

The Explicit Exposure of a group of six heterogenous learners taking the PET exam

Educación para la integración

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Introducción [Cambria negrita 44]

The present case study explores the effects of listening test training in six 20- 40 year-old participants who volunteered to be part of a pedagogical intervention which focused on giving learners hints for doing the tests, on showing the type of questions, items and exercises, and practice related to the PET listening proficiency test.

[Cambria 34]

Objetivos [Cambria negrita 44]

To explore the effects of a 4-week listening test training program on the results of the PET listening test taken by six elementary to intermediate EFL proficiency adults who participated in the study.

[Cambria 34]

Materiales y métodos [Cambria negrita 44]

According to PET Listening Exam, it is a paper that contains four parts (25 questions), each text is based on authentic situations, At the moment of answering this exam, candidates have to shade lozenges (part 1, 2 and 4) or write answers (part 3). Furthermore, each text is heard twice and every recording corresponds to different speakers who have different native speaker accents.

The total time to answer this par is 30 minutes plus six minutes to transfer answers. -> [Cambria 34]

Financiamiento (si hubiere) [Cambria negrita 44]

Cambridge University

[Cambria 26]

Resultados y discusión [Cambria negrita 44]

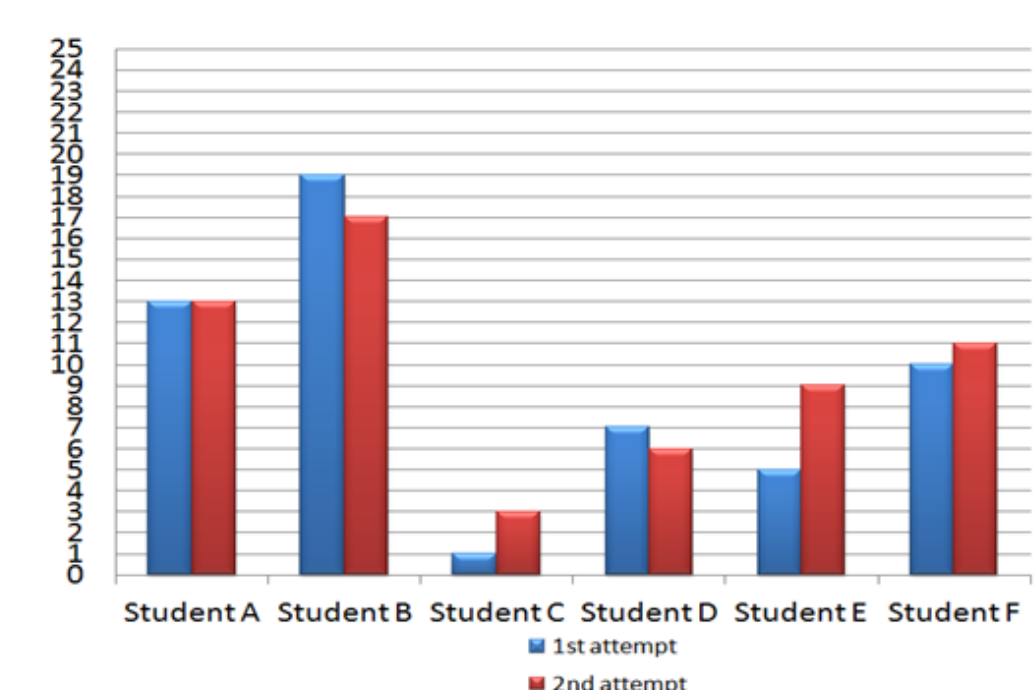
In the following chart, the information is displayed in detail, showing that:

Student A maintained their scores in 13 points out of 25.

Student B decreased from 19 to 17 points.

Student C improved from 1 to 3 points.

[Cambria 34]



Conclusiones [Cambria negrita 44]

In order to support our Hypothesis, we estate that listening test training is strongly recommended due to the results our investigation evidenced, which were that the majority of students succeeded in increasing their scores. Furthermore, learners remained quite more confident and less anxious after the test orientation. Moreover, when students face a test that they are not familiarized with, physical, emotional and external factors might affect directly their performance in any type of test. -> [Cambria 34]

Bibliografía [Cambria negrita 44]

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- Bloom, B. (1956). *Taxonomy of Educational Objectives* Published by Allyn and Bacon, Boston, MA. Copyright (c) 1984 by Pearson Education.
- Brown, G. 1987. Twenty-five years of teaching listening comprehension. *English Teaching Forum* 25, 4: 11-15 [Cambria 26]

Agradecimientos (opcional) [Cambria negrita 44]

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