Valentina.

## Tests results

### Pre-diagnosis questions result (see annex 02)

After applying the first set of tests to the thirty-one students, they were asked to answer some questions about their thoughts and feelings regarding the test they had previously done. These questions intended to provide the researcher with clues about which type of test provoked the most anxiety in learners, in a general way, and it helped to identify those students that showed signs of anxiety when doing a test. These results were later confirmed with the application of the TAS. The questions were asked and answered in Spanish, because of the level of English proficiency of the learners. These were the questions:

*Como complemento de la investigación en la cual está participando, por favor responda las siguientes preguntas:*

1. *¿Cómo se sintió durante el desarrollo del examen?*
2. *¿Qué pensaba mientras respondía el examen?*
3. *¿Cuál examen lo hizo sentir más ansioso? Por favor explique por qué.*
4. *¿Cuál examen le pareció más fácil?, ¿Por qué?*

Table 1 is a compilation of the answers given by the students.

*Table 1: Pre-diagnosis questions results*

| **Question** | **1** | **2** | **3** | **4** |
|---|---|---|---|---|
| **Answer** | 51% of the students felt emotions related to nervousness. 49% said they felt relax and confident. | 16% of the learners had thoughts unrelated to the test. 29% thought they were doing poorly in the exam, while 55% of the class were just focused on the test. | 64% of the students said they felt more anxious in the second test, referring to the authentic one. While 36% said they felt more anxious in the traditional one. | 67% of the students said that the traditional part was easier for them, 25% said the authentic part was easier, while 8% said none of them were easy. |

After analyzing the answers given by the students, the researcher realized several things: That the group was specifically anxious when doing tests, half of the class said they have some type of feeling related to nervousness, which is a high percentage. Luisa and Valentina were among this percentage. These results were later confirmed with the application of the TAS, which demonstrated that half of the class had some degree of anxiety when doing exams. However, some students had higher levels than others (this was the case of the two students who were selected for this research: Luisa and Valentina), and it is when the levels are very high that they start to interfere with the performance. A moderate degree of anxiety may help students to be more alert and perform better.

The answers to question number two (What were you thinking when you were answering the exam?) show that 29% of the students were focused on the test, on performing well, while 29% of them, the ones who said they felt nervous, were thinking that they were performing poorly in the test. When looking at the answers, the researcher found that Luisa and Valentina said they thought they were going to fail in the test. Another important aspect showed in table 1 is that the majority of the students, 64%, felt more anxious doing the authentic test. However, something very interesting was that Luisa and Valentina answered they felt more anxious doing the

traditional part, at this point they had not been selected yet as the participants of the study. Regarding the 4th question (Which exam did you think was easier? Why?), 67% of the students answered that for them, the traditional exam was easier, which is in congruence with the answers given in questions 3 (Which exam made you feel more anxious? Explain your answer.). One of the reasons given by them was that in the authentic part they had to focus more, because there were no options that could guide their ideas on how to answer, but they had to construct their answers. Here, it is important to mention that they could give the answer in Spanish. Nonetheless, Luisa and Valentina's answer was that the traditional part was easier for them, because the questions were about themselves (it seemed more realistic), so the information was known to them.

**Results traditional listening test 1**

This test was done after 5 classes of instruction, and it focused on their abilities to introduce themselves and other people. During the test, students had to listening to a phone conversation, between a student and a teacher, where the student is answering some questions about personal information, in order to register for an English club. Students had the opportunity to listen to the audio twice. The test had a total of eight questions, for a total of 50 points, which means that each question answered correctly represents 6.25 points. Five out of eight questions where multiple-choice questions, and three of them consisted of completing the answer (filling the gap). After this test, the authentic one was done. It had a total of 50 points as well to have an overall score of 100 points.

After grading the test, 12 out of 31 students, got better scores in the traditional test than on the authentic one. Four got the same score in both types of tests, while only six of them over-performed on the authentic one for more than a 9 points difference, among those students were Luisa and Valentina, which at that point was an indication that there was a relationship between students suffering from test anxiety and their performance in authentic tests.

The next table shows the global results obtained by the 31 students in the first set of tests. Columns in yellow indicate that the student got a better score in the

traditional test than in the authentic one or that he got the same score in both tests, therefore there is no difference, while columns in blue indicate the opposite, a better result in the authentic test.

*Table 2: Global scores first set of tests*

| Name | Score authentic test | Score traditional test | Total score | Difference |
|---|---|---|---|---|
| Student 1 | 40.6 | 50 | 90.6 | -9.4 |
| Student 2 | 43.7 | 50 | 93.7 | -6.3 |
| Student 3 | 40.6 | 43.7 | 84.3 | -3.1 |
| Student 4 | 46.8 | 43.7 | 90.5 | 3.1 |
| Student 5 | 40.6 | 46.8 | 87.4 | -6.2 |
| Student 6 | 43.7 | 50 | 93.7 | -6.3 |
| Student 7 | 43.7 | 43.7 | 87.4 | 0 |
| Student 8 | 37.5 | 25 | 62.5 | 12.5 |
| Student 9 | 31.2 | 31.2 | 62.4 | 0 |
| Student 10 | 46.8 | 43.7 | 90.5 | 3.1 |
| Student 11 | 37.5 | 37.5 | 75 | 0 |
| Student 12 | 50 | 43.7 | 93.7 | 6.3 |
| Student 13 | 43.7 | 43.7 | 87.4 | 0 |
| Student 14 | 40.6 | 31.2 | 71.8 | 9.4 |
| Student 15 | 37.5 | 50 | 87.5 | -12.5 |
| Student 16 | 43.7 | 37.5 | 81.2 | 6.2 |
| Student 17 | 43.7 | 50 | 93.7 | -6.3 |
| Student 18 | 43.7 | 50 | 93.7 | -6.3 |
| Student 19 | 43.5 | 31.2 | 74.7 | 12.3 |
| Student 20 | 40.6 | 43.7 | 84.3 | -3.1 |
| Student 21 | 43.7 | 37.5 | 81.2 | 6.2 |
| Student 22 | 43.7 | 50 | 93.7 | -6.3 |
| Student 23 | 40.6 | 43.7 | 84.3 | -3.1 |
| Student 24 | 40.6 | 37.5 | 78.1 | 3.1 |
| Student 25 | 46.8 | 21.8 | 68.6 | 25 |
| Student 26 | 46.8 | 31.2 | 78 | 15.6 |
| Student 27 | 46.8 | 43.7 | 90.5 | 3.1 |
| Student 28 | 34.3 | 6.2 | 40.5 | 28.1 |
| Student 29 | 12.5 | 6.2 | 18.7 | 6.3 |
| Student 30 | 9.3 | 31.2 | 40.5 | -21.9 |
| Student 31 | 46.8 | 43.7 | 90.5 | 3.1 |

Next, scores obtained by the two students will be presented. Table 2 shows the score obtained by Luisa in the traditional test, discriminated question by question, while table 3 shows Valentina's score.

*Table 2: Luisa's result in the traditional test 1*

| **Question** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **total** |
|---|---|---|---|---|---|---|---|---|---|
| **Score** | 0 | 6.25 | 6.25 | 0 | 6.25 | 6.25 | 6.25 | 0 | 31.5 |

This table shows that the total score Luisa got, was 31.5 out of 50 possible points. She got three incorrect answers, however she passed the exam with the minimum possible points (30 points)

*Table 3: Valentina's result in the traditional test 1*

| **Question** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **total** |
|---|---|---|---|---|---|---|---|---|---|
| **Score** | 0 | 6.25 | 0 | 0 | 0 | 0 | 0 | 0 | 6.25 |

This table shows that Valentina got only one correct answer in this test, which means she did not pass the exam.

**Results authentic listening test 1**

This test, as indicated above, was done immediately after the traditional part. It consisted, as well, of eight questions, in which students simulated to be doing a registration to the English club held at SENA, through WhatsApp audios. They had to answer questions about their own personal information in order to complete the registration. The total possible points for this test was 50, which means that each question represented 6.25 points.

To make this test as authentic as possible, representing how language and communication works in real life, the students had the opportunity to listen to the audio more than twice, which was the total of repetitions in the traditional part. They listened to the audio three times and sometimes four. Even though students could listen more times to this audios, than to the others in the traditional test, only sixteen students performed better on this part, and only six of those sixteen got a difference in scores beyond nine points. The minimum score to pass the exam was 30 points.

Tables 4 and 5 show the results that Luisa and Valentina got in the listening traditional test 1.

*Table 4: Luisa's result in the authentic test 1*

| **Question** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **total** |
|---|---|---|---|---|---|---|---|---|---|
| **Score** | 6.25 | 6.25 | 6.25 | 6.25 | 6.25 | 6.25 | 6.25 | 0 | 43.5 |

This table shows that Valentina got a total of 43.5 points, which is a better score than that obtained for her in the traditional test, 31.5. The difference was more than 12 points. While in the traditional part she got three wrong answers, here she got only one, which is evidence of her better performance in this test, which was related to information well known for her.

*Table 5: Valentina's result in the authentic test 1*

| **Question** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **total** |
|---|---|---|---|---|---|---|---|---|---|
| **Score** | 0 | 3.125 | 6.25 | 6.25 | 6.25 | 6.25 | 3.125 | 3.125 | 34.4 |

Table 4 indicates that Valentina's total score in this test was 34.4, which is evidence that she passed this test, contrary to the traditional one, where she only got 6.25 points. The difference in score is around 28 points, which indicates that her performance in this test was better than in the traditional one for more than four times. Here she got only one wrong answer, and three of them were incomplete

answers, for instance, if the question was “what is your first and last name?” she only wrote her first name.

It is important to say that as the skill being evaluated was listening, answers in Spanish were accepted as valid, because the focus was on knowing how much of English the student could understand, not produce.

**Results traditional listening test 2** (see annex 11)

These sets of tests were done after two months and a half of instruction and they focused on receiving and giving directions. In the traditional part, students had to listen to three different conversations where people where asking for directions to get to some places. In each conversation learners had to choose, from three options, the map that indicated the directions given in the audio, plus selecting, from a multiple choice question, what was the place that it was referred to in the audio, and finally they had to select which was the building in the map. The total number of questions was nine and each of them represented 1.1 points for a total of 10 points. The minimum score to pass the exam was 5.5 and learners had the chance to listen to the conversations twice.

Table 6 and 7 show the score that Luisa and Valentina obtained in this test.

*Table 6: Luisa’s score in traditional test 2*

| **Question** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **total** |
|---|---|---|---|---|---|---|---|---|---|---|
| **Score** | 0 | 1.1 | 1.1 | 0 | 0 | 0 | 1.1 | 1.1 | 1.1 | 5.5 |

Table 5 shows that the total score for Luisa in this test was 5.5, which indicates that she got the minimum points to pass the test. In general, the majority of the students in the class, 26 out of 31, passed this test.

*Table 7: Valentina's score in traditional test 2*

| Question | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | total |
|---|---|---|---|---|---|---|---|---|---|---|
| Score | 0 | 1.1 | 0 | 0 | 1.1 | 0 | 0 | 1.1 | 0 | 3.3 |

These results show that Valentina only got three correct answers in the test, with a total of 3.3 points, which means she did not pass the test. In the whole group, only 5 students fail to passed the exam.

## Results authentic listening test 2

As indicated in the methodology chapter, for this set of the test the authentic part was done first, which means it was the opposite to set No.1, in order to avoid bias in the results obtained. Having said that, this test focused on receiving directions about how to get to places and it was done in groups to facilitate the activity and the number of direction given. The group of thirty-one students was divided into six groups of five. However, only Luisa and Valentina were group 7.

To make this test authentic, students received a total of six audios through WhatsApp, where they had to follow instructions to get to specific places in SENA buildings. This listening exercise imitated a situation that most people face when following direction given by a GPS (using apps like WAZE or Google Maps). In each place, there was a clue that they had to answer, in order to assure that they had followed the specific instructions to get there. There was also a false clue, which was located near the true one, that did not match the directions given in the audio. This strategy was used to avoid having students just looking for clues, without listening to the audios. Students received the audios one at the time. When they answered the first clue, they got the next audio, and so on after completing the six audios.

To grade this test, the researcher took into account the number of correct answers, plus the time spent finding each of the clues (total time, and average time per question). The test had a total of 10 points, and each question was worth 1.66.

Table 8 contains the results obtained by Luisa and Valentina (group 7), plus the results obtained by the rest of the group, in order to provide a wider scope for the analysis.

*Table 8: Results of authentic test No.2*

| Question | 1 | 2 | 3 | 4 | 5 | 6 | Total | Average time |
|---|---|---|---|---|---|---|---|---|
| **Group 1** | 1.66 | 0 | 1.66 | 0 | 1.66 | 1.66 | 6.64 | |
| **Time** | 10 | 12 | 7 | 10 | 7 | 5 | 51 | 8.5 |
| **Group 2** | 1.66 | 1.66 | 1.66 | 0 | 1.66 | 1.66 | 8.3 | |
| **Time** | 3 | 11 | 6 | 7 | 4 | 5 | 36 | 6 |
| **Group 3** | 1.66 | 1.66 | 1.66 | 1.66 | 1.66 | 1.66 | 9.96 | |
| **Time** | 4 | 4 | 28 | 4 | 3 | 7 | 50 | 8.33 |
| **Group 4** | 1.66 | 0 | 1.66 | 0 | 1.66 | 1.66 | 6.64 | |
| **Time** | 3 | 6 | 5 | 5 | 6 | 2 | 27 | 4.5 |
| **Group 5** | 1.66 | 1.66 | 1.66 | 0 | 1.66 | 1.66 | 8.3 | |
| **Time** | 2 | 6 | 3 | 1 | 13 | 3 | 28 | 4.66 |
| **Group 6** | 1.66 | 1.66 | 1.66 | 0 | 1.66 | 1.66 | 8.3 | |
| **Time** | 3 | 6 | 8 | 6 | 8 | 16 | 47 | 7.83 |
| **Group 7** | 1.66 | 1.66 | 1.66 | 1.66 | 1.66 | 1.66 | 9.96 | |
| **Time** | 4 | 6 | 3 | 13 | 6 | 20 | 52 | 8.66 |

Table 8 shows that only two out of the seven groups answered all the six questions correctly: group number three and Valentina and Luisa's group. The other five groups had between one and two wrong answers. Regarding the time, Valentina and Luisa's group was the group that took the most time: a total of 52 minutes and 8.6 average minutes per question, which is a similar result for that obtained by group number 3. However, 4 of the 7 groups took between 47 and 52 minutes to complete the test. This demonstrates that Luisa and Valentina took about the same time as the majority of the groups. It is important to mention that there was not a time limitation to complete the test, but groups took the time they considered necessary to finish it. This factor, plus the fact that Luisa and Valentina answered everything correctly, was an indication that the pressure in time influences the test performance in students with test anxiety.

## Interviews and study cases

### Luisa's case

Luisa is an eighteen-year-old girl who suffers from test anxiety. According to the results obtained in the Test Anxiety Scale, tests make her feel highly anxious. She got 30 points in the scale, which represents a total of 81% of anxiety in tests. According to the TAS this result is interpreted as having high levels of anxiety. (The table that shows the global results obtained by Luisa in the TAS, can be found in Annex 09.

For the reader to have a better scope of the test results, the following table shows the scores Luisa got in both sets of tests. This will facilitate the comprehension of Luisa's answers in the interview and their relationships to the TAS results.

*Table 9: Luisa's results in both set of tests*

| | **First test** | **Second test** |
|---|---|---|
| **Authentic tests** | 43.5 (out of 50) | 9.96 (out of 10) |
| **Traditional tests** | 31.5 (out of 50) | 5.5 (out of 10) |

During the interview, Luisa said that when doing the first set of tests, in the traditional section, she was feeling very nervous because of the speed of the audio (it was very fast for her). She also said that she had forgotten some things that had studied for the test. In her words "*the speed made me feel very nervous and I could not remember some letters of the alphabe*t". This statement is related to one of the categories presented in the TAS, which refers to forgetting facts the student really knows because of the nervousness that exams cause in them. Luisa expressed that she likes to study before a test. She even mentioned some of the techniques she uses, for instance, making summaries. When studying for an English test, she practices aloud and with friends, among other techniques. However, when the moment of the test comes, the tension she feels make her forget important facts.

One of the TAS components is called bodily reaction, which is manifested in the learners as parts of the body trembling, their stomach getting upset, hearts betting fast, among others. In the TAS, Luisa answered as true three of the five questions related to this category, which was also confirmed in the interview when she expressed that she feels a tingling sensation in her body while doing a test and she stated that it continues even after she has finished the exam.

Another category in the TAS is called Tension, which refers to a high sense of distress or unease before or during a test. There 10 questions related to this item. Luisa got 9 out of 10 questions as true. During the interview, she said that in the moment she finds out that she has to present a test, she gets stressed even if the test is a week later and that that feeling stays until the moment she gets the grade of the test. That feeling is related to a specific item in the TAS, which states the following: “I have an uneasy, upset feeling before taking a final examination” and to this other: “I start feeling very uneasy just before getting a test-paper back”. This leads to the fact that for Luisa not only the moment of presenting the test is stressful, but also the days previous to the test and after it. She cannot stop those feelings until the moment she gets the test back. This situation seems to worry her, because she knows that these feelings interfere with her performance in the test and her peace of mind in general.

Worry is third category included in the TAS, which is “a cognitively demanding activity marked by self- preoccupation, self-depreciation, and concern over the consequences of poor performance” (Sarason, 1977, p.10). Regarding this aspect, Luisa said in the interview that when she found out that she was going to work with Valentina in the second authentic test, she worried even more, because she did not trust her abilities, nor Valentina’s. She immediately thought she was going to fail the test. However, she said she felt really surprised when she knew that they had gotten the highest grade in the test, because even though she felt she did a better job than in the traditional part, she still thought that they would get one or two wrong answers. This confirms her self-depreciation regarding her abilities to perform in an exam. In the TAS, she answered as true all the questions in this category.

The last category in the TAS is called test irrelevant thoughts, which takes into account thoughts learners have during exams that are not related to the content of the test itself. There are only three questions related to this category in the TAS, and Luisa answered as true two of them. During the interview, she said that when doing tests, she is normally thinking on things related to the test, and that she hardly ever thinks about topics unrelated to it. It is important to say here, that even though Luisa has a high level of test anxiety, she has a lower level than Valentina, that is why some categories in the TAS are less problematic for her.

Regarding the authentic tests, she expressed that she felt anxious as well, but she said that the format of the test allowed her to have more time to think. She also explained that she was answering questions related to information that was known to her: personal questions and in the other hand, following instructions in a place that she knew. She also stated that the fact that she had more time to answer helped her to focus more and relax a little bit. This is congruent with a statement in the TAS that says: "*I think I could do much better on tests if I could take them alone and not feel pressured by a time limit*", because she performed much better in the Authentic tests, when there was more time for them to think.

**Valentina's case**

Valentina is seventeen years old and she has test anxiety. According to the TAS, she has high levels of test anxiety; her answers in the scale indicate that her level is 89%, which is high, meaning that she got 33 points in the total score (see annex 10).

The following table shows the results, in a general way, obtained by Valentina in both sets of tests. These results facilitate a better comprehension of her case.

*Table 10: Valentina's results in both set of tests*

| | **First test** | **Second test** |
|---|---|---|
| **Authentic tests** | 34.4 (out of 50) | 9.96 (out of 10) |
| **Traditional tests** | 6.25 (out of 50) | 3.3 (out of 10) |

During the interview, she seemed really interested in the topic, although a little bit shy. One of her comments, which really got the attention of the researcher, was about how she was bullied when she was in high school, and in her words, it caused her to become insecure to speak in public, and to do tests, or any other activity where she feels she is being evaluated. That information is very important because it could indicate the origin of her anxiety.

Regarding the category of bodily reactions, Valentina expressed that when doing a test, she starts feeling that her legs lose strength, and her stomach gets upset. She mentioned that those symptoms start to manifest in her body the day she finds out she has a test, and they stay, in a lower level, until the day she gets her test back. In fact, in the TAS, the five statements regarding this category, were all answered as true for her. This is an indication that her body has strong reactions when she is in a stressful situation, which is not always the same for every individual. Valentina, in this case, has stronger reactions in her body, than Luisa.

In the category of tension, her results of the TAS show that all the statements in this category are true for her. During the interview, she pointed out that when she knows she has an exam she cannot stop thinking about it, and even though she studies hard before the test, she said that in the moment she starts answering the exam, she is so nervous that she forgets things she had studied. According to Sarason (1977), when the person feels she is in a highly evaluative situation, her levels of anxiety increase. This is what happens to Valentina, because although in regular academic situations she may feel anxious, it is during tests that she experiences stronger manifestations which interfere with her performance.

One aspect that she highlighted in the interview was that she felt that all her classmates were more intelligent and had better abilities than her. This thought is related to the category of worry in the TAS, where she answered as true 6 out of the 8 statements. One of them states the following: “While taking an important exam I find myself thinking of how much brighter the other students are than I am”. These kinds of thoughts are frequent in Luisa, and the fact that she gets good grades does not seem to improve her self-esteem, which is another factor taken into account in the TAS.

In the category of test irrelevant thoughts, Valentina answered as true three of the two statements, and unlike Luisa, during tests she thinks about unrelated issues. This does not let her concentrate during the test. During the interview, she said it is something she cannot help, and she admits to try to focus on the test without any success.

When talking about the authentic tests, she said that during the first one, when answering the personal information questions, she did not feel in a test. She said that “*in the second test (referring to the authentic assessment), I did not take it so much as an exam, but I felt I was giving personal information*”, which is an indication that the format of the test may increase the levels of anxiety in learners who have test anxiety. She also stated that the fact that she had the opportunity to take the necessary time to answer the second authentic test motivated her to do her best, which was reflected on the grade she got.

# ANALYSIS AND DISCUSSION

The following chapter presents a summary of the most relevant findings of the research, to then, present an analysis of how the concepts of test anxiety and authentic assessment are reflected in the findings. Additionally, an explanation of how these two variables, present in the foreign language learning process, interacted among them, and its result in the listening performance of the participants of the study.

During this process, important data was collected, that led to significant results. Some of them are the following:

1. Women tend to be more anxious than men when doing exams: when applying the TAS, the three learners who got the highest levels of test anxiety were women. These findings are similar to those of Aida. (1994). where she found out that among 96 American university students, women had higher levels of test anxiety than men did. The same result were obtained by Rezazadeh and Tavakoli (2009), when investigating the relationship among test anxiety, gender, academic achievement and years of study in Iranian learners of English as foreign language.
2. One of the main reasons affecting students with test anxiety is the test format and the limitation of time. During the interview, Luisa and Valentina mentioned that the multiple choice tests made them feel more stressed and nervous because of the pressure of time and because the information presented in the test was not familiar to them, even though the grammar of the tests had been taught in class previous to the test. This finding is similar to those obtained by Aydin (2009) in his research, where he concludes, after examining several research regarding the topic of test anxiety, that test techniques, time limit and test format are some of the most significant variables affecting the level of test anxiety in language students.
3. Students with high levels of test anxiety perform better in authentic listening tests than in traditional ones. Luisa and Valentina, the

participants of this research, got better grades in the authentic tests, and they also expressed in the interview, that they felt less nervous. This confirms the Aydin (2009) findings and it could be said that when applying different test techniques and formats, learners with test anxiety may perform better.

After summarizing the most significant findings, it is important to analyze how the concepts of test anxiety and authentic assessment are reflected in the findings. Test anxiety, which is related to a feeling of apprehension towards academic evaluation, was a strong feeling that affected Luisa and Valentina's performance in tests when doing traditional assessment. According to Birjandi and Alemi (2010), in their research, this affective factor is negatively related to achievement in L2 tests. Luisa and Valentina expressed that when doing the traditional tests, the multiple-choice format made them feel stressed and nervous, because they had to be precise when answering, which means they had to understand everything clear. This feeling is associated to the factors provoking test anxiety, which Birjandin *et al.* (2010) divide into unfamiliar topics and ambiguous test tasks. And although they are familiarized with multiple-choice tests, because they have been doing exams in that format during their whole school life, this format did not help them to perform well, because the time was limited and the conversations were unfamiliar to them.

According to Horwitz, Horwitz and Cope (1986), some effects of test anxiety on test performance are: having difficulty organizing one's thoughts, mental blocking and remembering the correct answers as soon as the exam is over. All these effects were mentioned by the two participants of the study in the interview. However, their answers reflect that during the traditional test, these effects were stronger. For instance, Luisa mentioned that when the traditional tests were over, she started remembering things she could not remember when doing the exams.

Sharif (2012), explains that "if the listening comprehension tasks are based on familiar, meaningful topics and vocabulary, it can lower the anxiety in learners" (p.11). He also recommends using students' background knowledge to help them lower their anxiety. These characteristics were not present in a high degree in the

traditional tests, because the conversations were about people and places they did not know. Therefore, it could be said that the traditional multiple-choice question tests did not help students suffering from test anxiety to get high grades. Their grades were lower in this type of test than in the traditional ones, because of the variables and factors mention above.

Regarding the concept of authentic assessment, which is seen by Hogman (2014) as a productive tool for increasing student engagement, learning, and confidence, it was represented in this research as the form of tests. The characteristics of these exams were that they tested habits in contexts. The questions were related to the learner's information, and the information they knew. For instance, they had to follow instructions to get to places they were used to visit on a daily basis, as they would if they were using a GPS on their phones. The effect of this test technique on students with test anxiety was that they had higher levels of achievement. Luisa and Valentina's scores in the authentic tests demonstrate that this type of test is a better option for students suffering from test anxiety. They both expressed that the fact that they had no time limit pressure, that the questions were based on their contexts, that they had to perform an action, instead of understanding everything correctly and choosing a correct answer, helped them focus more and be able to recall important information they had previously studied. According to Gulikers, Bastiaens and Kirschner (2004), cited in Hogman (2014), "assessments should be credible, user-friendly, and feasible; they should be central to instruction, focus on the purpose of assessment, enlighten students about real-world tasks, and be of high intellectual quality" (p.3). When learners had to follow the instructions given in an audio they faced a real world task, which resulted in helping students with test anxiety to perform better in the test, because like in the real world, they could listen several times to the audio and really demonstrate their knowledge and abilities in the L2. This lead to the conclusion that when students with test anxiety do an authentic test, their performance could improve because they do not face some of the causes of test anxiety, such as time limit and unfamiliar content. Additionally, they have the opportunity to complete tasks that requires higher intellectual levels and that are related to the use of language in real life communication.

The main contribution of this research is that when teachers use more flexible formats to assess students with test anxiety, their performance is better, therefore their motivation to learn the foreign language might increase. And even though using different formats to assess students may imply more work, and an extra effort on creativity, the results worth the work.

# CONCLUSIONS

After carrying out this research, some conclusion can be drawn either from the process itself or the findings.

1. Women tend to be more anxious than men when doing tests. This implies that teachers must good observers in their classes in order to choose better ways to assess those learners with test anxiety.
2. Traditional listening tests are useful tools to assess students who do not have test anxiety. The multiple-choice questions format is good way to measure their level of proficiency. However, it is not the best way to assess learners who have test anxiety, because the limitation of time, the format and the context, which is not related to the learners, limit the capacity of the learners to show what they really know.
3. On the other hand, listening authentic tests are useful tools to assess students who suffer from test anxiety. Their characteristics, including the format and the context, make the test less stressful for students and allows them to have the possibility to demonstrate their knowledge.
4. Another important conclusion for the researcher is that teachers have the responsibility of providing students with effective tools to assess them. Teachers must go beyond the traditional ways to assess learners, and be sensible to the necessities of all pupils. Creativity must be a fundamental part in designing strategies to evaluate students learning and formats should be friendly to students with anxiety, even though it could mean extra effort from the side of the teacher.

# RECOMMENDATIONS

- This research should be done in a bigger scale and for a longer time, in order to confirm the findings.
- Since this research was carried out with beginners, authentic listening test should be used with advanced and intermediate students with test anxiety to compare results and see if the two variables interact in the same way in learners of different levels.
- Teachers must take into account, in their lesson planning, different ways to assess learners, especially those who have test anxiety, in order to give them the opportunity to really demonstrate what they know, and to make the learning process less stressful for them.
- Since this research only took into account one of the skills, it would be important to try using authentic and traditional assessment in other skills, in students with test anxiety.

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# ANNEXES

## Annex 01. Informed consent

Consentimiento informado.

INVESTIGADORA: Natalia Urrego Tamayo

TÍTULO DE LA INVESTIGACIÓN: The Effect of Authentic Assessment in Listening Performance on Students with Text Anxiety.

INVITACIÓN: Queremos invitarle a participar en esta investigación que busca conocer el efecto de la evaluación auténtica sobre el desempeño de los estudiantes con ansiedad ante los exámenes.

PROCEDIMIENTO: en este estudio se le pedirá autorice utilizar los resultados de su evaluación para fines académicos.

RIESGOS: este estudio no representa riesgos ni inconvenientes para usted.

MANEJO DE LA INFORMACIÓN: la información recolectada en este estudio será usada exclusivamente para determinar la relación entre la evaluación auténtica y el desempeño de los estudiantes con ansiedad ante los exámenes. El uso de la información será totalmente confidencial y con propósitos académicos únicamente.

CONSENTIMIENTO: He leído la información presentada en este documento y autorizo que mi información y respuestas sean usadas en la investigación.

AUTORIZO: si ☐ no ☐ Firma:

_____

En caso de inquietudes contactar a la investigadora al correo: nurregot@sena.edu.co

## Annex 02. Pre-diagnosis questions

This questions were asked inmeadiatly after the learners finished the first set of tests, in order to have an idea about which type of test made them feel more nervous and which more relaxed. Questions were asked in Spanish, because of the proficiency level of the students.

*Como complemento de la investigación en la cual está participando, por favor responda las siguientes preguntas:*

1. *¿Cómo se sintió durante el desarrollo del examen?*
2. *¿Qué pensaba mientras respondía el examen?*
3. *¿Cuál examen lo hizo sentir más ansioso? Por favor explique por qué.*
4. *¿Cuál examen le pareció más fácil?, ¿Por qué?*

## Annex 03. Test anxiety scale

The following is the TAS, en Spanish, as it was presented to the students:

**Elementos de la escala de ansiedad en los exámenes**

**Instrucciones:** por favor. responda F (falso) o V (verdadero) según su experiencia personal.

1. Mientras estoy tomando un examen importante pienso en que los demás estudiantes son más brillantes que yo.
2. Si fuese a tomar un examen de inteligencia. me preocuparía mucho antes de tomarlo.
3. Si supiera que voy a tomar un examen de inteligencia. de antemano me sentiría confiado y relajado.
4. Mientras tomo un examen importante sudo mucho.
5. Durante los exámenes pienso cosas que no están relacionadas con el material del curso.
6. Siento pánico cuando tengo que tomar un examen sorpresa.
7. Durante los exámenes pienso en las consecuencias de no pasar.
8. Después de exámenes importantes. frecuentemente estoy tan tenso que siento molestias en el estómago.
9. Me petrifican cosas como los exámenes de inteligencia o exámenes finales.
10. Obtener una buena nota en un examen no parece incrementar mi confianza en el examen.
11. Algunas veces siento mi corazón latir muy rápido durante exámenes importantes.
12. Después de hacer un examen siempre siento que pude haberlo hecho mejor de lo que lo hice.
13. Usualmente me deprimo después de hacer un examen.
14. Me siento preocupado y trastornado antes de hacer un examen final.

15. Cuando estoy haciendo un examen mis emociones no interfieren con mi desempeño.
16. Durante un examen frecuentemente me pongo tan nervioso que olvido cosas que sé.
17. Me decepciono a mí mismo mientras hago exámenes importantes.
18. Mientras más estudio para tomar un examen. más me confundo.
19. Tan pronto como el examen termina intento dejar de preocuparme por él. pero no puedo hacerlo.
20. Durante los exámenes algunas veces me pregunto si podré completar mis estudios.
21. Preferiría hacer un ensayo en lugar de un examen para la nota de un curso.
22. Desearía que los exámenes no me preocuparan tanto.
23. Creo que podría hacerlo mucho mejor en los exámenes si pudiera hacerlos solo y no sentir la presión del límite de tiempo.
24. Pensar sobre la nota que puedo obtener en una materia interfiere con mi estudio y mi desempeño en los exámenes.
25. Si los exámenes pudieran ser eliminados creo que aprendería más.
26. En los exámenes tomo la actitud de: ‘si no sé en este momento. no tiene sentido preocuparme’
27. Realmente no entiendo por qué algunas personas se preocupan tanto por los exámenes.
28. Pensamientos de no hacerlo bien interfieren con mi desempeño en los exámenes.
29. No estudio más para exámenes finales que para el resto de trabajos en el curso.
30. Aun cuando estoy bien preparado para un examen. me siento muy ansioso.
31. No disfruto comer antes de un examen importante.
32. Antes de un examen importante mis manos y brazos tiemblan.

33. Rara vez siento la necesidad de estudiar intensamente antes de un examen.
34. La institución debería reconocer que algunos estudiantes son más nerviosos que otros en los exámenes y que eso afecta su desempeño.
35. Me parece que los periodos de exámenes no deberían ser la situación tensa que son.
36. Me empiezo a poner muy nervioso justo antes de obtener la nota de un examen.
37. Le tengo pavor a los cursos donde los profesores tienen el hábito de hacer exámenes sorpresa.

## Annex 04. Authentic test 1

English test No.1

Apprentice's name:

Date:

Group Number:

Listening comprehension

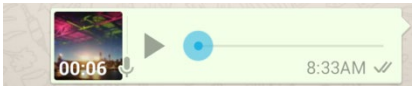
**Part 1.**

Instructions: during this first part of the test you will listen to eight questions and you must answer them according to your own information.

You will listen to the questions twice.

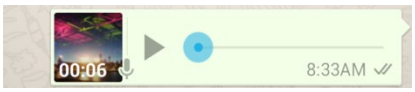
Each question answered correctly is worth 6.25 points. for a total of 50 points in this section.

**Question No.1**



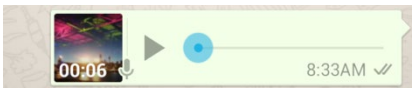

Your answer:

**Question No.2**



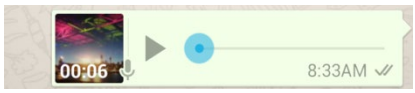

Your answer:

**Question No.3**



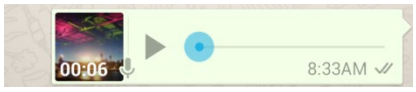

Your answer:

**Question No.4**



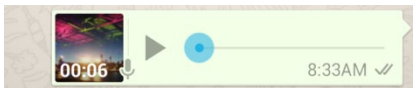

Your answer:

**Question No. 5**



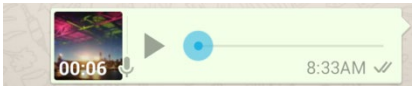

Your answer:

**Question No. 6**



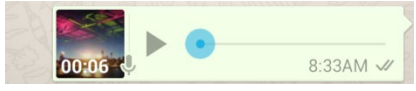

Your answer:

**Question No. 7**




Your answer:

**Question No. 8**




Your answer:

**Transcript authentic test 1.**

We are happy to welcome you to our Clem's English Club. To complete your registration, we would like to know some information about you. Listen carefully and answer according to your own information.

1. Write A if you are a student.

   Write B if you are an instructor.

2. Please, write your first and last name.
3. Now, please write your ID number.
4. Type, please, the name of the program you are studying.
5. Please, describe your personality in a short sentence.
6. To send you information and material about the club, we need your email. Please type your SENA email.
7. As an institutional policy, we need an emergency contact. Please, type the name of a family member of yours and his/her relationship to you.
8. Now, type his/her phone number and his/her address.

Thanks for completing your registration. We'll see you next Friday at Sagrado Corazón from 8 to 10 a.m. Have an awesome day. Bye.

## Annex 05. Traditional test 1

**Instructions:** During this part of the test you will listen to a conversation and you must answer the questions according to what you hear. You will listen to the conversation twice.
Each question answered correctly is worth 6.25 points. for a total of 50 points in this section.

---

A college student is doing a registration, by phone, to the English club. Listen carefully and choose the correct answer according to the conversation or complete the blanks when necessary.

1. The student's name is:
   _____
2. The student's ID number is:
   _____
3. What is the student studying?
   a) Environmental engineering
   b) System electronic engineering
   c) Logistics engineering
   d) Electronic engineering
4. According to the student's description of his personality. he is:
   _____
5. What is the student's email?
   a) johnnsmith@nycollege.com
   b) jsmith@nycollege.com
   c) jsmith@jycollege.com
   d) jsmit@nycollege.com
6. His emergency contact is:
   _____
7. What's the emergency contact phone number?
   a) 5619299528
   b) 5819299523
   c) 5619299542
   d) 5619299522
8. Where will the club be held?
   a) Building A. classroom 203
   b) Building E. Classroom 203
   c) Building I. Classroom 203
   d) Building E. classroom 204

**Transcript traditional test 1.**

A college student is doing registration, by phone, to the English club. Listen carefully and choose the correct answer according to the conversation.

**Conversation:**

**Teacher:** Hello. This is teacher Louis. How can I help you?

**Student:** I'd like to register for the English Club.

**T:** Sure. What's your first and last name?

**S:** I am Johnn Smith. J – O – H- N- N

**T:** Ok. now. what's your ID number?

**S:** It's 1- 0- 5- 3- 9- 9- 7- 5- 6

**T:** Perfect, now, could you tell me what are you studying?

**S:** I am a system electronic engineering student.

**T:** Ok. now let's see… humm… how would you describe yourself?

**S:** oh, I'm very proactive. a fast learner and very punctual.

**T:** Nice description… well, we are about to finish. I just need your email and an emergency contact.

**S:** Sure. my email is jsmith@nycollege.com. For the emergency contact we could have my brother's. His name is Andrew Smith and his number is 5619299522

**T:** well, I think we are all done. We have completed your registration. So. we'll see you in E building, classroom 203 on Friday, from 7 to 9 a.m.

**S:** Sounds good! See you then.

## Annex 06. Traditional test 2

English test No.2

Apprentice's name:

Date:

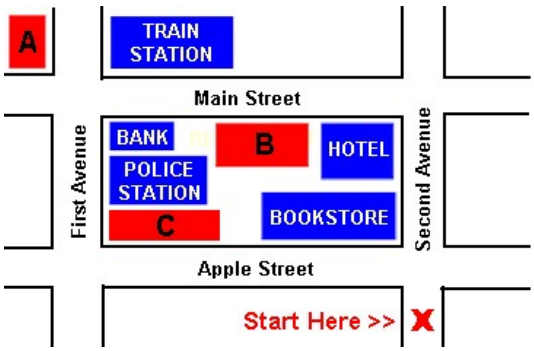
Group Number:

Listening comprehension

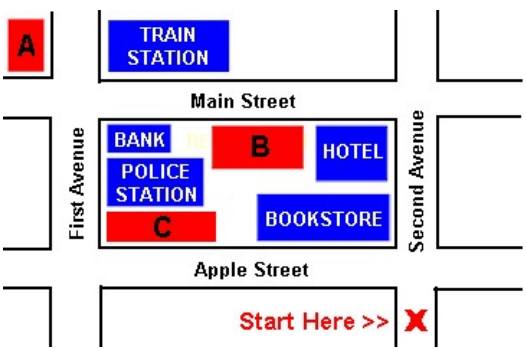
Please, listen to the conversations and choose the correct route to get to the building they are describing.

**Conversation 1.**

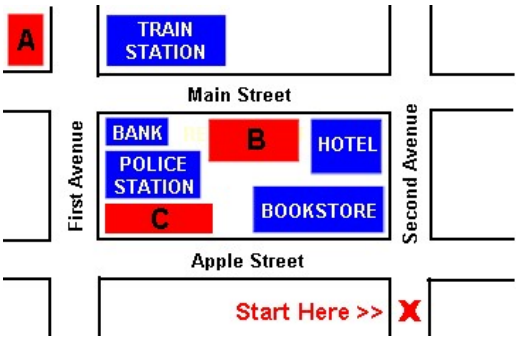
a.




B.

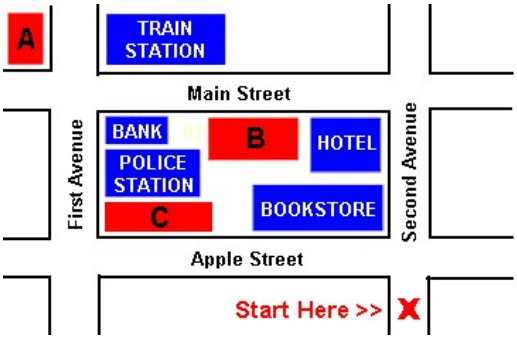


c.

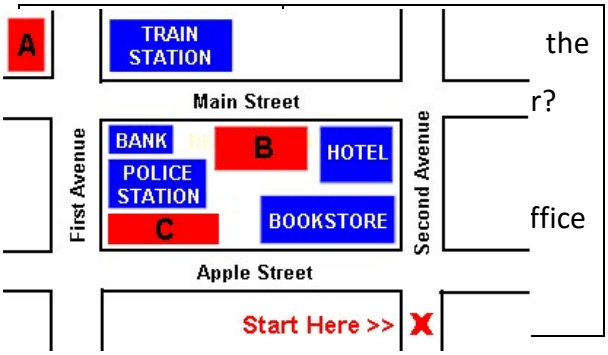



## Conversation 2.

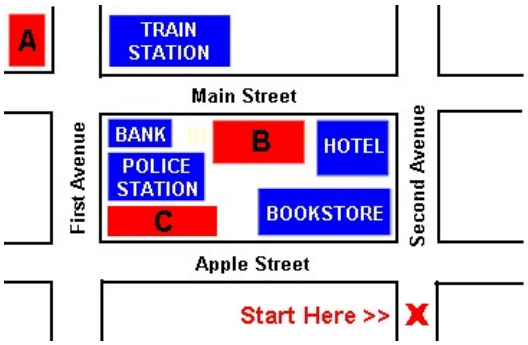
**a.**




**b.**



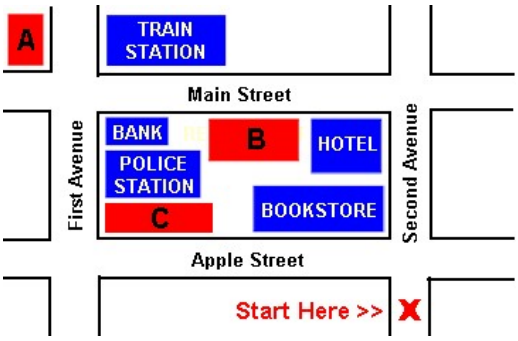

c.



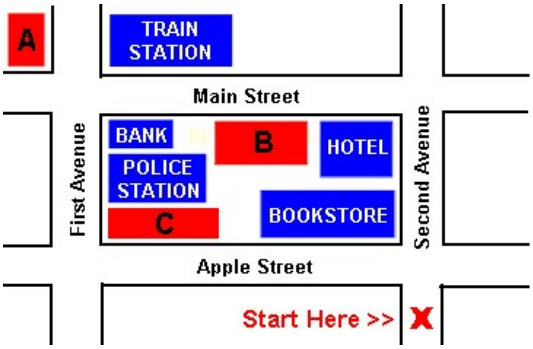

| What building are they describing? | What is the woman looking for? |
|---|---|
| • A<br>• B<br>• C | • The bank<br>• The supermarket<br>• The police station |

**Conversation 3.**

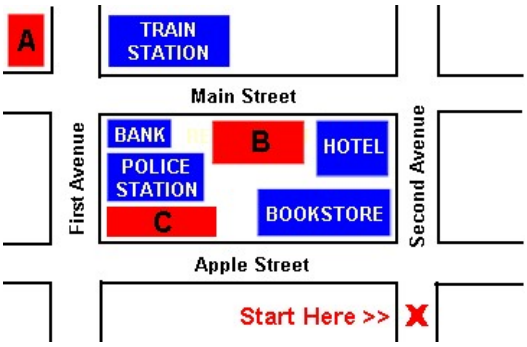
**a.**




**b.**




c.




| 2. What building are they describing? | 3. What is the man looking for? |
|---|---|
| • A<br>• B<br>• C | • The bookstore<br>• The restaurant<br>• The hotel |

**Transcript traditional test 2.**

**Conversation No.1**

A – Excuse me?

B – Yes?

A – How do I get to the post office?

B – Go past the hotel and turn left into Main Street. Go one block and turn right. It's across from the train station.

A – Thank you.

**Conversation No. 2**

A – How do I get to the supermarket?

B – It's easy. Turn left at the corner onto Apple Street. Go one block. The supermarket is on the corner of First Avenue and Apple Street, next to the police station.

A – Thanks.

**Conversation No.3**

A - Excuse me. How do I get to the restaurant?

B – Go straight past the bookstore and the hotel. Turn left onto Main Street. It's the second building on the left, between the hotel and the bank.

A – Thank you

## Annex 07. Authentic test 2

This test was done through Whatsapp voice messages. Therefore, they did not recieved any worksheet. The transcript of the test is what follows:

**Transcript**

**Station 1. From the cafeteria**

Go up the stairs next the women bathroom. On the second floor, turn left. The clue is next to the door of the second classroom.

Clue: Describe the picture you see (a Colombian flag)

Wrong clue (located in a different place of that indicated in the audio, but near the true one) a USA flag.

**Station 2. From the audiovisual classroom.**

Go past the basketball court. Turn right and go up the stairs. Stop in the first classroom you see. The clue is next to the door.

Clue: Describe the picture you see (two triangles and one circle.)

Wrong clue: One triangle and two circles.

**Station 3. From men's bathroom.**

Go up the stairs that are behind the bathroom. Turn right. The clue is on the wall, on your left.

Clue: Take a selfie of the whole group in front of the

Wrong clue: Describe the picture (one triangle)

**Station 4. From the library**

Go straight, then turn left and then turn right. The clue is behind the window.

Clue: Describe the picture (two girls)

Wrong clue: Two boys

**Station 5. From the chapel**

Go down the left stairs. The clue is on the wall.

Clue: Record a voice message saying each of the names of the members' group

Wrong clue: Record a voice message saying what day is today.

**Station 6. From the front desk.**

Go to the cafeteria. Go past the tables. The clue is on the last table, near the basketball court.

Clue: What day is tomorrow?

Wrong clue: What day is today?

## Annex 08. Semi-structured interview questions

The following were the initial questions that the researcher prepared before the interview. However, as it was a semi-structure interview, more questions were emerging in the process.

1. What do you feel when doing tests?
2. How did you feel in each test?
3. Which one was easier for you? Which one the most difficult and why?
4. How do you study at home before a test?
5. How do you feel after you finish a test?

## Anexx 09. Luisa's TAS result

| | Statement | category | Answer | score |
|---|---|---|---|---|
| 1. | Mientras estoy tomando un examen importante pienso en que los demás estudiantes son más brillantes que yo. | Worry | true | 1 |
| 2. | Si fuese a tomar un examen de inteligencia, me preocuparía mucho antes de tomarlo. | Tension | true | 1 |
| 3. | Si supiera que voy a tomar un examen de inteligencia, de antemano me sentiría confiado y relajado. | Not anxiety | false | 1 |
| 4. | Mientras tomo un examen importante sudo mucho. | Bodily reactions | false | 0 |
| 5. | Durante los exámenes pienso cosas que no están relacionadas con el material del curso. | Test irrelevan thoughts | false | 0 |
| 6. | Siento pánico cuando tengo que tomar un examen sorpresa. | Tension | true | 1 |
| 7. | Durante los exámenes pienso en las consecuencias de no pasar. | Worry | true | 1 |
| 8. | Después de exámenes importantes, frecuentemente estoy tan tenso que siento molestias en el estómago | Bodily reactions | true | 1 |
| 9. | Me petrifican cosas como los exámenes de inteligencia o exámenes finales. | Tension | true | 1 |
| 10. | Obtener una buena nota en una examen no parece incrementar mi confianza en el examen. | Worry | true | 1 |
| 11. | Algunas veces siento mi corazón latir muy rápido durante exámenes importantes. | Bodily reactions | true | 1 |
| 12. | Después de hacer un examen siempre siento que pude haberlo hecho mejor de lo que lo hice. | Worry | true | 1 |
| 13. | Usualmente me deprimo después de hacer un examen. | Tension | true | 1 |
| 14. | Me siento preocupado y trastornado antes de hacer un examen final. | Tension | true | 1 |
| 15. | Cuando estoy haciendo un examen mis emociones no interfieren con mi desempeño. | Not anxiety | false | 1 |

| | | | | |
|---|---|---|---|---|
| 16. | Durante un examen frecuentemente me pongo tan nervioso que olvido cosas que sé. | Tension | true | 1 |
| 17. | Me decepciono a mí mismo mientras hago exámenes importantes. | Test irrelevan thoughts | true | 1 |
| 18. | Mientras más estudio para tomar un examen, más me confundo. | Worry | true | 1 |
| 19. | Tan pronto como el examen termina intento dejar de preocuparme por él, pero no puedo hacerlo. | Test irrelevan thoughts | true | 1 |
| 20. | Durante los exámenes algunas veces me pregunto si podré completar mis estudios. | worry | true | 1 |
| 21. | Preferiría hacer un ensayo en lugar de un examen para la nota de un curso. | Tension | false | 0 |
| 22. | Desearía que los exámenes no me preocuparan tanto. | worry | true | 1 |
| 23. | Creo que podría hacerlo mucho mejor en los exámenes si pudiera hacerlos solo y no sentir la presión del límite de tiempo. | Tension | true | 1 |
| 24. | Pensar sobre la nota que puedo obtener en una materia interfiere con mi estudio y mi desempeño en los exámenes. | Tension | true | 1 |
| 25. | Si los exámenes pudieran ser eliminados creo que aprendería más. | Tension | false | 0 |
| 26. | En los exámenes tomo la actitud de: 'si no sé en este momento, no tiene sentido preocuparme' | not anxiety | false | 1 |
| 27. | Realmente no entiendo por qué algunas personas se preocupan tanto por los exámenes. | not anxiety | false | 1 |
| 28. | Pensamientos de no hacerlo bien interfieren con mi desempeño en los exámenes. | Tension | true | 1 |
| 29. | No estudio más para exámenes finales que para el resto de trabajos en el curso. | not anxiety | true | 0 |
| 30. | Aun cuando estoy bien preparado para un examen, me siento muy ansioso. | Tension | true | 1 |
| 31. | No disfruto comer antes de un examen importante. | Bodily reactions | false | 0 |
| 32. | Antes de un examen importante mis manos y brazos tiemblan. | Bodily reactions | true | 1 |

| | | | | |
|---|---|---|---|---|
| 33. | Rara vez siento la necesidad de estudiar intensamente antes de un examen. | not anxiety | true | 0 |
| 34. | La institución debería reconocer que algunos estudiantes son más nerviosos que otros en los exámenes y que eso afecta su desempeño. | worry | true | 1 |
| 35. | Me parece que los periodos de exámenes no deberían ser la situación tensa que son. | not anxiety | false | 1 |
| 36. | Me empiezo a poner muy nervioso justo antes de obtener la nota de un examen. | Tension | true | 1 |
| 37. | Le tengo pavor a los cursos donde los profesores tienen el hábito de hacer exámenes sorpresa. | Tension | true | 1 |
| | | | **TOTAL SCORE** | 30 |

## Annex 10. Valentina's TAS result

| | Statement | category | Answer | score |
|---|---|---|---|---|
| 1. | Mientras estoy tomando un examen importante pienso en que los demás estudiantes son más brillantes que yo. | Worry | true | 1 |
| 2. | Si fuese a tomar un examen de inteligencia, me preocuparía mucho antes de tomarlo. | Tension | true | 1 |
| 3. | Si supiera que voy a tomar un examen de inteligencia, de antemano me sentiría confiado y relajado. | Not anxiety | false | 1 |
| 4. | Mientras tomo un examen importante sudo mucho. | Bodily reactions | true | 1 |
| 5. | Durante los exámenes pienso cosas que no están relacionadas con el material del curso. | Test irrelevan thoughts | true | 1 |
| 6. | Siento pánico cuando tengo que tomar un examen sorpresa. | Tension | true | 1 |
| 7. | Durante los exámenes pienso en las consecuencias de no pasar. | Worry | true | 1 |

| | | | | |
|---|---|---|---|---|
| 8. | Después de exámenes importantes, frecuentemente estoy tan tenso que siento molestias en el estómago | Bodily reactions | true | 1 |
| 9. | Me petrifican cosas como los exámenes de inteligencia o exámenes finales. | Tension | true | 1 |
| 10. | Obtener una buena nota en una examen no parece incrementar mi confianza en el examen. | Worry | false | 0 |
| 11. | Algunas veces siento mi corazón latir muy rápido durante exámenes importantes. | Bodily reactions | true | 1 |
| 12. | Después de hacer un examen siempre siento que pude haberlo hecho mejor de lo que lo hice. | Worry | true | 1 |
| 13. | Usualmente me deprimo después de hacer un examen. | Tension | true | 1 |
| 14. | Me siento preocupado y trastornado antes de hacer un examen final. | Tension | true | 1 |
| 15. | Cuando estoy haciendo un examen mis emociones no interfieren con mi desempeño. | Not anxiety | false | 1 |
| 16. | Durante un examen frecuentemente me pongo tan nervioso que olvido cosas que sé. | Tension | true | 1 |
| 17. | Me decepciono a mí mismo mientras hago exámenes importantes. | Test irrelevan thoughts | false | 0 |
| 18. | Mientras más estudio para tomar un examen, más me confundo. | Worry | true | 1 |
| 19. | Tan pronto como el examen termina intento dejar de preocuparme por él, pero no puedo hacerlo. | Test irrelevan thoughts | true | 1 |
| 20. | Durante los exámenes algunas veces me pregunto si podré completar mis estudios. | worry | false | 0 |
| 21. | Preferiría hacer un ensayo en lugar de un examen para la nota de un curso. | Tension | true | 1 |
| 22. | Desearía que los exámenes no me preocuparan tanto. | worry | true | 1 |

| | | | | |
|---|---|---|---|---|
| 23. | Creo que podría hacerlo mucho mejor en los exámenes si pudiera hacerlos solo y no sentir la presión del límite de tiempo. | Tension | true | 1 |
| 24. | Pensar sobre la nota que puedo obtener en una materia interfiere con mi estudio y mi desempeño en los exámenes. | Tension | true | 1 |
| 25. | Si los exámenes pudieran ser eliminados creo que aprendería más. | Tension | true | 1 |
| 26. | En los exámenes tomo la actitud de: 'si no sé en este momento, no tiene sentido preocuparme' | not anxiety | false | 1 |
| 27. | Realmente no entiendo por qué algunas personas se preocupan tanto por los exámenes. | not anxiety | false | 1 |
| 28. | Pensamientos de no hacerlo bien interfieren con mi desempeño en los exámenes. | Tension | true | 1 |
| 29. | No estudio más para exámenes finales que para el resto de trabajos en el curso. | not anxiety | false | 1 |
| 30. | Aun cuando estoy bien preparado para un examen, me siento muy ansioso. | Tension | true | 1 |
| 31. | No disfruto comer antes de un examen importante. | Bodily reactions | true | 1 |
| 32. | Antes de un examen importante mis manos y brazos tiemblan. | Bodily reactions | true | 1 |
| 33. | Rara vez siento la necesidad de estudiar intensamente antes de un examen. | not anxiety | false | 1 |
| 34. | La institución debería reconocer que algunos estudiantes son más nerviosos que otros en los exámenes y que eso afecta su desempeño. | worry | true | 1 |
| 35. | Me parece que los periodos de exámenes no deberían ser la situación tensa que son. | not anxiety | true | 0 |

| | | | | |
|---|---|---|---|---|
| 36. | Me empiezo a poner muy nervioso justo antes de obtener la nota de un examen. | Tension | true | 1 |
| 37. | Le tengo pavor a los cursos donde los profesores tienen el hábito de hacer exámenes sorpresa. | Tension | true | 1 |
| | | | **Total** | 33 |

## Annex 11. Global Results traditional listening test 2

| Question | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | total |
|---|---|---|---|---|---|---|---|---|---|---|
| Student 1 | 0 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 7.7 |
| Student 2 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 8.8 |
| Student 3 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 0 | 0 | 0 | 5.5 |
| Student 4 | 0 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 0 | 0 | 1.1 | 5.5 |
| Student 5 | 0 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 7.7 |
| Student 6 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 0 | 0 | 0 | 5.5 |
| Student 7 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 0 | 0 | 0 | 5.5 |
| Student 8 | 0 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 0 | 6.6 |
| Student 9 | 1.1 | 1.1 | 0 | 0 | 0 | 0 | 0 | 1.1 | 0 | 3.3 |
| Student 10 | 1.1 | 1.1 | 1.1 | 0 | 0 | 1.1 | 1.1 | 1.1 | 0 | 6.6 |
| Student 11 | 0 | 0 | 0 | 0 | 0 | 1.1 | 0 | 0 | 0 | 1.1 |
| Student 12 | 0 | 1.1 | 1.1 | 0 | 0 | 1.1 | 0 | 0 | 1.1 | 4.4 |
| Student 13 | 0 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 7.7 |
| Student 14 | 0 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 6.6 |
| Student 15 | 1.1 | 0 | 1.1 | 0 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 6.6 |
| Student 16 | 0 | 1.1 | 1.1 | 0 | 1.1 | 0 | 1.1 | 1.1 | 0 | 5.5 |
| Student 17 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 0 | 0 | 0 | 5.5 |
| Student 18 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 8.8 |
| Student 19 (Luisa) | 0 | 1.1 | 1.1 | 0 | 0 | 0 | 1.1 | 1.1 | 1.1 | 5.5 |
| Student 20 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 8.8 |
| Student 21 | 0 | 1.1 | 1.1 | 0 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 6.6 |
| Student 22 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 0 | 0 | 0 | 5.5 |
| Student 23 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 10 |
| Student 24 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 0 | 0 | 1.1 | 6.6 |
| Student 25 | 1.1 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 0 | 0 | 0 | 5.5 |
| Student 26 | 0 | 1.1 | 1.1 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 7.7 |
| Student 27 | 1.1 | 1.1 | 0 | 0 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 7.7 |
| Student 28 | 0 | 1.1 | 1.1 | 0 | 1.1 | 0 | 1.1 | 1.1 | 0 | 5.5 |
| Student 29 (Valentina) | 0 | 1.1 | 0 | 0 | 1.1 | 0 | 0 | 1.1 | 0 | 3.3 |
| Student 30 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 0 | 0 | 0 | 0 | 5.5 |
| Student 31 | 0 | 0 | 0 | 0 | 0 | 0 | 1.1 | 1.1 | 0 | 2.2 |